

UNIVERSITY OF DELHI

CNC-II/093/1(26)/2023-24/167

Dated: 14.08.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 14-1/-(14-1-1/-) dated 09.06.2023]

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-IV, V and VI of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Arabic**
- (ii) English**
- (iii) English (Journalism)**
- (iv) Urdu**
- (v) Persian**

DEPARTMENT OF ARABIC
Semester-IV

DISCIPLINE SPECIFIC CORE COURSE – 10
UPPER INTERMEDIATE ARABIC: MODERN ARABIC PROSE & 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		
Upper Intermediate Arabic: Modern Arabic Prose & Poetry	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students learn Modern Arabic Prose & Poetry.
2. To let them know briefly about 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. Read and comprehend modern Arabic language.
2. Write and comprehend simple Arabic poetry.
3. Learn a few couplets in order to begin comprehending Arabic Poetry.

SYLLABUS OF DSC-10

Unit 1 (15 Hours)

The following lessons from the prescribed book “Al-Qira’at Al-Arabiyya”, Volume: 3, Co-Authored by Al-Qasmi, Abdul Quddus & Sajid, Muhammad:

• Al Shabakah Al Dualiyyah (9)	• الشبكة الدولية (9)
• Al Munaafasah ((11)	• المنافسة (11)
• Al Taaqah Al Shamsiyyah (13)	• الطاقة الشمسية (13)
• Min Yaumiyyat Tilmiz Fi Al Madrasah (17)	• من يوميات تلميذ في المدرسة (17)
• Al Qiraa’ah (18)	• القراءة (18)
• Al Tadhkeen (35)	• التدخين (35)

Unit 2 (15 Hours)

Brief biography of the following poets:

- Hafiz Ibrahim
- Mahmood Sami al-Barudi
- Ahmed Shouqi
- Abdullah Basha Fikri
- Al Shaikh Hasan Al Attar

Unit 3 (15 Hours)

The following poems from their respective Diwans:

• Al-Umm Madrasah Idha A’dadtaha - Hafiz Ibrahim (1-6 Verses)	• الأم مدرسة اذا أعددتها - حافظ إبراهيم (1 to 6 Verses)
• Siwaaya Bitahnaan Al Aghaareed Yatrub - Mahmood Sami Al Baroodi (1-7 Verses)	• سواي بتحنان الأغاريد يطرب- محمود سامي البارودي (1 to 7 Verses)
• Tafdeeka Nafs Shaj - Abdullah Basha Fikri (1-7 Verses)	• تفديك نفس شج - عبد الله باشا فكري (1 to 7 Verses)
• Ya Ukht Andalus - Ahmad Shauqi (1-9 Verses)	• يا أخت أندلس – أحمد شوقي (1 to 9 Verses)
• A ‘anil Muhibb - Al Shaikh Hasan Al Attar (1-9 Verses)	• أ عن المحب – الشيخ حسن العطار (1 to 9 Verses)

Practical component (if any) - NIL

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

DISCIPLINE SPECIFIC CORE COURSE – 11
UPPER INTERMEDIATE ARABIC GRAMMAR

SEMESTER-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		
Upper Intermediate Arabic Grammar	4	3	1	0	Class XII Pass	Intermediate Level Arabic

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-11

Unit 1 (15 Hours)

Morphology

Conjugation of the following irregular verb patterns of (الفعل الثلاثي المزيد فيه) in Perfect, Imperfect (14-mood active & passive), 6-mood conjugation of Imperative, 6-Mood Prohibitive, Active Participle and Passive Participle:

سَمِيَ يَسْمِي	نادى ينادي	أحبّ يحبّ	أراد يريد	ألقى يلقي	تربّى يتربّى
تلاقى يتلاقى	انشقّ ينشقّ	انحاز ينحاز	انقضى ينقضى	اهتزّ يهتزّ	اختار يختار

Unit 2 (15 Hours)

Syntax

<ul style="list-style-type: none">• Al Munada Bi Laam Al Ta'rif, Munada Al Mudaf Wa Al Mudaf Ilaih, Munada Al Nakira Al Mu'ayyana.• Al Haal Wa Saahibul Haal• Tamyeezul Jumla• Al Istithnaa Bi Illa• Al Adad Wal Ma'dood• Al Jaar Wal Majroor (In Detail)	<ul style="list-style-type: none">▪ المنادى بلام التعريف، منادى المضاف والمضاف إليه، منادى النكرة المعينة▪ الحال وصاحب الحال▪ تمييز الجملة▪ الاستثناء — إلا▪ العدد والمعدود▪ الجار والمجرور (مفصلاً)
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Unit 3 (15 Hours)

Morphology

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:

أكثرى - يكثرى	استقرّ - يستقرّ	استراح - يستريح	استرضى - يسترضى
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Syntax

<ul style="list-style-type: none">• Kaana Wa Akhawaatuha (In Detail)• Ism Al Tafzeel• Adawaat Al Shart• Ghair Al Munsarif	<ul style="list-style-type: none">▪ كان وأخواتها (مفصلاً)▪ اسم التفضيل▪ أدوات الشرط▪ غير المنصرف
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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. Prof. 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 – 12
UPPER INTERMEDIATE ARABIC TRANSLATION & COMPOSITION

SEMESTER-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		
Upper Intermediate Arabic Translation & Composition	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable students to translate simple sentences from English-Arabic & vice versa.
2. To develop writing 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 writing short essays, applications and simple letters.

SYLLABUS OF DSC-12

Unit 1 (15 Hours)

Translation from English Newspapers into Arabic on the topics given below:

- Political
- Socio-economical
- Cultural

Unit 2 (15 Hours)

Translation from Arabic Newspapers into English on the topics given below:

- Political
- Socio-economical
- Cultural

Unit 3 (15 Hours)

Composition:

- Application Writing
- Letter Writing
- Short Essay Writing

Practical component (if any) – Nil

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.
5. Dr. Aboo Backer K P : A Handbook of Commercial Arabic, Kerala.

Suggestive readings

1. Dr. Sayed Muhammad Ijtiba Nadwi: Al Tabeer Wal Muhadatha, Delhi.
2. S.A Rahman: Let Us Speak Arabic, New Delhi.
3. Dr. Habibullah Khan, Duroos Fil Tarjama Al Suhufiyyah, New Delhi.
4. A Group of Scholars, Allugha Al Wazifiyya, NCPUL, New Delhi.
5. 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 (Semester-4)

Arabic Courses for Undergraduate Programme of study with
Arabic as one of the Core Disciplines
(B.A. Programmes with Arabic as Major discipline)

SEMESTER-4 DISCIPLINE SPECIFIC CORE COURSE – 7 MODERN ARABIC-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		
Modern Arabic-II	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

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-7 (CATOGORY-II)

Unit 1 (15 Hours)

Arabic Text-1

Lessons: 23,24,25,27,28,29,33

Prescribed Book:

Al Qira'atul Waziha (Part-2)

Mualana Wahiduz Zaman Qasmi Kairanwi

Unit 2 (15 Hours)

Arabic Text-2

Lessons: 34,35,36,37,38,39

Prescribed Book:

Al Qira'atul Waziha (Part-2)

Mualana Wahiduz Zaman Qasmi Kairanwi

Unit 3 (15 Hours)

Comprehension & Applied Grammar

Lessons: 23,24,25,27,28,29,33,34,35,36,37,38,39

Prescribed Book:

Al Qira'atul Waziha (Part-2)

Mualana Wahiduz Zaman Qasmi Kairanwi

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 Al 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-4
DISCIPLINE SPECIFIC CORE COURSE – 8
ARABIC: TEXT, GRAMMAR & TRANSLATION -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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Arabic: Text, Grammar & Translation-IV	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

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 third 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 the grammar taught.

SYLLABUS OF DSC-8 (CATEGORY-II)

Unit 1 (15 Hours)

Arabic Text

Lessons: 7-13

Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-2

Dr. V. Abdur Rahim

Unit 2 (15 Hours)

Grammar:

- Abwabul Fi'l Al Thulathi Al Mazid Fih أبواب الفعل الثلاثي المزيد فيه
- (تفعيل-مفاعلة-إفعال-تفعّل-تفاعل-انفعال-افتعال-استفعال)
(Taf'eel - Mufaa'ala - If'aal - Tafa''ul - Tafaa'ul - Infi'aal - Ifti'aal - Istif'aal)
- Al Huruf Al Naasiba Lil Muzaari' الحروف الناصبة للمضارع
- Al Huruf Al Jaazima Lil Muzaari' الحروف الجازمة للمضارع
- Hamzatul Wasl & Hamzatul Qat' همزة الوصل وهمزة القطع
- Zarf Al Zamaan Wa Zarf Al Makaan ظرف الزمان وظرف المكان

Unit 3 (15 Hours)

Translation:

Translation English-Arabic based on simple sentences.

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-4)

**Arabic Courses for Undergraduate Programme of study with
Arabic as one of the Core Disciplines**
(B.A. Programmes with Arabic as Non-Major or Minor discipline)

COURSES OFFERED BY DEPARTMENT OF ARABIC

**SEMESTER-4
DISCIPLINE SPECIFIC CORE COURSE – 8
ARABIC: TEXT, GRAMMAR & TRANSLATION -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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Arabic: Text, Grammar & Translation-IV	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

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 third 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 the grammar taught.

SYLLABUS OF DSC-8 (CATEGORY-III)

Unit 1 (15 Hours)

Arabic Text

Lessons: 7-13

Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatigeen Biha (English Version) Vol.-2

Dr. V. Abdur Rahim

Unit 2 (15 Hours)

Grammar:

- Abwabul Fi'l Al Thulathi Al Mazid Fih أبواب الفعل الثلاثي المزيد فيه
- (تفعيل-مفاعلة-إفعال-تفعّل-تفاعل-انفعال-افتعال-استفعال)
(Taf'eel - Mufaa'ala - If'aal - Tafa''ul - Tafaa'ul - Infi'aal - Ifti'aal - Istif'aal)
- Al Huruf Al Naasiba Lil Muzaari' الحروف الناصبة للمضارع
- Al Huruf Al Jaazima Lil Muzaari' الحروف الجازمة للمضارع
- Hamzatul Wasl & Hamzatul Qat' همزة الوصل وهمزة القطع
- Zarf Al Zamaan Wa Zarf Al Makaan ظرف الزمان وظرف المكان

Unit 3 (15 Hours)

Translation:

Translation English-Arabic based on simple sentences.

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.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 3
INTRODUCTION TO ARABIC NOVEL**

SEMESTER-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		
Introduction to Arabic Novel	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with the Arabic Novels.
2. To make them familiar to famous Arab Novelists.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Learn about origin and development of Arabic Novel.
2. Display working knowledge of Arabic Novel as a literary genre.
3. Identify and describe distinct literary characteristics of Novel.
4. Know about different literary trends in Arabic Novel.
5. Assess the contributions of different scholars to the development of Novel in Arabic.
6. Analyze the important literary works of Arabic Novelists for their structure, style and meaning.

SYLLABUS OF DSE-3

Unit 1 (15 Hours)

<ul style="list-style-type: none">▪ Novel: Introduction, Characteristics & Elements▪ Origin & Development of Arabic Novel	<ul style="list-style-type: none">▪ الرواية: تعريف وخصائص وعناصر▪ نشأة الرواية العربية وتطورها
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Unit 2 (15 Hours)

<ul style="list-style-type: none">▪ Pioneer of Arabic Novel: Muhammad Husain Haykal.▪ Novel "Zainab": An Introduction	<ul style="list-style-type: none">▪ رائد الرواية العربية: محمد حسين هيكل▪ رواية "زينب": تعريف وجيز
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Unit 3 (15 Hours)

<ul style="list-style-type: none">▪ Eminent Arab Novelists<ul style="list-style-type: none">- Jurji Zaidan- Abdul Qadir Al-Mazni- Naguib Mahfouz- Najib Al Kilaani	<ul style="list-style-type: none">▪ أعلام الرواية العربية:<ul style="list-style-type: none">- جرجي زيدان- عبدالقادر المازني- نجيب محفوظ- نجيب الكيلاني
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Practical component (if any) - Nil

Essential/recommended readings:

1. M. M. Badawi: Modern Arabic Literature, Cambridge university press.
2. Ahmad Haykal: Al-Adab al-Qasasi wa al-Masrahi fi Misr, Al Qahira.
3. Abdul Muhsin Badar: Tatawwur Al Riwaya Al Arabiyya, Darul Ma'arif.
4. Dr. Ali Al Raa'i: Diraasaat Fir Riwayah Al Misriyya, Al Qahira
5. Abdul Halim Nadwi: Arabi Adab Ki Tareekh, New Delhi

Suggestive readings:

1. Ian Watt : Nushu al-Riwayat, Wizarat al-Thaqafa, Damascus, 1991.
2. Fatma Moussa Mahmoud : The Arabic novel in Egypt (1914-1970), Egyptian General Book Organization, 1973
3. Mahdi, Ismat : Modern Arabic literature, 1900-1967, Rabi Publishers, 1983

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4
ARABIC TEXT COMPREHENSION-2

SEMESTER-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		
Arabic Text Comprehension-2	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

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-4

Unit 1 (15 Hours)

- The following lessons from the prescribed book Al Qira'atul Waziha-3, Maulana Wahiduzzaman Qasmi Kairanwi, New Delhi:

Excursion	Al-Nuzha	النزهة	.1
Policeman	Al-Shurtiy	الشرطي	.2
Mango	Al-Anbaj	الأنبيج	.3
Seasons	Fusool Al Sana	فصول السنة	.4

Unit 2 (15 Hours)

- The following lessons from the prescribed book Al Qira'atul Waziha-3, Maulana Wahiduzzaman Qasmi Kairanwi, New Delhi:

Directions	Al-Jihaat Al-Asliyya	الجهات الأصلية	.5
School Activity	Al-Nashaat Al Madrasi	النشاط المدرسي	.6
Meeting of Friends	Ijtima Al-Asdiqa	اجتماع الأصدقاء	.7
Conversation of Friends	Hadith Al-Asdiqa	حديث الأصدقاء	.8

Unit 3 (15 Hours)

- The following lessons from the prescribed book Al Qira'ah Al Rasheedah, Vol-1:

Fire	Al Hariq	الحريق	.1
Rain	Al Matar	المطر	.2
Bird	Al Taa'ir	الطائر	.3
Window	Al Shubbak	الشباك	.4

Practical component (if any) - Nil

Suggestive readings:

- W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
- J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
- S.A. Rahman: Teach Yourself Arabic, New Delhi.
- 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 ELECTIVE COURSE – 5
ARABIC FOR TOURISM**

SEMESTER-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		
Arabic for Tourism	4	3	1	0	Class XII Pass	Basic level of Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students familiar with the basic Arabic vocabulary & expressions used in the field of tourism.
2. To make them familiar with the famous Indian Monuments and provide vocabulary in Arabic.

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

1. Learn the Arabic vocabulary related to tourism.
2. Learn Arabic expressions and sentences related to tourism.

SYLLABUS OF DSE-5

Unit 1 (15 Hours)

<ul style="list-style-type: none">• Common Arabic Vocabulary used in the field of Tourism<ul style="list-style-type: none">- Airport- Hotel- Hospital- Historical Monuments	■ المفردات العربية حول السياحة: <ul style="list-style-type: none">- المطار- الفندق- المستشفى- المعالم التاريخية
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Unit 2 (15 Hours)

<ul style="list-style-type: none">• Common Arabic Expression/Phrases used in the field of Tourism<ul style="list-style-type: none">- Airport- Hotel- Hospital- Historical Monuments	■ التعابير العربية حول السياحة: <ul style="list-style-type: none">- المطار- الفندق- المستشفى- المعالم التاريخية
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Unit 3 (15 Hours)

<ul style="list-style-type: none">• Introduction to important Indian historical places in Arabic<ul style="list-style-type: none">• Akshardham• India Gate• Red Fort• Mughal Garden• Qutub Minar• Taj Mahal	■ التعريف عن المعالم التاريخية الهندية: <ul style="list-style-type: none">- أكشردھام- بوابة الهند- القلعة الحمراء- حديقة مغول- منارة قطب- التاج محل
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Practical component (if any) - Nil

Essential/recommended readings:

1. Abdul Fattah Sabri Wa Ali Umar: Al Qi'ra'ah Al Rasheeda: Vol.-1, 2, 3 & 4, Egypt.
2. Al Shaikh Abu Al Hasan Ali Al Nadwi: Al Qira'ah Al Rashida, Vol.-1, 2 & 3, Lucknow.
3. Ijtiba Nadwi: Al Ta'bir Wa Al Muhadatha, New Delhi.
4. Al Musannifoon: Al Lughah Al Arabiyyah Al Wazifiyyah, New Delhi
5. Manzoor Khan: Nahwa Al Insha Wa Al Tarjama, Jammu & Kashmir.

Suggestive readings:

1. S.A. Rahman: Teach Yourself Arabic, New Delhi.
2. J. A. Haywood & H. M. Nahmad: A New Arabic Grammar, 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-4

GENERIC ELECTIVES (GE-9): IMPACT OF ARAB SCHOLARS ON EUROPEAN RENAISSANCE

CREDIT DISTRIBUTION, ELIGIBILITY 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			
Impact of Arabic Scholars on European Renaissance	4	3	1	0	Class XII Pass	NIL	Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with the knowledge of impact of Arab Scholars on European Renaissance.
2. To make acquire them the knowledge of some important Arab thinkers.

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Acquire the knowledge of Impact of Arab Scholars on European Renaissance.
2. Acquire the knowledge of the important contribution of Arab scholars to European Renaissance.
3. Acquire the knowledge of life and works of the prescribed Arab scholars, who made their major contribution to the world development.

SYLLABUS OF G.E.-9

Unit 1 (15 Hours)

- Al-Ma'arri
- Hayy Ibn Yaqzaan

Unit 2 (15 Hours)

- Ibn Khaldoon
- Ibn Sina (Avicenna)

Unit 3 (15 Hours)

- Al Farabi
- Ibn Haytham
- Al Razi (Rhazes)

Practical component (if any) - NIL

Suggestive readings

1. Abbas Mahmood Al Aqqad: Asarul Arab Fil Hazaara Al Aurubbiyya, Al Qahira.
2. Dr. V. Abdur Rahim : Europe Speaks Arabic, New Delhi
3. Dr. Sanaullah Nadwi : The Arab Legacy in Latin Europe, Aligarh, 2003
4. Dr. Sanaullah Nadwi : Klasiki Adabiyate Europe per Islam ka Asar- Dante ke Hawale se (Islam and the Classical European Literature: A Case Study of Dante Alighieri, Aligarh.

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-4

GENERIC ELECTIVES (GE-10): SIMPLE ARABIC TEXT-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		
Simple Arabic Text-2	4	3	1	0	Class XII Pass	Reading & Writing of Arabic

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.-10

Unit 1 (15 Hours)

- The following lessons from the prescribed book:
Lessons 1-4

Unit 2 (15 Hours)

- The following lessons from the prescribed book:
Lessons 5-8

Unit 3 (15 Hours)

- The following lessons from the prescribed book:
Lessons 9-12

Practical component (if any) – NIL

Prescribed Book:

- Al Qiraatul Waziha-1, Maulana Wahiduzzaman Qasmi Kairanwi, 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.
4. 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 – 13
CLASSICAL ARABIC PROSE & POETRY-1**

SEMESTER-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		
Classical Arabic Prose & Poetry-1	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students learn Classical Arabic Prose & Poetry.
2. To let them know briefly about life sketches and works of 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. Enhance the ability to read and understand Classical Arabic text.
2. Add vocabulary into his/her knowledge through Arabic text.
3. Learn a few couplets, recite and quote them on different occasions.

SYLLABUS OF DSC-13

Unit 1 (15 Hours)

The following lessons from the prescribed book “Al Mansurat Min Adab Al Arab” by Muhammad Al Rabi’ Al Hasani Al Nadwi:

<ul style="list-style-type: none"> • Wasiyyatu Luqmaan Li Ibnih (13-19, Surat Luqmaan) • Al I’tiraaf Bin Ni’mah (Al Imaam Muslim) • Jood A’raabi (Abul Faraj Al Asbahaani) • Aduwwaan Yusaalimaan (Ibn Al Muqaffa) • Azaa’ Ali Ibn Abi Talib Li Abi Bakr (Sayyiduna Ali Ibn Abi Talib) 	<ul style="list-style-type: none"> ▪ وصية لقمان لابنه (13-19، سورة لقمان) ▪ الاعتراف بالنعمة (الإمام مسلم) ▪ جود أعرابي (أبو الفرج الأصبهاني) ▪ عدوان يسالمان (ابن المقفع) ▪ عزاء علي بن أبي طالب لأبي بكر (سيدنا علي بن أبي طالب ﷺ)
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Unit 2 (15 Hours)

Brief biography of the following writers/poets:

<ul style="list-style-type: none"> • Al-Imam Muslim • Abul Faraj Al-Asbahani • Ibn Al-Muqaffa • Ali Ibn Abi Talib • Safiuddin Al-Hilliy 	<ul style="list-style-type: none"> • Muhazzab Al-Din • Abul Ala Al-Ma'arri • Al-Mutanabbi • Ibn Al-Rumi
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Unit 3 (15 Hours)

The following poems from the anthology “Majmu’a Min Al Nazm Wa Al Nasr Lil Hifz Wat Tasmee’” by Sharif Saleem, Muhammad:

<ul style="list-style-type: none"> • La Yamtati Al Majda - Safiuddin Al Hilliy (1-5 Verses) • Wa Iza Al Karim - Muhazzib Al Din (1-5 Verses) • Ala Fi Sabil Al Majd - Abul Ala Al Ma’arri (1-6 Verses) • Zu Al Aql Yashqa - Al Mutanabbi (1-5 Verses) • Takhiztukum Dir’an - Ibn Al Rumi (1-4 Verses) 	<ul style="list-style-type: none"> ▪ لا يمتطي المجد - صفي الدين الحلبي (1 to 5 Verses) ▪ وإذا الكريم - مهذب الدين (1 to 5 Verses) ▪ ألا في سبيل المجد - أبو العلاء المعري (1 to 6 Verses) ▪ ذو العقل يشقى - المتنبي (1 to 5 Verses) ▪ تخذتكم درعا - ابن الرومي (1 to 4 Verses)
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Practical component (if any) – NIL

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

**DISCIPLINE SPECIFIC CORE COURSE – 14
HISTORY OF ARABIC LITERATURE-1**

SEMESTER-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		
History of Arabic Literature-1	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with the history of Arabic Literature.
2. To make familiar to famous Prose writers and Poets.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Know about the Arabic Literature during Pre-Islamic period.
2. Know about the development of Arabic Literature during Islamic period.
3. Understand the impact of Qur'an and Hadith Literature on Arabic language and literature.
4. Know about different literary schools and movements during the Abbasid period.

SYLLABUS OF DSC-14

Unit 1 (15 Hours)

Pre-Islamic Period (500-622 AD)

- Prose
 - Khitaabah
 - Amsaalul Hikam
 - Wasaaya
- Poetry
 - Al-Mu'allaqaat
 - Imru'ul Qais
 - Zuhair Bin Abi Sulma

Unit 2 (15 Hours)

Islamic & Umayyad Period (622-750 AD)

- Impact of Islam (Qur'an and Hadith) on Arabic Literature
- Letters: Abdul Hameed Al Katib
- Hassan Bin Thabit
- Umar Bin Abi Rabi'a
- Jamil Buthaina
- Al Farazdaq

Unit 3 (15 Hours)

Abbasid Period (750-1258 AD)

- Prose
 - Al Jahiz Wa Kitabul Bayan Wat Tabyeen
 - Ibn Al Muqaffa Wa Kitab Kalila Wa Dimna
- Poetry
 - Bashshar Ibn Burd
 - Al Mutanabbi
 - Abul Ala Al Ma'arri

Practical component (if any) – Nil

Essential/recommended readings

1. Umar Farrukh: Tarikh Al Adab Al Arabi
2. Shauqi Zaif: Tarikh Al Adab Al Arabi
3. Ahmad Hasan Al Zayyat: Tarikh Al Adab Al Arabi
4. K.A. Fariq: History of Arabic Literature

Suggestive readings

1. Dr. Abdul Halim Nadwi: Arabi Adab Ki Tareekh
2. Hanna Al Fakhoori: Al Jami' Fi Tarikh Al Adab Al Arabi

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

DISCIPLINE SPECIFIC CORE COURSE – 15
ADVANCED ARABIC GRAMMAR & TRANSLATION

SEMESTER-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		
Advanced Arabic Grammar & Translation	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make learners well versed in Advanced Arabic Grammar.
2. To enable them to translate the text of Advanced level.
3. To develop speaking, reading and writing skills at Advanced Level.

Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Understand Advanced Arabic Grammar for Reading and Writing.
2. Use Arabic language in their writings and speaking as per the need.
3. Translate the text of Arabic newspapers.

SYLLABUS OF DSC-15

Unit 1 (15 Hours)

Advanced Grammar

<ul style="list-style-type: none">• Af'aalul Madh Wa Al Zamm• Al Taukeed• Asmaa'ul Af'aal• Af'aalul Muqaaraba Wa Al Rajaa Wa Al Shuroo'• Khawaass Al Fi'l Al Thulathi Al Mazid Fih	<ul style="list-style-type: none">• أفعال المدح والذم• التوكيد• أسماء الأفعال• أفعال المقاربة والرجاء والشروع• خواص الفعل الثلاثي المزيد فيه
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Unit 2 (15 Hours)

Advanced Translation from English Newspaper into Arabic on the given topics:

- Political
- Socio-economical
- Cultural

Unit 3 (15 Hours)

Advanced Translation from Arabic Newspaper into English on the given topics:

- Political
- Socio-economical
- Cultural

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 Al Jarim Wa Mustafa Amin, Al Nahw Al Wazih Fi Qawaid Al Lughah 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.

Category II (Semester-5)

**Arabic Courses for Undergraduate Programme of study with
Arabic as one of the Core Disciplines
(B.A. Programmes with Arabic as Major discipline)**

SEMESTER-5 DISCIPLINE SPECIFIC CORE COURSE – 9 MODERN ARABIC-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		
Modern Arabic-III	4	3	1	0	Class XII Pass	Intermediate Level Arabic

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-9 (CATOGORY-II)

Unit 1 (15 Hours)

Arabic Text-1

Lessons: 1,2,3,5,6,7,9

Prescribed Book:

Al Qira'atul Waziha (Part-3)

Mualana Wahiduz Zaman Qasmi Kairanwi

Unit 2 (15 Hours)

Arabic Text-2

Lessons: 10,11,12,13,15,16

Prescribed Book:

Al Qira'atul Waziha (Part-3)

Mualana Wahiduz Zaman Qasmi Kairanwi

Unit 3 (15 Hours)

Comprehension & Applied Grammar

Lessons: 1,2,3,5,6,7,9,10,11,12,13,15,16

Prescribed Book:

Al Qira'atul Waziha (Part-3)

Mualana Wahiduz Zaman Qasmi Kairanwi

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 Al 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-5
DISCIPLINE SPECIFIC CORE COURSE – 10
ARABIC: TEXT & 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 & Translation-I	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the learners with Arabic language at intermediate level.
2. To make them familiar with Arabic text at intermediate level.
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 the grammar taught.

SYLLABUS OF DSC-10 (CATEGORY-II)

Unit 1 (15 Hours)

Arabic Text

Lessons: 1-5

Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 2 (15 Hours)

Exercises & New Words:

Lessons: 1-5

Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 3 (15 Hours)

Translation:

English-Arabic & Vice Versa based on simple sentences.

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-5)

**Arabic Courses for Undergraduate Programme of study with
Arabic as one of the Core Disciplines
(B.A. Programmes with Arabic as Non-Major or Minor discipline)**

COURSES OFFERED BY DEPARTMENT OF ARABIC

**SEMESTER-5
DISCIPLINE SPECIFIC CORE COURSE – 10
ARABIC: TEXT & 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 & Translation-I	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the learners with Arabic language at intermediate level.
2. To make them familiar with Arabic text at intermediate level.
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 the grammar taught.

SYLLABUS OF DSC-10 (CATEGORY-III)

Unit 1 (15 Hours)

Arabic Text

Lessons: 1-5

Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 2 (15 Hours)

Exercises & New Words:

Lessons: 1-5

Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 3 (15 Hours)

Translation:

English-Arabic & Vice Versa based on simple sentences.

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.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 6
INTRODUCTION TO ARABIC DRAMA**

SEMESTER-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		
Introduction to Arabic Drama	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with the Arabic Drama.
2. To make familiar to famous Arab Dramatists.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. The basic elements of Drama.
2. Emergence of Drama as an important part of the Arabic literature.
3. The pioneers of the Drama who had contributed a lot in its development.
4. Some selected and most famous prose and poetic drama.

SYLLABUS OF DSE-6

Unit 1 (15 Hours)

Drama: Elements & History

▪ Drama: Introduction, Characteristics & Elements	▪ المسرحية: تعريف وخصائص وعناصر
▪ Origin & Development of Arabic Drama	▪ نشأة المسرحية وتطورها في اللغة العربية

Unit 2 (15 Hours)

Pioneers of Drama

▪ Pioneer of Arabic Drama: Tawfiq Al Hakim	▪ رائد المسرحية العربية: توفيق الحكيم
▪ Pioneer of Poetic Drama: Ahmad Shauqi	▪ رائد المسرحية الشعرية: أحمد شوقي

Unit 3 (15 Hours)

Selected Famous Dramas

▪ Selected Drama - "Aghla Minal Hubb" Li Ali Ahmad Baktheer	▪ مسرحية منتخبة - "أغلى من الحب" لعلي أحمد باكثير
▪ Selected Drama - "Usfur Min Al Sharq" Li Tawfiq Al Hakim	▪ مسرحية منتخبة - "عصفور من الشرق" لتوفيق الحكيم

Practical component (if any) - Nil

Essential/recommended readings:

1. Hanna Fakhoori: Tarikh Al Adab Al Arabi (Al Jadid)
2. Dr. Muhammad Mandoor: Masrahiyyat Tawfiq Al Hakim
3. Dr. Muhammad Mandoor: Masrahiyyat Shauqi
4. Ahmad Haykal: Al Adab Al Qasasi Al Arabi
5. Umar Al Dasuqi: Al Masrahiyya

Suggestive readings:

1. Maqsood Ahmad: The Beginnings & Development of Drama in Arabic, Falah-e-Darain Trust New Delhi (2nd enlarged edition) 2006
2. Ismat Mehdi : History of Modern Arabic Literature, Hyderabad.
3. Dr. Yusuf Al Najm: Al Masrahiyya
4. Abdul Haq: Jadid Arabi Adab Tahlili Jaize

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 7
ARABIC TEXT COMPREHENSION-3

SEMESTER-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		
Arabic Text Comprehension-3	4	3	1	-	Class XII Pass	Basic Knowledge of Arabic Language

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-7

Unit 1 (15 Hours)

- The following lessons from the prescribed book Al Qira'atul Waziha-3, Maulana Wahiduzzaman Qasmi Kairanwi, New Delhi:

Judge	Al Qazi	القاضي	.1
Start of the School Year	Bad' Al Aam Al Diraasi	بدء العام الدراسي	.2
Army	Al Jaish	الجيش	.3
Effort & Patience at Work	Al Juhd Was Sabr Fil Amal	الجهد والصبر في العمل	.4

Unit 2 (15 Hours)

- The following lessons from the prescribed book Al Qira'atul Waziha-3, Maulana Wahiduzzaman Qasmi Kairanwi, New Delhi:

Advices	Al Nasaaih	النصائح	.1
Market	Al Sooq	السوق	.2
Eye	Al Ain	العين	.3
Aeroplane	Al Taairah	الطائرة	.4

Unit 3 (15 Hours)

- The following lessons from the prescribed book Al Qira'ah Al Rasheeda, Vol-1:

Visiting of Patient	Iyadah Al Mariz	عيادة المريض	.1
Lion and Rat	Al Asad Wa Al Fa'r	الأسد والفأر	.2
Holiday	Yaum Al Utla	يوم العطلة	.3
Salt	Al Milh	الملح	.4

Practical component (if any) - Nil

Suggestive readings:

- Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
- J. A. Haywood & H. M.: A New Arabic Grammar, New Delhi.
- S.A. Rahman: Teach Yourself Arabic, New Delhi.
- 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 ELECTIVE COURSE – 8
INDIAN ARABIC WRITERS**

SEMESTER-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		
Indian Arabic Writers	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students familiar with the Indian Arabic writers.
2. To make them familiar with the Indian Arabic legacy.

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

1. Learn about the life and services of the Indian Arabic writers.
2. Understand the role played by different scholars in the field of Arabic writings.
3. Assess the contributions of Indian scholars to the promotion of Arabic language in India.
4. Display a working knowledge of the historical and cultural contexts of Indian Arabic literature across the ages.
5. Identify and describe distinct literary characteristics of Indian Arabic literature indifferent phases.

SYLLABUS OF DSE-8

Unit 1 (15 Hours)

<ul style="list-style-type: none">• Arabic Writings in India<ul style="list-style-type: none">- Arabic writings in India before 1857- Arabic writings in India before Independence (1947)- Arabic writings in India after Independence (1947)	<ul style="list-style-type: none">▪ الكتابات العربية في الهند<ul style="list-style-type: none">- الكتابات العربية قبل 1857م- الكتابات العربية قبل الاستقلال- الكتابات العربية بعد الاستقلال
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Unit 2 (15 Hours)

<ul style="list-style-type: none">▪ Notable Arabic Writers in India<ul style="list-style-type: none">- Al Shah Waliullah Al Dehlvi- Al Nawab Siddiq Hasan Khan- Abdul Hay Al Hasani- Abdul Aziz Al Maimani- Abul Hasan Ali Al Nadwi	<ul style="list-style-type: none">▪ أعلام كتّاب اللغة العربية في الهند<ul style="list-style-type: none">- الشاه ولي الله الدهلوي- النواب صديق حسن خان- عبدالحى الحسني- عبدالعزيز الميمني- أبو الحسن علي الندوي
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Unit 3 (15 Hours)

<ul style="list-style-type: none">▪ Introduction to the following Arabic works:<ul style="list-style-type: none">- Hujjat Allah al Balighah- Abjad al-Ulum- Nuzhat al- Khawatir- Abul 'Ala Wa Ma Ilaih- Maza Khasir al-Aalam bi Inhitat al-Muslimin	<ul style="list-style-type: none">▪ التعريف بالكتب المذكورة أدناه:<ul style="list-style-type: none">- حجة الله البالغة- أبجد العلوم- نزهة الخواطر- أبو العلاء وما إليه- ماذا خسّر العالم بانحطاط المسلمين
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Practical component (if any) - Nil

Essential/recommended readings:

1. Ghulam Ali Azad Al Bilgirami: Subhatul Marjaan Fi Aathaar Hindustan
2. Abdul Hay Al Hasani: Al Thaqafah Al Islamiyyah Fil Hind
3. Dr. Ashfaq Ahmad Al Nadwi: Musahamah Ulama' Al Hind Fi Al Nasr Al Arabi
4. Abdul Hay Al Hasani: Nuzhatul Khawaatir
5. Zubaid Ahmad: Al Aadaab Al Arabiyyah Fi Al Hind
6. Dr. Ijtiba Al Nadwi: Al Siddiq Hasan Khan: Hayatuhu Wa Aathaaru
7. Dr. Ijtiba Al Nadwi: Al Imam Ahmad Bin Abdur Rahim Al Ma'roof Bish Shah Waliullah Al Dehlvi.

Suggestive readings:

1. Fazle Haq Khairabadi: Al Thaura Al Hindiyya
2. Al Shaikh Abul Hasan Ali Al Nadwi: Al Muslimoon Fil Hind
3. Dr. Sadrul Hasan Al Nadwi: Al Madaaih Al Nabawiyya Fil Hind
4. Zubair Ahmad Al Farooqi: MusahamatuUlmaae Deoband Fil Adad Al Arabi
5. Dr. Jamaluddin Al Farooqi: A'laamul Adab Al Arabi Fil Hind.

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-5

GENERIC ELECTIVES (GE-11): ARAB CULTURE & CIVILIZATION

CREDIT DISTRIBUTION, ELIGIBILITY 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			
Arab Culture & Civilization	4	3	1	0	Class XII Pass	NIL	Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students aware of the Arab culture and civilization.
2. To make acquire them the basic knowledge of Arabs before & after the revelation of the Quran.

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Know about Arab world and its culture.
2. Know about Arabs before and after the Quran was revealed.
3. Know about Arabs outside Arabia.

SYLLABUS OF G.E.-11

Unit 1 (15 Hours)

- Arabian Peninsula: An Introduction
- Bedouin life in Arabia: tribe-system, food, dressing, housing systems
- Social structure of Arabia before revelation of the Holy Qu'ran

Unit 2 (15 Hours)

- Political structure of Arabia before revelation of the Holy Qu'ran
- Education and knowledge before revelation of the Holy Qu'ran
- Conditions of women before revelation of the Holy Qu'ran

Unit 3 (15 Hours)

- Impact of the Holy Qur'an and Hadith on the life of the Arabs
- Arabs outside Arabia
- Interaction of the Arabs with the world

Practical component (if any) - NIL

Essential/Recommended readings

1. History of the Arabs by Philip K. Hitti. , London.
2. The history of Arab people by Abert Hourani, Pengnin, New Delhi
3. Understanding of Arab Culture by Dr. Jehad al-Omari, Oxford University.
4. History of Islamic civilization by Jurji Zayadan, Kitab Bhavan, New Delhi.

Suggestive readings

1. The Arab world, society, culture and state by Halim Isber Barakat, Cambridge University press.
2. Indo Arab relations by Prof. Maqbool Ahmad, ICCR, 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-5

GENERIC ELECTIVES (GE-12): SIMPLE ARABIC TEXT-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		
Simple Arabic Text-3	4	3	1	0	Class XII Pass	Reading & Writing of Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable them to comprehend the Arabic text.
2. To teach Intermediate Arabic grammar.
3. To make them familiar with Arabic structures based upon Intermediate 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.-12

Unit 1 (15 Hours)

- The following lessons from the prescribed book:
Lessons 13-16

Unit 2 (15 Hours)

- The following lessons from the prescribed book:
Lessons 17-20

Unit 3 (15 Hours)

- The following lessons from the prescribed book:
Lessons 21-24

Practical component (if any) – NIL

Prescribed Book:

- Al Qiraatul Waziha-1, Maulana Wahiduzzaman Al Kairanwi, New Delhi.

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

Suggestive readings

1. Abdus Sattar Khan: Arabi Ka Muallim, Vol.1 & 2, 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 – 16
CLASSICAL ARABIC PROSE & POETRY-2**

SEMESTER-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		
Classical Arabic Prose & Poetry-2	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students aware of the Classical Arabic Prose & Poetry.
2. To let them know briefly about life sketches and works of 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. Enhance the ability to read and understand Classical Arabic text.
2. Add vocabulary into his/her knowledge through Arabic text.
3. Learn a few couplets, recite and quote them on different occasions.
4. Know about the life sketches and works of different writers and poets.

SYLLABUS OF DSC-16

Unit 1 (15 Hours)

Prose:

The following lessons from the prescribed book “Al Mukhtarat Min Adab Al Arab” (Vol.1 & Vol.2) by Al Sheikh Abul Hasan Ali Al Nadwi:

<ul style="list-style-type: none"> • Al Khitabah Al Mu’jiza: Muhammad (PBUH) • Khuttah Umar Fil Hukm (Umar Bin Al Khattab) • Akhlaaq Al Mu’min (Al Hasan Al Basari) • Wasf Al Kitab Wa Fazluhu (Al Jahiz) • Sayyid Al Tabi’een Saeed Bin Al Musaiyyib (Ibn Khalikaan) 	<ul style="list-style-type: none"> ▪ الخطابة المعجزة: (محمد ﷺ) ▪ خطة عمر في الحكم (عمر بن الخطاب) ▪ أخلاق المؤمن (الحسن البصري) ▪ وصف الكتاب وفضله (الجاحظ) ▪ سيد التابعين سعيد بن المسيب (ابن خلكان)
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Unit 2 (15 Hours)

Brief biography of the following writers/poets:

<ul style="list-style-type: none"> • Umar Ibn Al-Khattab • Al-Jahiz • Ibn Khalikan • Umayya Ibn Abi Al Salt 	<ul style="list-style-type: none"> • Al-Khansa' • Hassan Ibn Thabit • Abul Aswad Al-Duali • Al-Imam Al-Shafa'i
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Unit 3 (15 Hours)

Poetry:

The following poems from the anthology “Majmu’a Min Al Nazm Wa Al Nasr Li Al Hifz Wa Al Tasmee’” by Muhammad Sharif Salim:

<ul style="list-style-type: none"> • A Azkur Haajati - Umayya Ibn Abi Al Salt (1 - 5 Verses) • A Ainaiyya Jooda - Al Khansa (1 - 5 Verses) • Lisaani Wa Saifi - Hassan Ibn Saabit (1 - 6 Verses) • Wa Iza Talabta - Abul Aswad Al Duali (1 - 5 Verses) • Ma Fi Al Muqaami - Al Imam Shafai (1 - 5 Verses) 	<ul style="list-style-type: none"> ▪ أذكر حاجتي - أمية ابن أبي الصلت (1 - 5 Verses) ▪ أعيني جودا - الخنساء (1 - 5 Verses) ▪ لساني و سيفي - حسان بن ثابت (1 - 6 Verses) ▪ وإذا طلبت - أبو الأسود الدؤلي (1 - 5 Verses) ▪ ما في المقام - الإمام الشافعي (1 - 5 Verses)
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Practical component (if any) – NIL

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

SEMESTER-VI

DISCIPLINE SPECIFIC CORE COURSE – 17 HISTORY OF ARABIC LITERATURE-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		
History of Arabic Literature-2	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with the history of Arabic Literature.
2. To make familiar to famous Prose writers and Poets.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Know about the development of Arabic Literature during Andalusian period.
2. Know about the Arab renaissance and its impact on the development of Arabic Literature during the Modern period.
3. Know about the famous Modern Arabic literary scholars like the Nobel Prize winner *Naguib Mahfouz* and *Gibran Khalil*.
4. Know about different literary schools and movements during the Modern period.

SYLLABUS OF DSC-17

Unit 1 (15 Hours)

Arabic Literature in Andalus (710-1492 AD)

- Prose: Ibn Abd Rabbih
- Poetry: Ibn Zaydun

Unit 2 (15 Hours)

Prose in Modern Period

- Mustafa Lutfi Al Manfaluti
- Jibran Khalil Jibran
- Mahmood Taimoor
- Taha Husain
- Najib Mahfouz

Unit 3 (15 Hours)

Poetry in Modern Period

- Mahmood Sami Al Barudi
- Ahmad Shauqi
- Hafiz Ibrahim
- Ilya Abu Mazi
- Abul Qasim Al Shabbi

Practical component (if any) – Nil

Essential/recommended readings

1. Umar Farrukh: Tarikh Al Adab Al Arabi
2. Shauqi Zaif: Tarikh Al Adab Al Arabi
3. Ahmad Hasan Al Zayyat: Tarikh Al Adab Al Arabi
4. K.A. Fariq: History of Arabic Literature

Suggestive readings

1. Dr. Abdul Halim Nadwi: Arabi Adab Ki Tareekh
2. Hanna Al Fakhoori: Al Jami' Fi Tarikh Al Adab Al Arabi

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

DISCIPLINE SPECIFIC CORE COURSE – 18
ARABIC PROFICIENCY: GRAMMAR & TRANSLATION

SEMESTER-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		
Arabic Proficiency: Grammar & Translation	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make learners well versed in Grammar required being proficient in Arabic.
2. To develop speaking, reading and writing skills at proficient Level.
3. To make student to be able to translate the Arabic news items and reports.

Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Understand Most Advanced Arabic Grammar for Reading and Writing.
2. Use Arabic language in their writings and speaking as per the need.
3. Translate the text of Arabic newspapers.

SYLLABUS OF DSC-18

Unit 1 (15 Hours)

Grammar:

<ul style="list-style-type: none">• In, Ma & La resembling to Laisa• Ism Al Nisba• Ism Al Tasgheer• Ikhtisaas• Ishtighaal• Al Adad Al Wasfi	<ul style="list-style-type: none">• إن وما ولا المشبهات بليس• اسم النسبة• اسم التصغير• اختصاص• اشتغال• العدد الوصفي
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Unit 2 (15 Hours)

Translation of English News Items into Arabic

Unit 3 (15 Hours)

Translation of Arabic News Items into English

Practical component (if any) - NIL

Essential/recommended readings

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, 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 Nahw, Panipat.
5. Abdus Sattar Khan: Arabi Ka Muallim1-4, Delhi
6. Ali Al Jarim Wa Mustafa Amin, Al Nahw Al Wazih Fi Qawaid Al Lugha Al Arabiyya, Delhi.
7. Dr. Habibullah Khan: Durus Fit Tarjama Al Suhufiyya, New Delhi

Suggestive readings

1. Dr. Manzoor Khan: Nahwal Insha Wat Tarjama, Kashmir
2. 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.

Category II (Semester-6)

**Arabic Courses for Undergraduate Programme of study with
Arabic as one of the Core Disciplines
(B.A. Programmes with Arabic as Major discipline)**

SEMESTER-6 DISCIPLINE SPECIFIC CORE COURSE – 11 MODERN ARABIC-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Modern Arabic-IV	4	3	1	0	Class XII Pass	Intermediate Level Arabic

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 upper intermediate level.

SYLLABUS OF DSC-11 (CATOGORY-II)

Unit 1 (15 Hours)

Arabic Text-1

Lessons: 18,19,20,21,22,23,24

Prescribed Book:

Al Qira'atul Waziha (Part-3)

Mualana Wahiduz Zaman Qasmi Kairanwi

Unit 2 (15 Hours)

Arabic Text-2

Lessons: 25,26,29,30,31,33,34

Prescribed Book:

Al Qira'atul Waziha (Part-3)

Mualana Wahiduz Zaman Qasmi Kairanwi

Unit 3 (15 Hours)

Comprehension & Applied Grammar

Lessons: 18,19,20,21,22,23,24,25,26,29,30,31,33,34

Prescribed Book:

Al Qira'atul Waziha (Part-3)

Mualana Wahiduz Zaman Qasmi Kairanwi

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-6
DISCIPLINE SPECIFIC CORE COURSE – 12
ARABIC: TEXT & 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 & Translation-II	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the learners with Arabic language at upper intermediate level.
2. To make them familiar with Arabic text at intermediate level.
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 the grammar taught.

SYLLABUS OF DSC-12 (CATEGORY-II)

Unit 1 (15 Hours)

Arabic Text

Lessons: 6-10

Prescribed Book:

Duroosul Lughah Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 2 (15 Hours)

Exercises & New Words:

Lessons: 6-10

Prescribed Book:

Duroosul Lughah Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 3 (15 Hours)

Translation:

English-Arabic & Vice Versa

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-6)

**Arabic Courses for Undergraduate Programme of study with
Arabic as one of the Core Disciplines
(B.A. Programmes with Arabic as Non-Major or Minor discipline)**

COURSES OFFERED BY DEPARTMENT OF ARABIC

**SEMESTER-6
DISCIPLINE SPECIFIC CORE COURSE – 12
ARABIC: TEXT & 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 & Translation-II	4	3	1	0	Class XII Pass	Intermediate Level Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the learners with Arabic language at upper intermediate level.
2. To make them familiar with Arabic text at intermediate level.
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 the grammar taught.

SYLLABUS OF DSC-12 (CATEGORY-III)

Unit 1 (15 Hours)

Arabic Text

Lessons: 6-10

Prescribed Book:

Duroosul Lughah Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 2 (15 Hours)

Exercises & New Words:

Lessons: 6-10

Prescribed Book:

Duroosul Lughah Al-Arabiyya Li Ghairin Naatiqeen Biha (English Version) Vol.-3

Dr. V. Abdur Rahim

Unit 3 (15 Hours)

Translation:

English-Arabic & Vice Versa

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, U.K.
2. Syed Ali: Arabic For Beginners, Madras.
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.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 9
INDIAN ARABIC POETS**

SEMESTER-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		
Indian Arabic Poets	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students familiar with the Indian Arabic poets.
2. To make them familiar with the Indian Arabic legacy.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Learn about the life and services of the Indian Arabic poets.
2. Understand the role played by different scholars in the field of Arabic poetry.
3. Assess the contributions of Indian scholars to the promotion of Arabic language in India.
4. Identify and describe distinct literary characteristics of Indian Arabic poetry in different phases.

SYLLABUS OF DSE-9

Unit 1 (15 Hours)

<ul style="list-style-type: none">▪ Arabic Poetry in India<ul style="list-style-type: none">- Arabic poetry in India before Independence (1947)- Arabic poetry in India after Independence (1947)	<ul style="list-style-type: none">▪ الشعر العربي في الهند<ul style="list-style-type: none">- الشعر العربي قبل الاستقلال (1947)- الشعر العربي بعد الاستقلال (1947)
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Unit 2 (15 Hours)

<ul style="list-style-type: none">▪ Notable Arabic Poets in India-1<ul style="list-style-type: none">- Al Muqtadir al-Kindi- Fazl-e-Haq al-Khairabadi- Ghulam Ali Azad al-Bilgiramī- Zulfiqar Ali al-Deobandi- Faizul Hasan al-Saharanpuri	<ul style="list-style-type: none">▪ أعلام شعراء العربية في الهند-1<ul style="list-style-type: none">- المقتدر الكندي- فضل حق الخيرآبادي- غلام علي آزاد البلغرامي- ذو الفقار علي الديوبندي- فيض الحسن السهارنपुरي
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Unit 3 (15 Hours)

<ul style="list-style-type: none">▪ Notable Arabic Poets in India-2<ul style="list-style-type: none">- Anwar Shah al-Kashmiri- Habeebur Rahman al-Uthmani- Muhammad Nazim Nadwi- 'Izaz Ali Amrohvi- Mufti Kifayatullah Dehlavi- Abdul Mannan al-Mewati	<ul style="list-style-type: none">▪ أعلام شعراء العربية في الهند-2<ul style="list-style-type: none">- أنور شاه الكشميري- حبيب الرحمن العثماني- محمد ناظم الندوي- إعزاز علي الأمرهوي- المفتي كفاية الله الدهلوي- عبد المنان الميواتي
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Practical component (if any) - Nil

Essential/recommended readings:

1. Ghulam Ali Azad Al Bilgiramī: Subhatul Marjaan Fi Aathaari Hindustan
2. Abdul Hay Al Hasani: Al Thaqafa Al Islamiyya Fil Hind
3. Abdul Hay Al Hasani: Nuzhatul Khawaatir
4. Zubaid Ahmad: Al Aadaab Al Arabiyya Fil Hind
5. Abdul Malik Rasoolpuri: Al-Allamah Mummad Anwar Shah al-Kahmiri HayatuhuWaShi'ruhu, Farid Book Depot. Delhi, 2013
6. Ateequr Rahman Islahi: Maulana Faizul Hasan Adeeb Saharanpuri, Azamgarh, 1997
7. Mu'een al-Labeeb fi Jami' Qasaid al-Habeeb, Maktabah 'Izazia, Deoband, 1932

Suggestive readings:

1. Fazle Haq Khairabadi: Al Thaura Al Hindiyya
2. Al Shaikh Abul Hasan Ali Al Nadwi: Al Muslimoon Fil Hind
3. Dr. Sadrul Hasan Al Nadwi: Al Madaaih Al Nabawiyya Fil Hind
4. Zubair Ahmad Al Farooqi: MusahamatuUlmaae Deoband Fil Adad Al Arabi
5. Dr. Jamaluddin Al Farooqi: A'laamul Adab Al Arabi Fil Hind.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 10
ARABIC TEXT COMPREHENSION-4

SEMESTER-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		
Arabic Text Comprehension-4	4	3	1	0	Class XII Pass	Basic Knowledge of Arabic Language

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-10

Unit 1 (15 Hours)

- The following lessons from the prescribed book Al Qira'atul Waziha-3, Maulana Wahiduzzaman Qasmi Kairanwi, New Delhi:

من يعلّق الجرس؟ Man Yualliq Al Jarasa? (Who will hang the bell?)	الحداد والنجار Al-Haddad Wan Najjar (Blacksmith & Carpenter)	المراكب Al-Maraakib (Boats)	السفر بالقطار Al-Safar Bil Qitaar (Journey By Train)
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Unit 2 (15 Hours)

- The following lessons from the prescribed book Al Qira'atul Waziha-3, Maulana Wahiduzzaman Qasmi Kairanwi, New Delhi:

قصب السكر Qasabus Sukkar (Sugarcane)	Usratul Fallah (Peasant's Family)	شجاعة صبية Shaja'atu Sabiyya (Bravery of a girl)	الشاي Al-Shaay (Tea)
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Unit 3 (15 Hours)

- The following lessons from the prescribed book Al Qira'atur Rasheeda, Vol.-2, Abdul Fattah Sabri & Ali Umar, Darul Ma'aarif.

الأسد والثعلب Al-Asad Wath Tha'lab (Lion & Fox)	هدية الفيران Hadiyatul Firaan (Gift of Rats)	الأمانة كنز Al-Amanatu Kanz (Honesty is Treasure)	الحمامة والنحلة Al-Hamama Wan Namla (Dove & Bee)	جزاء الصدق Jazaa' Al-Sidq (Reward of Truth)
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Practical component (if any) - Nil

Suggestive readings:

- Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
- J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
- S.A. Rahman: Teach Yourself Arabic, New Delhi.
- 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 ELECTIVE COURSE – 11
INTERPRETATION**

SEMESTER-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		
Interpretation	4	3	0	1	Class XII Pass	Intermediate level of Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students familiar with Arabic interpretation.
2. To make them familiar with the skills and art of interpretation.

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

1. Learn the skills and art of Arabic interpretation.
2. Learn the vocabulary used in various academic fields.

SYLLABUS OF DSE-11

Unit 1 (15 Hours)

▪ Interpretation <ul style="list-style-type: none">- Definition & Characteristics- Principles- Types of Interpretation- Qualities of an Interpreter	- الترجمة الفورية <ul style="list-style-type: none">- تعريف وخصائص- أصول- أنواع الترجمة الفورية- صفات المترجم الفوري
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Unit 2 (15 Hours)

▪ Interpretation from English into Arabic on the following subjects: <ul style="list-style-type: none">- Politics- Sociology- Culture & civilization- Economics	▪ الترجمة من الإنجليزية إلى العربية حول المواضيع المذكورة أدناه: <ul style="list-style-type: none">- السياسة- الاجتماع- الحضارة والثقافة- الاقتصاد
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Unit 3 (15 Hours)

▪ Interpretation from Arabic into English on the following subjects: <ul style="list-style-type: none">- Politics- Sociology- Culture & civilization- Economics	▪ الترجمة من العربية إلى الإنجليزية حول المواضيع المذكورة أدناه: <ul style="list-style-type: none">- السياسة- الاجتماع- الحضارة والثقافة- الاقتصاد
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Practical component (if any) - Yes

The practical will be based upon the following:

- Simultaneous Interpretation from Arabic into English
- Simultaneous Interpretation from English into Arabic

Essential/recommended readings:

1. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar, New Delhi.
2. Dr. Aboo Backer K P: A Handbook of Commercial Arabic, Kerala.
3. Ijtiba Nadwi: Al Ta'bir Wa Al Muhadatha, New Delhi.
4. Habibullah Khan: Duroos Fi Al Tarjama Al Suhufiyyah, New Delhi.
5. Manzoor Khan: Nahwa Insha Wa Al Tarjama, Jammu & Kashmir.
6. Dalil Al Tarjaman Fi Mabadi' Al Tarjama Al Shafahiyya: Ali Mohammad Al Darwish, Melbourne, Australia

Suggestive readings:

1. S.A. Rahman: Teach Yourself Arabic, New Delhi.
2. Prof. Moinudin Azami: Method of Translation, Calicut.
3. 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.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

SEMESTER-6

GENERIC ELECTIVES (GE-13): ARAB WORLD: A BRIEF INTRODUCTION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Arab World: A Brief Introduction	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 history of Arab world and it's Culture.
2. To make them aware about the influence of the Arabs on the world trade.

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Know about Arab world and its culture.
2. Know about the Arab world when it was under Ottoman caliphate and under other colonies.
3. Know about post-colonial Arab world.
4. Know how the Arab world is the source of the most of the world's oil and how they influence and reach world trade.
5. Know about the socio-political scenario of the Arab world.

SYLLABUS OF G.E.-13

Unit 1 (15 Hours)

- Brief history of the Arab world
- Brief introduction of the modern Arab world
- Geographical introduction of the current Arab world

Unit 2 (15 Hours)

- Arab under the Ottoman Caliphate
- Arab in the colonial period
- Impact of the Ottoman caliphate and colonialism on the Arab society

Unit 3 (15 Hours)

- Post-colonial Arab world
- Formation of the modern Arab states
- Arab society after the discovery of petrol
- Current socio-political scenario of the Arab world

Practical component (if any) – NIL

Essential/Recommended readings

1. Al Shaikh Muhammad Al Rabe Al Hasani Al Nadwi: Jaziratul Arab
2. Basheer Ahmad Jamali : Glimpses of Modern Arab World, Delhi, 2006
3. Halim Barakat: The Arab World: Society, Culture and State, California, 1993
4. Jihad al-Omari : Understanding the Arab Culture, 2008
5. Andrew Hammond: Popular Culture in the Arab World, American Press in Cairo, 2007

Suggestive readings

1. Dr. Muhammad Uzair: Daulat-e-Uthmania (Urdu), Mushtaq Book Corner, 2016
2. Donald Quataert: The Ottoman Empire 1700-1922, Cambridge University Press, 2005
3. Arthur Goldschmidt Jr.: A Concise History of the Middle East, West view Press, 2012

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

SEMESTER-6

GENERIC ELECTIVES (GE-14): SIMPLE ARABIC TEXT-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		
Simple Arabic Text-4	4	3	1	0	Class XII Pass	Reading & Writing of Arabic

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable them to comprehend the Arabic text.
2. To teach Intermediate Arabic grammar.
3. To make them familiar with Arabic structures based upon Intermediate 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.-14

Unit 1 (15 Hours)

- The following lessons from the prescribed book:
Lessons 1, 2, 10, 14, 16

Unit 2 (15 Hours)

- The following lessons from the prescribed book:
Lessons 21, 27, 28, 33, 40

Unit 3 (15 Hours)

- The following lessons from the prescribed book:
Lessons 41, 53, 57, 59, 60

Practical component (if any) – NIL

Prescribed Book:

- Al Qira'atur Rasheeda-1, Abdul Fattah Sabri & Ali Umar, Darul Ma'arif, Egypt.

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

Suggestive readings

1. Abdus Sattar Khan: Arabi Ka Muallim, Vol.1 & 2, New Delhi

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

Department of English

Semester-IV

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 10 - (DSC-10) – : AMERICAN LITERATURE

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: American 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 literature of the United States with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its peoples.
- To open up a range of possibilities in the way in which literature shapes and chronicles new frontiers and cultural groups.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to trace the powerful role played by literature in shaping the emergent United States.
- Students will be enlightened on how literature chronicles and shapes both different kinds of enslavement and possibilities of liberation.

SYLLABUS OF DSC- 10

UNIT – I (15 hours)

1. Toni Morrison: *Beloved*

UNIT – II (15 hours)

2. Kate Chopin: *The Awakening*
3. Herman Melville: 'Bartleby the scrivener'

UNIT – III (15 hours)

4. Walt Whitman: (i) 'O Captain, My Captain' (ii) 'Passage to India' (lines 1–68)
5. Alexie Sherman Alexie: (i) 'Crow Testament' (ii) 'Evolution'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Emerson, Ralph Waldo. 'Self-Reliance', *The Selected Writings of Ralph Waldo Emerson*. ed. Brooks Atkinson, New York: The Modern library, 1964.
2. Martin Luther King Jr, 'I have a dream', *African American Literature*. ed. Kieth Gilyard, Anissa Wardi, New York: Penguin, 2014. pp 1007-1011
3. Douglass, Frederick. Chaps. 1–7, *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. pp 47–87
4. Rich, Adrienne. 'When We Dead Awaken: Writing as Re-Vision', *College English*. Vol. 34, No. 1, Women, Writing and Teaching (Oct., 1972), pp. 18-30
5. Crevecoeur, Hector St John. Letter III: 'What is an American', *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp 66–105

DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Indian Writing in English

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 11: Indian Writing in English	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 distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'
7. Shashi Deshpande: 'The Intrusion'
8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi
2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70
3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203
4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005. pp 1–10

DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Indian Writing in English Translation

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 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.
- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

SYLLABUS OF DSC-12

UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

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 -11 (DSC-11) : Indian Writing in English

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 11: Indian Writing in English	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 distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.

- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'

3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'

4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'

5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'

7. Shashi Deshpande: 'The Intrusion'

8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi

2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70

3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203

4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005. pp 1–10

**DISCIPLINE SPECIFIC CORE COURSE 12- (DSC-12) : Indian Writing in English
Translation**

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 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.

- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

SYLLABUS OF DSC-12

UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

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 11- (DSC-11): Indian Writing in English

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 11: Indian Writing in English	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 distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'

7. Shashi Deshpande: 'The Intrusion'

8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi

2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70

3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203

4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005. pp 1–10

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 4–(DSE-4): 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		
DSE-4: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce a body of writings on dystopic themes
- To consider the range of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse literary representations in contemporary contexts.
- Students will be provided a literary and theoretical understanding of the ideas of dystopia.

SYLLABUS OF DSE-4

UNIT – I (15 hours)

1. Mary Shelley: *The Last Man*

UNIT – II (15 hours)

2. H.G. Wells: *The Time Machine*

UNIT – III (15 hours)

3. 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.

DISCIPLINE SPECIFIC ELECTIVE COURSE 5 (DSE-5): Literature of the Indian Diaspora

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		
DSE-5 Literature of the Indian Diaspora	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with select contemporary literature of the Indian diaspora.
- To highlight diversity of diasporic locations and writings.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire understanding of complex diasporic imaginations.
- Students will be able to comprehend the interrelations between home, homeland, diaspora, and migration.

SYLLABUS OF DSE-5:

UNIT – I (15 hours)

1. M. G. Vassanji: *The Book of Secrets*

UNIT – II (15 hours)

2. Vikram Seth: *The Golden Gate*

UNIT – III (15 hours)

3. Meera Syal: *Anita and Me*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*. New York: Routledge, 2007.
2. Braziel, Jana Evans, et al. (ed.). *Theorizing Diaspora: A Reader*. Wiley, 2003.
3. Unnikrishnan, Deepak. *Temporary People*. New York: Restless Books, 2017.
4. Phillips, Caryl. 'Somewhere in England', *Crossing the River*. London: Random House, 1993.
5. Gilroy, Paul. 'The Black Atlantic as a Counterculture of Modernity', *The Black Atlantic: Modernity and Double Consciousness*. London: Verso, 1993.
6. Jayaram, N. (ed.). *The Indian Diaspora: Dynamics of Migration*. Vol.4, Sage: New Delhi, 2004.

DISCIPLINE SPECIFIC ELECTIVE COURSE 6 (DSE-6): Graphic Narratives

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		
DSE-6 Graphic Narratives	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 graphic narratives.
- To sample a variety of graphic narratives from different locations and in varied styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be provided an understanding of the specific languages of graphic narratives.
- Students will be able to comprehend the relationship between text and visuality.

SYLLABUS OF DSE-6:

UNIT – I (15 hours)

1. Miller, Frank. *Batman: The Dark Knight Returns*. Delhi: Random House, 2016.

Supplementary Reading for Visually Impaired Students:

1. Feiffer, Jules. 'Introduction' and 'Afterword', *The Great Comic Book Heroes*. Bonanza Books, 1965.

<http://www.tcj.com/the-great-comic-book-heroes-intro-afterword-by-jules-feiffer/>

UNIT – II (15 hours)

2. Natarajan, Srividya and Aparajita Ninan. *A Gardener in the Wasteland*. Delhi: Navayana,

2016.

3. Kadam, Dilip and S. S. Rege. *Babasaheb Ambedkar: He Dared to Fight*. Vol. 611, Mumbai: Amar Chitra Katha, 1979.

Supplementary Reading for Visually Impaired Students

2. Nayar, Pramod K. 'Drawing on Other Histories.', *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016. pp 109-154

UNIT – III (15 hours)

4. Patil, Amruta. *Kari*. Delhi: Harper Collins, 2008.

5. Satrapi, Marjane. *Persepolis: The Story of a Childhood*. London: Pantheon 2004.

Supplementary Reading for Visually Impaired Students

4. Robinson, Lillian S. 'Chronicles: Generations of Super Girls,' *Wonder Women: Feminisms and Superheroes*. Routledge, 2004. pp 65-94

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Chute, Hilary. 'Comics as Literature?: Reading Graphic Narrative,' *PMLA* 123 (2), pp 452-465

2. McCloud, Scott. *Understanding Comics: The Invisible Art*. USA: HarperCollins, 1993. pp 60-137

3. Mickwitz, Nina. *Documentary Comics: Graphic Truth-Telling in a Skeptical Age*. UK: Palgrave Macmillan, 2016. pp 1-28

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester IV students.

GENERIC ELECTIVES LANGUAGE COURSES for Semester III and IV (to be offered in flip mode)

Note: GE Language courses for Semester III, will also run in Semester IV, as these courses are offered in the flip mode.

Their titles are:

(GE Language 5) English Language Through Literature-II

(GE Language 6) Digital Communication-II

(GE Language 7) English Fluency-II

(GE Language 8) Developing English Language Skills-II

SEMESTER-V

Category I

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) : Twentieth Century Poetry & Drama

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 13: Twentieth Century Poetry & 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 offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

SYLLABUS OF DSC 13-

UNIT – I (15 hours)

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

UNIT – II (15 hours)

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

UNIT – III (15 hours)

7. Samuel Beckett: *Waiting for Godot* (1952)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

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 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Dalit 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Dalit Writings	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 Dalit literature both chronicles a continuing history of oppression and functions as an invaluable instrument of cultural assertion.
- To open up a sense of the way in which intersectional marginalities find their voices in Dalit literature and seek social and human justice.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the importance of Dalit literature as historical witness and as cultural catalyst.
- Students' imagination will be stimulated through an understanding of how the aesthetic of suffering may be used to bring about social and cultural redressal.

SYLLABUS OF DSC-15

UNIT – I (15 hours)

1. Valmiki, Om Prakash. *Joothan: A Dalit's Life*. trans. Arun Prabha Mukerjee, Kolkatta: Samya, 2003.

UNIT – II (15 hours)

2. Sivakami, P. *The Grip of Change, and author's notes*. trans. P. Sivakami, New Delhi: Orient Longman, 2016.

UNIT – III (15 hours)

3. Limbale, Sharankumar. 'White Paper', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992.

4. Parmar, Jayant. 'The last will of a Dalit poet', *Listen to the Flames: Texts and Readings from the Margins*. eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

5. Navaria, Ajay. 'New Custom', *The Exercise of Freedom: An Introduction to Dalit Studies*. trans. Laura Brueck, eds. K. Sathyanarayana, Susie Tharu, New Delhi: Navayana Publishing, 2013.

6. Kumar, Sanjay. 'Black Ink', *Listen to the Flames: Texts and Readings from the Margins*. , trans. Raj Kumar, eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Limbale, Sharankumar. 'Dalit Literature and Aesthetics', *Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations*. Orient Longman, 2004. pp 103-21

2. Gauthaman, Raj. 'Dalit Culture', *No Alphabet in Sight*. eds., K Satyanarayana and Susie Tharu, Penguin Books, 2011. pp 151-157

3. Rani, Challapalli Swaroopa: 'Caste Domination Male Domination' in *Steel Nibs are Sprouting*. eds. K Satyanarayana and Susie Tharu, Harper Collins, 2013. pp 704-709

4. Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, Princeton University Press, 2001.

5. Srinivas, M. N. *Caste in Modern India and Other Essays*. London, Asia Publishing House. 1970.

6. Bagul, Baburao. 'Dalit Literature is but Human Literature', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992. pp 271-289

7. Ahmad, Imtiaz. 'Can there be a Category called Dalit Muslims?' *Dalit Assertion in Society, Literature and History*. ed. Imtiaz Ahmad and Shashi Bhushan Upadhya, New Delhi: Orient BlackSwan, 2010. pp 243-258

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 13- (DSC-13) : Twentieth Century Poetry & Drama

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 13: Twentieth Century Poetry & 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 offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

SYLLABUS OF DSC 13-

UNIT – I (15 hours)

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

UNIT – II (15 hours)

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

UNIT – III (15 hours)

7. Samuel Beckett: *Waiting for Godot* (1952)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

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 14: Twentieth Century Novel	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 an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

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 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14:

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

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 V

DISCIPLINE SPECIFIC ELECTIVE COURSE-7 (DSE-7): Children's 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
		Lecture	Tutorial	Practical/ Practice		
DSE-7 Children's Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the field of children's writing.
- To convey a sense of diversity within children's literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate the literary and theoretical complexity of children's writing.
- This course will enable a comprehension of children's literature across time and cultural spaces.

SYLLABUS OF DSE-7:

UNIT – I (15 hours)

1. Roald Dahl: *Fantastic Mr Fox*
2. Antoine de Saint-Exupéry: *The Little Prince*

UNIT – II (15 hours)

3. Roychowdhury, Upendra Kishore. *Goopy Gyne Bagha Byne*. New Delhi: Puffin Books, 2004. pp 3-27

4. Ray, Satyajit. *The Golden Fortress (Sonar Kella)*. trans. Gopa Majumdar, Penguin/Puffin, 2015.

UNIT – III (15 hours)

5. Anderson, M.T. *Feed*, Somerville: Candlewick Press, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Carpenter, Humphrey and Mari Prichard (Eds.). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press, 1984.

2. Egoff, Sheila, et al. (Eds.) *Only Connect: Readings on Children's Literature*, 3rd Edition. New York: Oxford University Press, 1996.

3. Hunt, Peter. *Criticism, Theory and Children's Literature*. Cambridge, Ma: Basil Blackwell, 1999.

4. Lehr, Susan. *The Child's Developing Sense of Theme: Responses to Literature*. New York: Teachers College Press, 1991.

5. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*, 6th Edition. New York: Longman, 1999.

6. Lurie, Alison. *Don't Tell the Grown-Ups: Subversive Children's Literature*. Boston: Little, Brown, 1990.

7. Townsend, John Rowe. *Written for Children: An Outline of English Children's Literature*. 4th Edition. New York: Harper Collins, 1990.

8. Bang, Molly. 'Building the Emotional Content of Pictures', *Picture This: How Pictures Work*. San Francisco: Chronicle Books, 2018. pp 1-50

9. Nodelman, Perry. 'Defining Children's Literature', *The Hidden Adult: Defining Children's Literature*, Baltimore: John Hopkins University Press, 2008. pp 133-137

DISCIPLINE SPECIFIC ELECTIVE COURSE 8–(DSE-8): Indian Partition 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
		Lecture	Tutorial	Practical/ Practice		
DSE-8 Indian Partition Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the subject of Partition Literature in India.
- To sensitize students to complex narratives of Partition.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the relationship between literary representations and memories of the Partition.
- Students will acquire in-depth knowledge of literary and theoretical insights into Partition.

SYLLABUS OF DSE-8:

UNIT – I (15 hours)

1. Butalia, Urvashi. 'Beginnings', *The Other Side of Silence: Voices from the Partition of India*. India: Penguin books, 1998.

2. Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', *A Very Popular Exile*. Delhi: OUP, 2007.

UNIT – II (15 hours)

3. Manṭo, Sa'ādat Ḥasan. 'Toba Tek Singh', *Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'The Dog of Tithwal'*. India, Random House India, 2012.
4. Chander, Krishan. 'Peshawar Express', *Stories About the Partition of India*. trans. Jai Ratan, ed. Alok Bhalla, Vol. 3, Delhi: Indus, 1994. pp 205-215
5. Waliullah, Syed. 'The Tale of a Tulsi Plant', *Mapmaking: Partition Stories from Two Bengals*, trans. Rani Ray, ed. Debjani Sengupta, Amaryllis: 2011. pp 101-114
6. Kothari, Rita. (ed.) Selections from *Unbordered Memories: Sindhi Stories of Partition*. New Delhi: Penguin Books, 2009.

UNIT – III (15 hours)

7. Gangopadhyay, Sunil. *Arjun*. trans. Chitrita Bannerjee, Penguin, 1987.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bhasin, Kamla and Ritu Menon. 'Introduction', *Borders and Boundaries*. Delhi: Kali for Women, 1998.
2. Pandey, Gyanendra. 'The Three Partitions of 1947', *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge UP, 2001. pp 21-44
3. Schendel, Willem van. 'Partition Studies', *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press, 2005. pp 24-38
5. Khan, Yasmin. 'Leprous Daybreak' and 'Bitter Legacies', *The Great Partition: The Making of India and Pakistan*. Delhi: Penguin Random House, 2007. pp 143-185

DISCIPLINE SPECIFIC ELECTIVE COURSE 9–(DSE-9): Literature and 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		
DSE-9 Literature and 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 realise 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 DSE-9

UNIT – I (15 hours)

1. George Orwell: *1984*(1949)

UNIT – II (15 hours)

2. Harper Lee: *To Kill a Mockingbird* (1960)

UNIT – III (15 hours)

3. *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

4. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

5. June Millicent Jordan: 'Poem About My Rights'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. *The Universal Declaration of Human Rights*

https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.

4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.

5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.

6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.

7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester V students.

SEMESTER -VI

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 16- (DSC-16) : Modern European Drama

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 16: Modern European 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 analyse the way in which nineteenth and twentieth-century theatre in Europe thinks through political and cultural hierarchies of power, enslavement and liberation.
- To open up a sense of the way in which European drama articulates questions of continuing relevance in the contemporary world such as the individual and the state, the position of women, and issues of dominance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the way theatre serves as a means of social and cultural investigation and change.

- Students will learn how drama as a genre alters our sense of both the individual and society.

SYLLABUS OF DSC-16:

UNIT – I (15 hours)

1. Henrik Ibsen: *Ghosts* (1881)

UNIT – II (15 hours)

2. Bertolt Brecht: *Mother Courage and Her Children* (1939)

UNIT – III (15 hours)

3. Eugene Ionesco: *Rhinoceros* (1959)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Camus, Albert. (i) 'Absurdity and Suicide' (ii) 'The Myth of Sisyphus', *The Myth of Sisyphus*. trans. Justin O'Brien, London: Vintage, 1991. pp 13-17; 79-82
2. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
3. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', *Brecht on Theatre: The Development of an Aesthetic*. ed. and tr. John Willet, London: Methuen, 1992. pp 68–76, 121–128
4. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–24

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17): Literature and Disability

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 17: Literature and Disability	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 challenge and reconstitute our sense of what constitutes 'the normal' as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.

- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birth-day/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211

5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60

6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	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 ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: ‘The Yellow Wallpaper’
3. Begum Rokheya: ‘Sultana’s Dream’
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women’s Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) ‘I cannot live with you’ (ii) ‘I’m wife; I’ve finished that’
6. Sylvia Plath: (i) ‘Lady Lazarus’ (ii) ‘Daddy’
7. Eunice De Souza- (i) ‘Advice to Women’ (ii) ‘Bequest’

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One’s Own*. New York: Harcourt, 1957.

3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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 17- (DSC-17) : Literature and Disability

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 17: Literature and Disability	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.
- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. “Helen and Frida” *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7

4. Mukhopadhyay, Tito Rajarshi. ‘Poem 1’ and ‘Poem 4’, *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.

5. Barclay, Hayleigh. ‘Happy Birth-day’. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birthday/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40

2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49

3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211

5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60

6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	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 ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179

6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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 18- (DSC-18) : Women 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	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 ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'

3. Begum Rokheya: 'Sultana's Dream'

4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'

6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'

7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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 VI

DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): World 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		
DSE-10 World Literatures	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 World Literatures.
- To indicate diversity of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain a critical knowledge about the categorization of 'World Literature'.
- Students will gain an understanding of the complexity of theoretical and literary representations in the field.

SYLLABUS OF DSE-10:

UNIT – I (15 hours)

1. Abdulrazak Gurnah: *By the Sea* (2001)

UNIT – II (15 hours)

2. Pablo Neruda: 'Fable of the Mermaid and the Drunks'
3. Walcott: 'Names'
4. Nazar Qabbani: 'Beirut, The Mistress of the World'
5. Meena Alexander: 'Shook Silver'

UNIT – III (15 hours)

6. Marquez: 'Balthasar's Marvellous Afternoon'
7. Paz: 'The Blue Bouquet'
8. Ngugi wa Thiong'o. "Introduction: Towards the Universal Language of Struggle" & "The Language of African Literature". *Decolonising the Mind*, London: James Currey, 1986. pp 1-33

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Damrosch, David. 'Goethe Coins a Phrase', *What is World Literature?*. Princeton UP, 2003. pp 1-36
2. Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', *What is a World?: On Postcolonial Literature as World Literature*. Duke University Press, 2015. pp 23-45
3. Moretti, Franco. 'Conjectures on World Literature', *NLR* 1, Jan-Feb. 2000. pp 54- 68
4. Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', *The Cambridge History of World Literature*. ed. Debjani Ganguly, Cambridge UP, 2021. pp 261-278.

5. Mufti, Aamir. 'Global English and Its Others', *Forget English! Orientalism and World Literatures*. Harvard UP, 2016. pp 146-202

DISCIPLINE SPECIFIC ELECTIVE COURSE 11–(DSE-11): Speculative Fiction & Detective 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		
DSE-11 Speculative Fiction & Detective Fiction	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to types of detective and speculative fiction.
- To look at generic characteristics of the literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse world writings as reflections on contemporary realities.
- Students will be able to appreciate the vitality and diversity of detective and speculative fictions.

SYLLABUS OF DSE-11:

UNIT – I (15 hours)

1. Doyle, Arthur Conan. *The Hound of the Baskervilles: Another Adventure of Sherlock Holmes*. United States: Grosset & Dunlap, 1902.

UNIT – II (15 hours)

2. Atwood, Margaret Eleanor. *The Handmaid's Tale*. Demco Media, 1985.

UNIT – III (15 hours)

3. Crichton, Michael and Kidd, Chip. *Jurassic Park*. New York: Knopf, 1990.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Heinlein, Robert A. 'On the Writing of Speculative Fiction'

https://staging.paulrosejr.com/wp-content/uploads/2016/12/on_the_writing_of_speculative_ficton.pdf

2. Hayles, Katherine N. 'Towards Embodied Virtuality', *How We Became Posthuman: Virtual Bodies in Cybernetics Literature and Informatics*. Chicago: University of Chicago Press, 1999. pp 1-24

3. Haraway, Donna. 'A Cyborg Manifesto: Science Technology and Socialist-Feminism in the Late Twentieth Century', *Simians Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1991. pp 149-181.

4. Rzepka, Charles J. 'Introduction: What is Crime Fiction?', *Companion to Crime Fiction, Blackwell Companions to Literature and Culture*. eds Charles J. Rzepka and Lee Horsley, Oxford: Wiley and Blackwell, 2010. pp 1-9

5. Palmer, Joy. 'Tracing Bodies: Gender Genre and Forensic Detective Fiction', *South Central Review* Vol. 18 No. 3/4, Whose Body: Recognizing Feminist Mystery and Detective Fiction, Autumn-Winter 2001. pp 54-71

DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): British Literature Post World War 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		
DSE-12 British Literature Post World War II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a specific body of British writings post World War II.
- To highlight diverse voices in literary representations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to think critically about the complexities of a multicultural Post-war decolonized Britain.
- Students will be provided knowledge about the manner in which British writings change after World War II.

SYLLABUS OF DSE-12:

UNIT – I (15 hours)

1. John Fowles: *The French Lieutenant's Woman*

UNIT – II (15 hours)

2. Jeanette Winterson: *Sexing the Cherry*

UNIT – III (15 hours)

3. Hanif Kureshi: *My Beautiful Launderette*

4. Seamus Heaney: (i) 'Digging', (ii) 'Casualty'

5. Carol Anne Duffy: (i) 'Text', (ii) 'Stealing'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38

2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16

3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. Oxford: OUP, 1997.

DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

SYLLABUS OF DSE-13:

UNIT – I (15 hours)

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

UNIT – II (15 hours)

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

UNIT – III (15 hours)

4. Workshop on Topic Development
5. Workshop on Research Proposal

Note: During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

Practical component: (30 hours)

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

Essential/recommended readings:

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

Suggestive Readings:

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

Common Pool of Generic Elective (GE) Courses for EVEN Semesters

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.

Department of English (Journalism) SEMESTER-IV

[UG Programme for Bachelor in Journalism (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE 10- (DSC-10) : Conflict and 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: Conflict and War Reporting	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To inculcate among students, an in-depth awareness of the difficulties involved in conflict reporting while keeping in mind ethical standards to their analysis of conflict reporting.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to apply a historical perspective to the media coverage of conflict and war reporting.

SYLLABUS OF DSC-10:

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
- Reporting from a foreign land (Challenges)

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: (30 hours)

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 the context of 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. 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. The students can also do an analytical write up on the violent visuals and images of destruction of the Russo-Ukraine war.

Essential/recommended readings

1. Harris, Janet and Kevin Williams. 2018. *Reporting War and Conflict*. Taylor and Francis.
2. Thussu, Daya Kishan and Des Freedman. 2003. *War and the Media*. Sage Publications.
3. Zelizer, Barbie and Stuart Allan. 2004. *Reporting War: Journalism in Wartime*. Routledge.

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. "Telling a Good Story." In *Making Sense of Media & Politics*. Routledge, 2011
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
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, 2008
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, Montague Kern & Marion Just. "The Lessons of Framing Terrorism." In *Framing Terrorism*, 2004
9. Bolt, Neville. 2011. "Conclusion." *From The Violent Image.*, Columbia University Press.
10. Rutkin, Aviva. 2016. "Cyberwar becomes official." *New Scientist*.

DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Multimedia Journalism

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Multimedia Journalism	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate students with the knowledge of multimedia and its contribution towards journalism. To help students adapt the contemporary practises of multi-media journalism and production.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to learn how to produce a personal website that showcases their work (also used as a digital portfolio throughout the major); produce a portfolio of photographs; produce an audio and video production; and produce a final multi-media project.

SYLLABUS OF DSC-11:

UNIT – I (15 hours)

UNIT I: Introduction to Multimedia

- Development of multimedia journalism
- Basics of Multi-media Journalism- features and elements
- Importance of multimedia skills in contemporary newsroom
- Writing and editing for online
- Interviewing for the web
- Developing content for multimedia publishing
- Online media law, ethics & multicultural sensitivity

UNIT – II (15 hours)

UNIT II: Multimedia production

- Multimedia production process, multimedia newsroom function
- Online research, planning, sources, news gathering, storyboarding
- Developing website, website design, editing and publishing – Tools and Software

- New forms of journalism – blogs, social media, interactive stories, mobile journalism, citizen journalism, news application

UNIT – III (15 hours)

UNIT III: Packaging and integration

- Basics on developing photos, audio and video production for online, Different forms and formats of online photo stories, Tools, techniques and software for photo editing
- Mobile Journalism- Learning how to shoot, edit and tell stories through mobile phones
- Social media as a tool of reporting and a distribution tool
- Concepts of multimedia narrative, packaging and multimedia documentary
- Social media integration – tools and techniques
- Social media optimization of content
- User Generated Content integration – forms and techniques

Practical component: (30 hours)

Multimedia journalism will involve practical participation of students by means of constantly pitching ideas and learning to align their ideas with a suitable medium across different online platforms. Class discussions on individual multimedia projects and team inputs from the teacher will help create a dynamic online newsroom for the duration of this course.

Teacher will impart knowledge of traditional (DSLRs) and emerging tools, including smartphones, and sharing multimedia storytelling fundamentals, especially creative photo and audio techniques.

Record Man on the Street Interviews, shooting feature videos and podcast using smartphones, story pitch review, writing for the web; expanding the idea of narrative; interviewing tips and techniques

Final project: Producing a multimedia package and making it live online

Essential/recommended readings-

1. Christin, Anne-Marie, ed. *A History of Writing: From Hieroglyph to Multimedia*. Flammarion-Pere Castor, 2002.
2. Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. CRC Press, 2006.
3. Korolenko, Michael. *Writing for Multimedia: A Guide and Source Book for the Digital Writer*. Pearson. 2005.
4. Savage, Terry Michael, and Karla E. Vogel. *An Introduction to Digital Multimedia*. Jones & Bartlett Publishers, 2013.
5. *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*, Published by Corwin; 2013
6. *Video journalism: Multimedia Storytelling*, Routledge, 2017

Suggestive readings:

1. Poynter Online Media Ethics Bibliography, 2002,
<https://www.poynter.org/archive/2002/media-ethics-bibliography/>
2. *The Principles of Multimedia Journalism: Packaging Digital News*, by Richard Hernandez, Jeremy Rue, 2015
3. *Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia* by Al Tompkins, 2011
4. *Feature and Narrative Storytelling for Multimedia Journalists*, by Duy Linh Tu, 2015

5. *Journalism Next: A Practical Guide to Digital Reporting and Publishing* by Mark Briggs, 2009

http://www.poynter.org/content/content_view.asp?id:1208

6. Digital Natives (Produced by the Berkman Center for Internet and Society, Youth and Media Project)

<http://cyber.law.harvard.edu/research/youthandmedia/digitalnatives>

7. Press Ahead! A Teacher's Guide to Creating Student Newspapers

http://www.naafoundation.org/docs/Foundation/teacher%27s_guide-4color.pdf

8. Journalist's Toolbox, Presented by the Society of Professional Journalists

<http://www.journaliststoolbox.org/>

DISCIPLINE SPECIFIC CORE COURSE-12 (DSC-12) : Broadcast Production

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Broadcast Production	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate students with the knowledge of history of broadcasting models in India.
- To enable students to understand the basics of sound and visual grammar of diverse broadcast genres.

- To make the students adept at script writing and production for broadcast media

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to make TV News bulletins, documentaries and other programs.

SYLLABUS OF DSC-12:

UNIT – I (15 hours)

Unit I: Broadcasting Models

- Public Service Model in India (Policy and laws)
- Global Overview of Public Service Broadcasting
- Private Broadcasting Model in India; Policy and Laws
- Structure, Functions and Working of a Broadcast Channel
- Public and Private partnership in television and Radio programming (India and Britain case studies)

UNIT – II (15 hours)

UNIT II: Broadcast Genres

- News, Interviews, Features
- Why am I the 'Idiot Box'? -Debates, Issues and Concerns of Television Genre
- Various Evolving Contemporary Television genres: Drama, soap opera, comedy, reality television, children's television, animation, prime time and day time

- Current and emerging trends of broadcast media: Audience effectiveness
- Use of social media by Radio & TV channels,
- Internet TV/ Radio and Mobile TV/Radio

UNIT – III (15 hours)

Unit III: Advanced Broadcast Production

- Writing and Producing for Radio
- Public Service Advertisements
- Jingles
- Radio Magazine shows
- Music Video for social comment/as documentary
- Mixing ENG and EFP
- Reconstruction in News based Programming

Practical component: (30 hours)

Students will work in groups under the supervision of faculty member to produce news bulletins as a part of practical component of this course. They can also be encouraged to visit studios of leading news channels to understand the process of television news production thoroughly and familiarize themselves with the rapidly changing newsroom.

- Script writing
- Presentation of experimental genre in Radio/ TV
- Presentation about PSBT and similar organizations

- Script on Music Presentation
- Presentation of Commercial Channel functions.
- Presentation on global broadcasting models & Indian broadcasting models

Essential/recommended readings:

1. Bignell, Jonathan, Jeremy, Orlebar, and Patrica Holland, *The Television Handbook*, London: Routledge, 2005.
2. Chatterji, P.C., *Broadcasting in India*. New Delhi: Sage, 1987.
3. Fleming, Carole, and Pete Wilby, *The Radio Handbook*, London: Routledge, 2002.
4. Orlebar, Jeremy, *The Practical Media Dictionary*, London: Arnold, 2003.
5. Page, David, and William Crawley, *Satellites over South Asia*, (1st edition), New Delhi: Sage Publications, 2001.

Suggestive readings:

1. Rajagopal, Arvind, *Politics after Television*, (1st Edition), Cambridge UK: Cambridge University Press, 2001.
2. Saksena, Gopal, *Television in India*, (1st Edition), New Delhi: Vikas Publication House, 1996.
3. Starkey, Guy, and Andrew Crisell, *Radio Journalism*, (1st edition), Los Angeles: Sage, 2009.
4. Thusu, Daya Kishan, *News as Entertainment*, (1st. edition), Thousand Oaks California: Sage, 2007.
5. Verma, and Adarsh Kumar, *Advanced Journalism*, (1st edition), New Delhi:

Har- Anand Publications,1993.

6. Baruah, U.L., *This is All India Radio*. (1st Edition), New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.

7. Bhatt, S.C., *Satellite Invasion of India*, (1st Edition), New Delhi: Gyan Publication House, 1994.

8. Sabharwal, Tarjeet, *Satellite Television: An Impact on Social Participation*, Kanishka Publishers, 2008.

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

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSE 4– (DSE-4): Introduction to Media and

Credit 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-4 Introduction to Media and Politics	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the uses and impact of media in politics. The students will be able to grasp the language and narrative of issues of political parties and political activities.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to assess application of the range of theories and methodologies in the field of political communication.
- They will be able to critically evaluate the uses and effects of media on political processes and citizens; and apply theories and principles to developments and trends involving countries, levels of governance, and issues of interest to them.

SYLLABUS OF DSE-4:

UNIT – I (15 hours)

Unit I: Introduction

- Political Communication: Background
- Relationship between Politics and Communication
- Role and Influence of media on political communication
- Influence Agents – opinion leaders, intellectuals, trolls
- Religion and Politics
- Gender and Politics
- Culture and Politics

UNIT – II (15 hours)

Unit II: Political Language

- Political Communication Strategies
- Myths and Ideology
- Strategic uses of political language
- Political Rhetoric
- Political Advertising
- Framing of Issues, Agenda and Narrative setting

- Post-truth and Alternative Facts

UNIT – III (15 hours)

Unit III: Trends

- Political Branding and Image-building
- Digital Platforms – Social Media and Political Engagement
- Political Polarization and Mobilization
- Use of AI, Big Data, Hybrid Intelligence
- Political Humour and Satire, memes and echo chambers

Practical component: (30 hours)

The students must submit a report of how issues are framed in the media. They must be able to contextualise the political rhetoric and the narrative discourse of issues by political leaders. They must also analyse how social media is used for political branding and image building.

Essential/recommended readings-

1. Oates, Sarah (2008). *Introduction to Media and Politics*, Sage Publications
2. Robertson, Alexa (2015). *Media and Politics in a Globalizing World*, Polity Press
3. Rozell, Mark (ed.) (2003). *Media Power, Media Politics*. Rowman & Littlefield

Suggestive readings:

1. Carey (1995). The press, public opinion and public discourse. In Glasser & Salmon (Eds.), *Public opinion and the communication of consent*, pp, 373-402.
2. Nimmo & Combs (1983). Pack journalism. In *Mediated Political Realities*, pp. 162-81.
3. Atkin (1980). Political Campaigns: Mass Communication and Persuasion. In Roloff & Miller (Eds.), *Persuasion*, pp. 285-308.

4. Iyengar (1987). Television news and citizens' explanations of national affairs. *American Political Science Review*, 81: 815-31
5. *The Influence and Effects of Mass Media* (McQuail) Cook, Timothy. (2005). *Governing with the News: The News Media as a Political Institution*. 2nd ed. University of Chicago Press.
6. Dahlgren, Peter. (2009) *Media and Political Engagement: Citizens, Communication, and Democracy*. Cambridge University Press.
7. Graber, Doris A. (2009). *Mass Media and American Politics*. Washington: CQ Press.
Graber, Doris, Denis McQuail, and Pippa Norris, eds. (2007). *The Politics of News: The News of Politics*, 2nd. Ed. CQ Press.
8. Kuhn, Raymond. (2007). *Politics and the Media in Britain*. Palgrave Macmillan.
9. McNair, Brian. 2007. *An introduction to political communication*. 4th ed.. London: Routledge. Oates, Sarah (2008). *Introduction to Media and Politics*. Sage Publications.
10. Seib, Philip (2012). *Real Time Diplomacy: Power and Politics in the Social Media Era*. Palgrave Macmillan.
11. Wolfsfeld, Gadi (2011). *Making Sense of Media and Politics*. Routledge.

DISCIPLINE SPECIFIC ELECTIVE COURSE 5–(DSE-5): Photography and Digital Imaging

Credit 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-5 Photography and Digital Imaging	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the history of photography and
- To enable students to understand diverse types of photography and the process of photo editing.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to utilize the technology and tools of photography in the production of photographic images to include: the operation of the camera, exposure, lenses etc.

SYLLABUS OF DSE-5:

UNIT – I (15 hours)

UNIT I: History of Photography

- Introduction to history of Photography- Camera obscura, the daguerreotype and Edward Muybridge experiment (Screening of Genius of Photography, BBC Four Series)

- Profile of Famous photographers (Henri Cartier Bresson, Robert Capa, Dorothea, Raja Deen Dayal, Raghubir Singh, Raghu Rai, Homai Vyrawalla)

UNIT – II (15 hours)

UNIT II: Understanding the camera

- Introduction to 35mm analog and DSLR operations
- Understanding lenses (standard and zoom) and how perspective shifts with varying focal lengths.
- Exposure Triangle
- Basic rules of composition, framing and rule of the third.

UNIT – III (15 hours)

UNIT III: Types of Photography & Photo Editing

- Photojournalism, News Photography, Sports Photography, Nature photography, Portrait photography, Travel photography, Fashion photography and advertisement photography
- Introduction to editing and post-processing images;
- Photo Editing softwares - Adobe Lightroom or Photoshop.

Practical component: (30 hours)

- 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. The students should make photo features on a variety of topics.

Essential/recommended readings- as listed in the units

1. *Photography Changes Everything*, Marvin Heiferman, by Aperture Foundation, 2012
2. *Camera Lucida: Reflections on Photography*- Roland Barthes, Hill and Wang, 1980
3. *On Photography*, Susan Sontag – New York Review of Books, 1977
4. *Ways of Seeing*, John Berger, Penguin Books, 1972
5. *The Photography Book* by Editors of Phaidon Press, 30 April 2000.

Suggestive readings:

1. *Communication Technology for Development*, Pannu. P, Tomar A Yuki, IK international publishing House .2011
2. *All about Photography* by Ashok Dilwali, National Book trust, Year of Publication:2010 New Delhi.
3. *Practical photography* by O.P. SHARMA HPB/FC (14 March 2003)
4. *The Photographer's Guide to Light* by Freeman John Collins & Brown, 2005.

Journal/Magazine Subscriptions and Book Recommendations:

Journals- *Aperture, Photo works, British Journal of Photography, PDN, Amateur Photographer*

Magazines- *Outdoor Photography, Better Photography, National Geographic, Creative Image*

Books, catalogues, DVD materials

DISCIPLINE SPECIFIC ELECTIVE COURSE 6–(DSE-6): Media, Gender and 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		
DSE-6 Media, Gender and Human Rights	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To identify the limits and gaps in contemporary reporting and develop alternative approaches towards creating better democratic culture through media practice.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the intricate interconnections between media narratives and questions around gender, class and caste.

SYLLABUS OF DSE-6:

UNIT – I (15 hours)

UNIT I: Conceptual Frameworks in Gender studies

- Feminist Theory (Liberal feminism, Radical feminism, Socialist feminism) Black Feminism, Dalit Feminism
- Masculinity, Queer Theory, Intersectionality
- Media and Gender - Theoretical concerns
- Media and Gender- Indian debates (Case studies)

UNIT – II (15 hours)

UNIT II: Media: Power and Contestation

- Public Sphere and its critique (Counter Publics)
- Public sphere of the disempowered?
- Media and Social Difference: Caste, Gender and Class

UNIT – III (15 hours)

UNIT III: Human Rights

- Human Rights- Theoretical perspectives,
- Critique, Universal Declaration of Human Rights
- Human Rights and Media
- Social movements and mass media
- Social media, political change, and human rights
- Case studies

Practical component: (30 hours)

The students must critically analyse the issues taken up by the main stream media on human rights and gender. The students should make a report of social movements and evaluate the role of media in highlighting and representing these issues in India.

Essential/recommended readings:

1. Street, John. *Mass media, politics and democracy*. Palgrave Macmillan, 2011.
2. Mackay, Hugh, and Tim O'Sullivan, eds. *The media reader: continuity and transformation*. SAGE Publications Limited, 1999. 13-28, 43-73, 287-305.
3. Asen, Robert & Brouwer, Daniel, 2001. *Counter Publics and the State*, SUNY Press. 1-35, 111-137
4. Ninan, Sevanti. *Headlines from the heartland: Reinventing the Hindi public sphere*. SAGE Publications Pvt. Limited, 2007.

Suggestive readings:

1. Curran, James. *"Rethinking mass communication, Cultural studies and communications"*. London: Arnold (1996).
2. Berger, Arthur Asa. *Media and society: A critical perspective*. Rowman& Littlefield, 2012. Pg 9-21,167-180
3. Nichols, Joe& Price, John, *Advanced Studies in Media*, Thomes Nelson,1999. 42-55
4. Thirumal, P., and Gary Michael Tartakov. "India's Dalits search for a democratic opening in the digital divide." *International Exploration of Technology Equity and the Digital Divide:Critical, Historical and Social Perspectives* (2010): 20.
5. Balnaves, Mark, Stephanie Donald, and Brian Shoosmith. *Media theories and approaches: A global perspective*. Palgrave-Macmillan. 2009 (pg No. 3-10, 11-34, 35-53)
6. D. Ravi kumar, *"The Unwritten writing: Dalits and the Media"* in Rajan, Nalini, ed. 21st century journalism in India. SAGE Publications India, 2007.61-78
7. Menon, B. "Social Movements and the Mass Media", in Chandhoke, Neera, and Praveen Priyadarshi, eds. *Contemporary India: economy, society, politics*. Pearson Education India, 2009. 156-169
8. Rajagopal, Arvind, ed. *The Indian Public Sphere: Readings in Media History*. New Delhi:Oxford University Press, 2009. 278-290.
9. Bannerjee, Menon& Priyameds. *Human Rights, gender and Environment*, Pearson & Co. 2010
10. Nanda, V. (2016) *Tinka Tinka Dasna*: Tinka Tinka Foundation: ISBN 978-93-5265-730-8, Pages 31-60 (translated by Nupur Talwar)
11. Menon, Nivedita. *Seeing like a Feminist*. Penguin UK, 2012.
12. Rege, Sharmila. "A Dalit feminist standpoint. "In SEMINAR-NEW DELHI-, 1998. pp. 47-52.
13. Teltumbde, Anand. *Dalits: Past, present and future*. Routledge India, 2016.p16-33

14. Paul, Subin, and David O. Dowling. "Digital Archiving as Social Protest: Dalit Camera and the mobilization of India's "Untouchables"." *Digital Journalism* 6, no. 9 (2018): 1239-1254.
15. Balasubramaniam, J. "Dalits and a Lack of Diversity in the Newsroom." *Economic and Political Weekly* (2011): 21-23.

Common Pool of Generic Electives (GE) Courses for EVEN Semesters

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester IV students.

SEMESTER -V

[UG Programme for Bachelor in Journalism (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE 13- (DSC-13) : Global Media and Politics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Global Media and Politics	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To get an over view of the politics of news dissemination and the dynamics of reporting international issues and events. To understand the use of media by different countries during war times. To grasp the turning points and changing boundaries of journalism with the evolution of technology.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the impact of globalization on media and cultural implications.

SYLLABUS OF DSC-13:

UNIT – I (15 hours)

UNIT I: Media and International Communication

- Propaganda in the inter-war years: Nazi Propaganda
- Radio and international communication

- Media during the Cold War, Vietnam War, Disintegration of USSR;
- Radio free Europe, Radio Liberty and Voice of America
- Communication debates: NWICO, McBride Commission and UNESCO
- Unequal development and Third World concerns: North-South, Rich – Poor

UNIT – II (15 hours)

UNIT II: Conflict and Rise of Global Media

- World Wars and Media Coverage post 1990: Rise of Al Jazeera
- The Gulf Wars: CNN's satellite transmission, embedded Journalism
- 9/11 and implications for the media

UNIT – III (15 hours)

Unit III: Media and Cultural Globalization

- Cultural Imperialism, Cultural politics: media hegemony and
- Global cultures, homogenization, Local/Global, Local/Hybrid
- Discourses of globalization: barrier-free economy, digital divide
- Media conglomerates and monopolies: Ted Turner/Rupert Murdoch
- Global and regional integrations: Zee TV as a Pan-Indian Channel; Bollywood Entertainment: Local adaptations of global programmes: KBC/Big Boss etc.

Practical component: (30 hours)

The students will prepare case studies of the media at various points in time and highlight the turning points and changing boundaries of journalism during each evolving phase of the history of the media. The students will also analyse the changing content of media for international communication in the pre and post globalization phases. The students must compare the entertainment and other cultural products produced by international giants and media conglomerates.

Essential/recommended readings:

1. Yahya R. Kamalipour and Nancy Snow. *War, Media and Propaganda-A Global Perspective*, Rowman and Littlefield Publishing Group, 2004.

2. Communication and Society, Today and Tomorrow “*Many Voices One World*” UNESCO Publication, Rowman and Littlefield publishers, 2004.
3. Barbie Zelizer and Stuart Allan. *Journalism after 9/11*, Taylor and Francis Publication, 2012.
4. Stuart Allan and Barbie Zelizer. *Reporting war : Journalism in war time*, Routledge Publication, 2004.
5. Lee Artz and Yahya R. Kamalipor. *The Globalization of Corporate Media Hegemony*, New York Press, 2003.
6. Zahida Hussain and Vanita Ray. *Media and communications in the third world countries*, Gyan Publications, 2007.

Suggestive readings:

1. Choudhary, Kameswar (ed) *Globalisation, Governance Reforms and Development in India*, Sage, New Delhi, 2007.
2. Yadava, J.S, *Politics of news*, Concept Publishing and Co.1984.
3. Daya Kishan Thussu, *War and the media: Reporting conflict 24x7*, Sage Publications, 2003.
4. Patnaik, B.N & Imtiaz Hasnain (ed). *Globalisation: language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
5. Monroe, Price. *Media Globalisation’ Media and Sovereignty*, MIT press, Cambridge, 2002.
6. Singh, Yogendra. *Culture Change in India: Identity and Globalisation*, Rawat Publication, New Delhi, 2000.
7. Lyn Gorman and David McLean. *Media and Society into the 21st Century: A Historical Introduction*. (2nd Edition) Wiley-Blackwell, 2009 .pp.82-135, 208-283.

DISCIPLINE SPECIFIC CORE COURSE-14 (DSC-14) : Development Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Development Communication	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding and sensitivity towards developmental concerns.
- To understand the issues and factors that help in development through effective tools of communication.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be equipped with critical skills to understand the importance of effective development communication strategies to spread development messages among the poor and weaker sections of society.

SYLLABUS OF DSC-14:

UNIT – I (15 hours)

UNIT 1: Introduction to Development Communication

- Development – Genesis, Meaning, Concept & Measurement (PQLI, HDI, GDI)
- Economic Growth vs. Development

- Human Development
- Development as Freedom
- Models of Development – Basic Needs, Nehruvian, Gandhian Model
- Development communication: Concept and approaches - Diffusion of innovation, Empathy, Magic multiplier
- Paradigms of development: Dominant paradigm, dependency, alternative/new paradigm
- Sustainable Development
- Gender and development
- Development support communication – Definition, genesis, Woods triangle

UNIT – II (15 hours)

UNIT 2: Role of Media in Development Communication

- Use of folk media for development
- Overview and Critical Appraisal of Development Communication Programmes of All India Radio and Doordarshan: Radio Rural Forum, Farm & Home Unit, Krishi Darshan, SITE, Kheda Communication Project.
- Case Studies of Community Video: SEWA, Video Volunteers and Community Radio in India
- ICT for development, e-governance, e-chaupal, national knowledge network
- Using New Media Technologies for Development
- Strategies for designing messages for Print, Radio, Television, New media.

UNIT – III (15 hours)

UNIT 3: Communication for Development and Social Change

- Information needs in rural areas; rural newspapers
- Critical appraisal of mainstream media's reporting of rural problems and issues

- Tribal society: Features, Information needs, Communication Programmes
- Role of development agencies and NGOs in development communication
- Development support communication endeavours in India: Programmes and Communication Strategies
- Health & Family welfare: National Rural Health mission; Ayushman Bharat Yojana.
- Poverty: Jan Dhan Yojna; MGNREGA.
- Education: Beti Bachao Beti Padhao; Mid-day meals scheme.

Practical component: (30 hours)

Students under the guidance of the faculty must undertake visits to mohalla clinics, NGOs, Women’s Self-Help groups, Special schools for underprivileged students and other such initiatives in the city to develop content for blogs/ newsletters/magazines from the visits. Interaction with rural journalists and video volunteers (eg. Khabar Lehariya) must be arranged. The students must participate pro-actively to design and execute a development project for a near by village with development support communication techniques.

Essential/recommended readings:

1. Rogers Everett: *Communication and Development- Critical Perspective*, Sage, New Delhi, 2000
2. Srinivas R. Melkote & H. Leslie Steeves: *Communication for Development in The Third World*, Sage Publications, 2001
3. Belmont CA: *Technology Communication Behavior*, Wordsworth Publication, New Delhi, 2001.
4. D V R Murthy: *Development Journalism, What Next?* Kanishka Publication, New Delhi, 2007.

5. Amartya Sen: *Development as freedom*, Alfred A Knopf, New York, 1999.

Suggestive readings:

1. UNDP: Human Development Report (published every year), Oxford University Press, New Delhi.

2. *World Bank: World Development Report* (published every year) Oxford University Press, New Delhi.

3. Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.

4. Ghosh & Pramanik: *Panchayat System in India*, Kanishka Publication, New Delhi, 2007.

5. Shivani Dharmarajan: *NGOs as Prime Movers*, Kanishka Publication, New Delhi, 2007.

6. What Do We Mean By Development: An Article by Nora C Quebral in *International Development Review*, Feb, 1973, P-25.

DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Media Ethics and the Law

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF 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 15: Media Ethics and the Law	4	3	1	0	Passed Class XII with English	NIL

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.

SYLLABUS OF DSC-15:

UNIT – I (15 hours)

UNIT I: Ethical framework and media practice

- Freedom of expression (Article 19(1) (a) and Article 19(1)2)
- Freedom of expression and defamation- Libel and slander, Issues of privacy and surveillance in society
- Right to Information Idea of Fair Trial/Trial by Media
- Issues of Copyright

- Media ethics and cultural dependence
- Live reporting and ethics Legality and Ethicality of Sting Operations,
- Phone Tapping etc. Ethical issues in Social media (IT Act 2000, Sec 66 A and the verdict of The Supreme Court)

UNIT – II (15 hours)

UNIT II: Representation, Regulation and ethics

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

UNIT – III (15 hours)

UNIT III: Media and Social Responsibility

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

Practical component (if any) - NIL

Essential/recommended readings::

1. Thakurta, Paranjoy Guha, *Media Ethics*, Oxford University Press, 2009
2. Barrie mc Donald and Michel petheran *Media Ethics*,mansell, 1998.

3. Austin Sarat *Where Law Meets Popular Culture* (ed.), The University of Alabama Press, 2011.
4. Vikram Raghvan, *Communication Law in India*, Lexis Nexis Publication, 2007
5. Iyer Vekat, *Mass Media Laws and Regulations in India*-Published by AMIC, 2000
6. William Mazzarella, *Censorium: Cinema and the Open Edge of Mass Publicity*, 2013

Suggestive readings:

1. Raminder Kaur, William Mazzarella, *Censorship in South Asia: Cultural Regulation from Seditious to Seductive*, 2009
2. Linda Williams, *Hard Core: Power, Pleasure, and the "Frenzy of the Visible"*, 1999

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 V

DISCIPLINE SPECIFIC ELECTIVE COURSE 7–(DSE-7): Media and Audiences

Credit 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-7 Media and Audiences	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the diversity of media audiences. To make the students understand the importance of target audience and audience as consumers of varied content on a variety of media and social media platforms.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to generate content and messages for different audiences on various media platforms.

SYLLABUS OF DSE-7:

UNIT – I (15 hours)

UNIT I: Understanding Media Audiences

- Who are media audiences?

- History of Early Audiences
- Parameters of audiences – politics, religion, race, class, gender, nation
- Homogenous and heterogeneous audiences
- Contesting ‘Audiences’

UNIT – II (15 hours)

UNIT II: Sociology of Media Audiences

- Passive and Active Audience - Perspectives
- Ball –Rokeach and DeFleur’s dependency theory
- Symbolic Interactionism, interpretive communities
- Post-modern audiences
- Commodification of audiences
- Children as audiences
- Audience ratings and measurement and ethnographies

UNIT – III (15 hours)

UNIT III: New Media Audiences and Contemporary Issues

- ‘Old’ audiences to ‘New’ media audiences – mass to interactive
- Mapping Audiences of Digital Technologies - Music, Books, TV, Films, Video Digital news audience – active, interactive, creative
- New media ecosystems: ‘audience’ subjectivity to ‘user subjectivity’
- Issues of privacy, tracking audiences, data mining, authenticity, challenges for audience research

Practical component: (30 hours)

The students must analyse the demographic profile of audiences of different media and social media platforms. They must map the content preferences of digital audiences and compare audience of old media and new media.

Essential/recommended readings:

1. *Media Studies: Content, Audiences, and Production*, edited by Pieter Jacobus Fourie, JUTA, 2006
2. *Media Audiences: Effects, Users, Institutions and Power*, edited by John L. Sullivan, Sage, 2012
3. *The Handbook of Media Audiences*, Virginia Noghtingale, Blackwell, 2011
4. *Media and Audiences: New Perspectives*, Karen Ross and Virginia Nightingale, OUP, 2003
5. *Satellite Television: An Impact on Social Participation*, Sabharwal, Tarjeet, ISBN 978-81-8457-064-9, Kanishka Publishers, 2008

Suggestive readings:

1. *Media Institutions and Audiences*: Nick Lacey, Palgrave 2002

DISCIPLINE SPECIFIC ELECTIVE COURSE 8–(DSE-8): 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		
DSE-8 Sports Journalism	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the coverage of sports by different types of media platforms in India. To help the students to grasp the sports terminologies and to use them in a lucid and simple style while reporting the game to mass audiences.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the basics of Sports in India and list down various policy making bodies functioning in India & abroad and demonstrate abilities to do sports reporting for print and electronic media.

SYLLABUS OF DSE-8:

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 Policymaking

- 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: (30 hours)

The students shall prepare a comprehensive report on the coverage of various sports in newspapers and broadcast media. The students must visit a sports newsroom for reporting live telecasts and commentary on radio.

Essential/recommended readings-

1. Stofer, Kathryan T. *Sports Journalism: An Introduction to Reporting and Writing*, Rowman & Littlefield Publishers, 2019.
2. Richards, Huw. *Routledge Handbook of Sports Journalism*, Taylor and Francis, 2020.

Suggestive readings:

1. Srinivas Rao. *Sports Journalism*, Khel Sahitya Kendra K.S.K. Publishers, 2009
2. Prasidh Kumar. *Sports Journalism*. Apple Books, 2010
3. Phil Andrews. *Sports Journalism: A Practical Introduction*, Sage Publications, 2014

DISCIPLINE SPECIFIC ELECTIVE COURSE 9–(DSE-9): Folk Media and 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		
DSE-9 Folk Media and Communication	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To create awareness among students about the definition of folk, complex relationship to Indian social structure, transformations in folk media practice and orient them towards effective and hybrid use of folk media.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to explore different folk media forms of development projects. The students will be able to understand the importance of folk media in addressing significant issues in the Indian context.

SYLLABUS OF DSE-9:

UNIT – I (15 hours)

UNIT I: Folk Media and its Forms

- Understanding Oral Tradition and Folk as ‘Medium’
- Folk Media: Concept and Characteristics
- Folk Media: ‘People as Producers’
- Gender and caste in folk
- Forms of Folk Media: Theatre, Music, Dance and other Narrative forms
- Objectives of Folk Media: Aesthetic expression, Expressional and Communicational
- Folk Media: Scope and Limitations

UNIT – II (15 hours)

UNIT II: Folk media and Development

Government Agencies and Promotion of Folk Artists: Song Drama Division, Publications Division, The Directorate of Advertising and Visual Publicity (DAVP) and Ministry of Rural Development.

UNIT – III (15 hours)

UNIT III: Culture and Folk Media

- Conceptualizing Folk culture and folk media
- Influence of Modern technology on Folk Communication: (A Comparative understanding)

- Folk Communities: Art for whose sake? (In the context of 'Art for Art's sake' debate)

Practical component: (30 hours)

The students will visit nearby rural areas in small teams and prepare a report on the use of folk media to address issues of health, hygiene, nutrition, illiteracy and other social issues by rural people.

Essential/recommended readings:

1. Chatterji, Roma. "The category of folk." *The Oxford India Companion to Sociology and Social Anthropology 1* (2003): 567-97.
2. Singer, Melton *Traditions in India: Structure and Change*, American Folk society, 1957
3. Kothari, Komal. "On Folk Narratives." *Indian Folklife* 16 (2004).
4. Inglis, David. "Theorising Media: Power, Form and Subjectivity." (2013): 87-89.
5. Dissanayake, Wimal. "New wine in old bottles: Can folk media convey modern messages?." *Journal of Communication* 27, no. 2 (1977): 122-124.
6. Ghosh, Sampa, and Utpal Kumar Banerjee. *Indian puppets*. Abhinav Publications, 2006.
7. Rege, Sharmila. "Conceptualising Popular Culture:'Lavani' and 'Powada' in Maharashtra." *Economic and political weekly* (2002): 1038-1047
8. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. SAGE Publications India, 2012.
9. McCormack, Thelma. "Folk culture and the mass media." *European Journal of Sociology/Archives Européennes de Sociologie* 10, no. 2 (1969): 220-237.
10. Chatterji, Roma. "Event, image, affect: the tsunami in the folk art of Bengal." In *Suffering, Art, and Aesthetics*, pp. 75-98. Palgrave Macmillan, New York, 2014.
11. Inglis, David. "Theorising Media: Power, Form and Subjectivity." (2013): 87-89.
12. Hollander, Julia. *Indian folk theatres*. Routledge, 2007.
13. Parmar, Shyam *Traditional Folk Media in India* New Delhi: Geka Books 1975

14. Kumar, Harish. "Folk media and rural development." *Indian Media Studies Journal* 1, no. 1 (2006): 93-98.
15. Sherinian, Zoe C. *Tamil folk music as Dalit liberation theology*. Indiana University Press, 2014. 1-34

Suggestive readings:

1. Snodgrass, Jeffrey. "The future is not ours to see: puppetry and modernity in Rajasthan." *Journal of Anthropology* 69, no. 1 (2004): 63-88.
2. Mehrotra, Deepti Priya. *Gulab Bai: the queen of Nautanki theatre*. Penguin Books India, 2006. P 88-97, 198-208
3. Marcus, Scott. "Recycling Indian Film-Songs: Popular Music as a Source of Melodies for North Indian Folk Musicians." *Asian Music* 24, no. 1 (1992): 101-110
4. Pierre Bourdieu. *The Field of Cultural Production. Essays on Art and Literature.*, Columbia University Press, 1993.

Common Pool of Generic Elective (GE) Courses for ODD Semesters

NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester V students.

SEMESTER -VI

[UG Programme for Bachelor in Journalism(Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE-16 (DSC-16) : Social Media and Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 16: Social Media and Communication	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the dynamics of social media platforms and their significance in daily life.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to explore new avenues of internet mediated communication.

SYLLABUS OF DSC-16:

UNIT – I (15 hours)

UNIT I: Understanding Social Media: Nature and Concepts

- Definition of social media,
- Social, para-social and asocial nature of social media
- Social media concepts and theories

- Social media-Impersonal, interpersonal, hyper-personal
- Virtual Identity
- Evolution and rise of social media- a brief historical perspective
- Social network sites and logistics of interaction, features and characteristics
- Applications-politics, government, social support, democracy

UNIT – II (15 hours)

UNIT II: Use and relevance of Social media in Journalism

- Sources of news
- News aggregators
- News Consumption cultures-feedback and sharing
- Crowd sourcing, micro blogging
- Social Media Activism, hash-tag activism, Cultural polarisation
- Social Media Integration

UNIT – III (15 hours)

UNIT III: Social Media Marketing

- Social Media Marketing – Introduction
- Social Media Management – Strategies, Tools and Technologies
- Social Media Audience Measurement
- Case studies of successful social media marketing campaigns

Practical component: (30 hours)

The students will analyse the features of different social media platforms and understand the strategies of communicating on these platforms. The students can critically examine the social media campaigns of each social media platform. They can compare the marketing strategies of organisations/institutions for reaching out to target publics.

Essential/recommended readings:

1. Coban, and Baris, *Social Media and Social Movements: The Transformation of communication Patterns*, New York: Lexington, 2016
2. Fuchs Christian, *Social Media: A Critical Introduction*, London: Sage, 2014.
3. Lipschultz, and Harris Jeremy, *Social Media Communication: Concepts, Practices, Data, Law*, New York: Routledge, 2014.
4. Seargeant, Philip and Tagg, and Caroline, *The Language of social media: Identity and Community on the Internet*, New York: Palgrave Macmillan, 2014.

Suggestive readings:

1. Trottier, Daniel and Fuchs, and Christian, *social media, Politics and the state: protests, Revolutions, Riots, Crime and Policing in the Age of Facebook, Twitter and You Tube*, New York: Routledge, 2015.

DISCIPLINE SPECIFIC CORE COURSE-17 (DSC-17) : Introduction to Cinema 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 17: Introduction to Cinema Studies	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 historicize cinema as historically specific cultural forms.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to achieve a critical vocabulary about cinema which takes them beyond reading films as just entertainment.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

UNIT I: Language of Cinema

- Focus on visual Language: Shot, Scene, Mis-en-scene
- Deep focus, Continuity Editing, Montage,
- Diegetic and Non-Diegetic Sound; Off -Screen Sound; Sync Sound;
- The use of colour as a stylistic Element
- Difference between story, plot, screenplay

UNIT – II (15 hours)

UNIT II: History of Cinema

- Beginnings of Cinema (Photography to cinema)
- Soviet Cinema- Eisenstein and Pudovkin
- Classical Hollywood Cinema
- Italian Neorealism
- French New-Wave
- Beginnings of Indian cinema (Phalke, Nationalist movement and cinema)
- 1950s - Cinema and the Nation (Guru Dutt, Raj Kapoor)
- The Indian New-Wave
- Regional cinema formations
- Globalization and Indian Cinema

UNIT – III (15 hours)

UNIT III: Alternative Visions

- Third Cinema
- Non-Fiction Cinema
- Feminist Film Theory- Apparatus Theory and Male Gaze
- Auteur- Film Authorship with a special focus on Satyajit Ray or Hitchcock

Practical component: (30 hours)

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.

Suggested Class Screenings:

- *Rear Window* (1954) Director Alfred Hitchcock (Language of Cinema)
- *Battleship Potemkin* (1925) Director Sergei Eisenstein (Language of Cinema)
- *Man with a Movie Camera* (1929) Director Dziga Vertov
- *Shots from Lumiere Brothers*
- *Rome Open City* (1945) directed by Roberto Rossellini (Italian Neo Realism)
- *Breathless* (1960) Director Jean Luc Godard (French New Wave)
- *Pather Panchali* (1955) Director Satyajit Ray
- *Mandabi* (1969) Director Ousmane Sembane
- Clips from *The Hour of the Furnaces* (1968) Directors Gettino and Solanas, Films by Costa Gavras
- *Battle of Algiers* (1966) Director Gille Pontecorvo
- *Nishant* (1975) by Shyam Benegal/Aakrosh by Govind Nihalani (Indian New wave)
- *Pyasa* (1957) by Guru Dutt
- *Mother India* (1957) by Mehboob Khan

- *Jagte Raho (1956)* Raj Kapoor

Essential/recommended readings:

1. Villarejo, Amy. *Film Studies : The Basics*, Routledge, 2006.(Unit I & II)
2. Vincendeau, Ginette. "European cinema" *World Cinema: critical approaches*, 2000. (For Unit III) 65-82)
3. Robert Stam, " Film Theory: An Introduction". Massachusetts & Oxford: Blackwell Publishers: 2000
4. Nowell-Smith.G, *The Oxford History of World Cinema. Oxford: Oxford University Press*, 1996
5. Duggal.V, Menon & Bhattacharya. *Film Studies: An Introduction*, Worldview Publications. 2019.

Suggestive readings:

1. Brockmann, Stephen. *A critical history of German film*. Vol. 93. Camden House.43-59, 2010
2. Paul Schrader —Notes on Film Noir in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press:pg.153-170, 1996
3. Srinivas, S. V. "Gandhian nationalism and melodrama in the 30s Telugu cinema. *Journal of the Moving Image* 1, no. 1: 14-36, 1999
4. Velayutham, Selvaraj. *Tamil cinema: the cultural politics of India's other film industry*. Routledge, 2008. P 1-15, 58-75
5. Anandam P. Kavoori & Punanthambekar Eds. *Global Bollywood*, New York: New York University Press. 2008. Pages 17-41, 223-240

6. Mishra, Vijay. *Bollywood cinema: Temples of desire*. Routledge, 2013. chapter 3, chapter 4, Chapter 5

7. Ravikant. "Popular Cinephilia in North India: Madhuri shows the way (1964–78)." *Journalism Studies* 16, no. 5 (2015): 637-650.

8. Andre Bazin, —*The Ontology of the Photographic Image*|| from his book *What is Cinema Vol I* Berekeley, Los Angeles and London: University of California Press: 1967, 9-16

9. 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

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Media Industry and 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Media Industry and Management	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 apprehend Media Economics, problems of finance, personnel, land, machinery etc.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the emerging alternative online media platforms and their role in keeping spirit of free press alive.

SYLLABUS OF DSC-18:

UNIT – I (15 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 (15 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 (15 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 (30 hours)

The students must undertake a case study examination of the Indian and International media giants and examine their management strategies.

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, 2003
5. Jennifer Holt and Alisa Perren, (Edited) *Media Industries-History, Theory and Method*, Wiley- Blackwell, 2009

Suggestive readings:

1. John M. Lavine and Daniel B.Wackman, *Managing Media Organisations*, 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.

Common Pool of Discipline Specific Elective (DSE) Courses for Semester VI

DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): Media Automation

Credit 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-10 Media Automation	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the interconnections between media and automation applications and the ethical issues associated with them. The students will understand the future of the media industries with the induction of AI and Robots.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the nature of automation and artificial intelligence with special reference to media industries.
- They will be able to comprehend current trends and developments in news, advertising, social media and political communication with respect to the use of automation, AI, big data and the ensuing ethical challenges and issues.

SYLLABUS OF DSE-10:

UNIT – I (15 hours)

Unit I: Technologies, Terms and Concepts

- Big data and the algorithmic world
- Automation Technologies
- Algorithms: what are they, and why do they matter
- Automation in Media industry

UNIT – II (15 hours)

Unit II: Automation Applications

- Algorithmic journalism and computer assisted reporting
- News bots: automating news and information dissemination
- Digital Advertising and Algorithms
- Social Media Automation
- Political Campaigning and use of Data

UNIT – III (15 hours)

Unit III: Ethical Issues and Challenges

- Critical perspectives of AI, robots and ethics
- Human-machines communication
- Big Data, surveillance and privacy
- Fake news and open-source journalism

Practical component: (30 hours)

The students will prepare a comprehensive report on the media automation applications in the industry. They will write a critical report on the use of Artificial Intelligence and Robots in news and information dissemination.

Essential/recommended readings:

1. Gillespie, T. (2016). Algorithm. In B. Peters (Ed.), *Digital keywords: A vocabulary of information society and culture* (pp. 18-30). Princeton: Princeton University Press.

2. Striphas, T. (2012). What is an algorithm? *Culture Digitally*.
3. Beer, D. (2017). The social power of algorithms. *Information, Communication & Society*, 20(1), 1-13 (online first)
4. Napoli, P. M. (2014). On Automation in Media Industries: Integrating Algorithmic Media Production into Media Industries Scholarship. *Media Industries* 1(1).
5. Lokot, T., & Diakopoulos, N. (2015). News bots: Automating news and information dissemination on Twitter. *Digital Journalism*, 4(6), 682-699.
6. Woolley, S. C., & Howard, P. N. (2016). Political communication, computational propaganda, and autonomous agents. *International Journal of Communication*, 10, 9. [Introduction to a special issue: "Automation, Algorithms, and Politics"]
7. Gunkel, D. J. (2012). Communication and artificial intelligence: Opportunities and challenges for the 21st century. *Communication+ 1*, 1(1), 1-25.
8. Gunkel, D. J. (2012). *The machine question: Critical perspectives on AI, robots, and ethics*. Cambridge: MIT Press.
9. Lewis, S. C., & Westlund, O. (2016). Mapping the human–machine divide in journalism. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *The SAGE handbook of digital journalism* (pp. 341-353). London: SAGE.
10. Kreiss, D. (2016). *Prototype politics: Technology-Intensive campaigning and the data of democracy*. Oxford: Oxford University Press.
11. Usher, N. (2016). *Interactive journalism: Hackers, data, and code*. Champaign, IL: University of Illinois Press.
12. Anderson, C. W. (2013). Towards a sociology of computational and algorithmic journalism. *New Media & Society*, 15(7), 1005-1021.
13. Lewis, S. C., & Usher, N. (2013). Open source and journalism: Toward new frameworks for imagining news innovation. *Media, Culture & Society*, 35(5), 602-619
14. Lewis, S. C., & Usher, N. (2014). Code, collaboration, and the future of journalism: A case study of the Hacks/Hackers global network. *Digital Journalism*, 2(3), 383-393.

15. McCoy, T. (2016, November 20). For the 'new yellow journalists,' opportunity comes in clicks and bucks. *The Washington Post*.
16. Boczkowski, P. (2016). Fake news and the future of journalism. *Nieman Journalism Lab*
17. Lewis, S. C., & Westlund, O. (2015). Big data and journalism: Epistemology, expertise, economics, and ethics. *Digital Journalism*, 3(3), 447-466
18. Dörr, K. N. (2015). Mapping the field of algorithmic journalism. *Digital Journalism*, 4(6), 700-722.

Suggestive readings:

1. Perlich, C. (2013, May 13). How big data touches YOU: Tales from the digital advertising world. Presentation given at the Governing Algorithms conference in New York.
2. Neff, G., & Nagy, P. (2016). Talking to bots: Symbiotic agency and the case of Tay. *International Journal of Communication*, 10, 17
3. Coddington, M. (2015). Clarifying journalism's quantitative turn: A typology for evaluating data journalism, computational journalism, and computer-assisted reporting. *Digital Journalism*, 3(3), 331-348.
4. Bucher, T. (2016). 'Machines don't have instincts': Articulating the computational in journalism. *New Media & Society*, 1461444815624182
5. Kraemer, F., Overveld, K. V., & Peterson, M. (2011). Is there an ethics of algorithms? *Ethics and Information Technology*, 13(3), 251-260

DISCIPLINE SPECIFIC ELECTIVE COURSE 11–(DSE-11): Development 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		
DSE-11 Development Journalism	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with an understanding and sensitivity towards developmental concerns.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be equipped with skills to write development features and develop development material for different media platforms.

SYLLABUS OF DSE-11:

UNIT – I (15 hours)

UNIT I: Development and Development Journalism

- Models of development, major development paradigms -dominant paradigm. Alternative paradigm – participatory approach.
- Evolution of development journalism, agriculture extension, development support communication,
- Communication for social change, media advocacy, new age media, use of ICTs for development, Participatory development journalism

UNIT – II (15 hours)

UNIT II: Development stories:

- Researching and writing a development story,
- Development with a human face,
- Packaging of the development story,
- Development feature writing,
- Conflict of interests,
- mobilizing support for development.

UNIT – III (15 hours)

UNIT III: Media specific development coverage:

- The differences in approach between print and broadcast development journalism,
- packaging attractive ideas, visuals and documentation,
- Folk media,
- community radio for local development,
- Niche, rural and tribal communication media, newspapers and magazines
- Development communication agencies and websites.
- Critical appraisal of mainstream media's reporting of development issues.

Practical component: (30 hours)

Students under the guidance of the faculty must undertake visits to mohalla clinics, NGOs, Women's Self-Help groups, Special schools for underprivileged students and other such initiatives in the city to develop content for blogs/ newsletters/magazines from the visits. Interaction with rural journalists and video volunteers (eg. Khabar Lehariya) must be arranged too.

Essential/recommended readings:

1. *A Manual of Development Journalism* – Alan Chalkley, Vikas Publications, 1970.
2. *Participatory Communication, Working for change and development* – Shirley A .White, K Sadanandan Nair and Joseph Ascroft, Sage, 1994.

3. *Development Communication and Media Debate* – Mridula Menon, Kanishka Publishers, 1997.
4. *India, the Emerging Giant* – Arvind Panagariya, Oxford University Press, 2008.
5. *Participatory Video, Images that Transform and Empower* – Shirley A. White (Editor), Sage Publications, 2003.
6. *The Art of Facilitating Participation* – Shirley A. White (Editor), Sage Publications, 1999.
7. *Television and Social Change in Rural India* – Kirk A. Johnson, Sage Publications, 1999
8. *Communication, Modernization and Social Development*. K. Mahadevan, Kiran Prasad, Ito Youichi and Vijayan K. Pillai.

Suggestive readings:

1. *Everybody Loves a Good Drought*. Stories from India's Poorest Districts, P. Sainath, 2000.
2. *Designing messages for development communication: An audience participation-based approach* (communication and human values).by Bella M Mody, Sage Publications, 1991.
3. *Development Journalism/Communication: The Status of the Concept*, Christine L. Ogan, Sage, 1982
4. *Development Journalism: What Next? An Agenda For The Press*, D. V. R. Murthy, Kanishka Publishers Distributors, 2006
5. *Communication for Development: theory and practice for empowerment and social justice*, Melkote, Srinivas R, Steeves, H. Leslie, Sage (New Delhi), 2015

DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): Research Methodology for Media

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-12 Research Methodology for Media	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarise students on how to write a research paper and a research report.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to write a research proposal and undertake research. T
- Students will be equipped to work as researchers independently as well as for various organisations.

SYLLABUS OF DSE-12:

UNIT – I (15 hours)

UNIT I: Introduction to Research and Basic Elements

- Definition, basic and applied research,
- Scientific approach, theoretical framework,
- Steps of research: selection of the problem, review of literature, statement of hypothesis and research question, methodology and methods, research design, sampling, data analysis and interpretation, presentation of results,
- Replication and ethical perspectives of mass media research
- Concepts and constructs,
- Independent and dependent variables,
- Nature of Measurement, levels of measurement, measurement scales, Specialized Rating Scales, Reliability and Validity, Research question and Hypothesis

UNIT – II (15 hours)

UNIT II: Sampling and Methods

- Universe, population, need for sampling, sampling methods: probability and non-probability, representativeness of the samples, sampling error, sample size
- Quantitative and Qualitative Techniques: content analysis, survey method, audience and readership surveys, designing questionnaires, observation methods, experimental research, case studies, field experiments, focus groups, intensive interviews, longitudinal research, Historical research, Ethnographies, Textual analysis, Discourse analysis

UNIT – III (15 hours)

UNIT III: Media Research Approaches

- Representational approach
- Media and the senses
- Academic writing, Citations, Bibliography

Practical component: (30 hours)

The students will present and submit a research proposal in his/her area of interest under the guidance of the faculty.

Essential/recommended readings-

1. Wimmer, Roger, D and Dominick, Joseph, R. *Mass Media Research*, Thomson Wadsworth, 2006, pgs 1-60; 65-81; 83-98.
2. Arthur Asa Berger. *Media Research Techniques*, Sage Publications, 1998.
3. John Fiske. *Introduction to Communication Studies*, Routledge Publications, 1982.
4. David Croteau and William Hoynes. *Media/Society: Industries, Images and Audiences*, Forge Press (For Case Studies) Amazon, 2002.
5. Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. New Delhi, Sage Publications, 1997.

6. Mankekar, Purnima. *Screening Culture, Viewing Politics*. Duke; 1999.
7. Buck-Morss, Susan. 1994. "The Cinema Screen as Prosthesis of Perception: A Historical Account." In The Senses Still, ed. Nadia Seremetakis, Chicago: University of Chicago Press (Chapter 4).
8. Hirschkind, Charles. 2006. The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics. New York: Columbia University Press.

Suggestive readings-

1. Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age International Ltd. Publishers, 2004, pgs1-55; pp. 95-120.
2. Bertrand, Ina and Hughes, Peter. 2005. *Media Research Methods; Audiences, institutions, Texts*. New York; Palgrave

Common Pool of Generic Elective (GE) Courses for EVEN Semesters

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.



Semester-IV **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 -10 (DSC-10) – : URDU QASIDA

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF 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 Qasida	4	3	1	0	Urdu in class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of classical poetry particularly Qasida, which is written specially in praise of kings and their throne, kingdom, military squad etc.
- To give knowledge of such poetic form which is not in use in these days?
- To give a glimpse of classical literature with special reference to Urdu Qasida.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Knowledge about classical form of poetry Qasida.
- Appreciate nuances of Qasida.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-10

UNIT – I (15 Hours)

1. Qasida ka Fan
2. Qaside ke Ajzaye Tarkibi
3. Urdu mein Qaside ka Aaghaz-o-Irteqa

UNIT – II (15 Hours)

1. Sauda ki Qasida Nigari
2. Zauq ki Qasida Nigari

UNIT – III (15 Hours)

1. Uth Gaya Bahman-o-de ka chamanistan se amal (Sauda)
2. Zahe Nishat agar kijiye use tahreer (Zauq)

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

1. Intekhab-e-Qasaid – Uttar Pradesh Academy

Suggestive readings

1. Urdu me Qasida Nigari – Abu Mohd Sahar
2. Urdu Qasida Nigari ka Tanqeedi Jaeza – Mahmood Ilahi
3. Sher-ul-Hind – Abdus Salam Nadvi
4. Sauda – Sheikh Chand
5. Mirza Mohammad Rafi Sauda – Khaliq Anjum
6. Kulliyat-e-Zauq – Tanveer Ahmad Alvi

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

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11): URDU MASNAVI
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 Masnavi	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of classical society of India through Urdu Masnavi.
- To give a glimpse of classical literature with special reference to Urdu Masnavi.
- Through Urdu Masnavi student can learn about lifestyle, rituals and customs of Indian society of 18th and 19th centuries.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Demonstrating conceptual and textual understanding.
- Knowledge about classical form of poetry Masnavi.
- Appreciate nuances of Masnavi.

SYLLABUS OF DSC -11

UNIT – I (15 Hours)

1. Masnavi ka Fan
2. Urdu Masnavi ka Aaghaz-o-Irteqa
3. Dakan me Urdu Masnavi ka Irteqa
4. Shumali Hindme Urdu Masnavi ka Irteqa

UNIT – II (15 Hours)

1. MeerHasan ki Masnavi Nigari
2. Pandit Daya Shankar Naseem ki Masnavi Nigari
3. Nawab Mirza Shauq ki Masnavi Nigari

UNIT – III (15 Hours)

1. Masnavi Sehar-ul-Bayan – Meer Hasan (Aaghaz-e-Dastan se Paristan me jane tak)
2. Gulazar-e-Naseem – Naseem (Ibtada se Pahunchna Tajulmaluk ka ek Andhe ke Takiye par tak)
3. Zahar-e-Ishq – Mirza Shauq (Mukammal)

Practical component (if any) - NIL

Essential/recommended readings

1. Urdu Masnavi ka Irteqa – Abdul Qadir Sarwari
2. Urdu Masnavi Shumali Hind mein – Gyan Chand Jain
3. Urdu Masnavi ka Irteqa Shumali Hind mein – Syed Mohammad Aqil
4. Urdu ki Teen Masnaviyan – Khan Rasheed
5. Masnaviyat-e-Shauq – Rasheed Hasan Khan
6. Masnavi Sehar-ul-Bayan - Rasheed Hasan Khan
7. Masnavi Gulzar-e-Naseem - Rasheed Hasan Khan
8. Tareekh-e-Masnaviyat-e-Urdu – Syed Jalaluddin

Suggestive readings (if any)

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12): POET GHALIB

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Poet Ghalib	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of speciality of Mirza Ghalib as a poet and his writings.
- To develop Understanding of poetry and its importance for development of social consciousness.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Knowledge about classical poet Ghalib.
- Appreciate the importance of Ghalib in Urdu poetry.
- Explain the couplets of Ghalib.

SYLLABUS OF DSC-12

UNIT – I (15 Hours)

1. Ghalib: Sawaneh aur Shakhshiyat
2. Ghalib ki Ghazalgi ki Aham Khususiyat
3. Tasauvvuf aur Ghalib
4. Ghalib ki Ishqiya Ghazalgi
5. Ghalib ki falsafiyana Ghazalgi

UNIT – II (15 Hours)

1. Ghalib ki Shairi meinrang-e-Zarafat
2. Ghalib ki Inferadiyat
3. Ghalib ki ghazal mein izahar-e-gham
4. Mohasin Kalam-e-Ghalib
5. Ghalib Haivan-e-Zareef

UNIT – III (15 Hours)

1. Diwan-e-Ghalib (Radeef Alif) (Matn ki Tadrees)

Practical component (if any) - NIL

Essential/recommended readings

1. Diwan-e-Ghalib
2. Yadgar-e-Ghalib – Altaf Husain Hali
3. Ghalib Shakhshiyat-o-Shairi – Rasheed Ahmad Siddiqui
4. Ghalib Taqleed aur Ijtihad – Khursheedul Islam
5. Irfan-e-Ghalib – Aal Ahmad Suroor
6. Mohasin-e-Kalam-e-Ghalib – Abdurrahman Bijnori
7. Atraaf-e-Ghalib – Syed Abdullah
8. Naqd-e-Ghalib – Khumaruddin Ahmad Aarzo
9. Ghalib Shanasi – Z. Ansari

Suggestive readings

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-7): URDU FICTION-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		
Urdu Fiction-Novel	4	3	1	0	Urdu in class X or XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Novel.
- To give a glimpse of modern literature with special reference to Urdu Novel.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of novel in development of Urdu fiction.
- Express knowledge about the contribution of Haider and Bedi for Urdu fiction.
- Critically analyze the text prescribed with.

SYLLABUS OF DSC-7

UNIT – I (15 Hours)

1. Novel ki Tareef, Fan aur Ajzaye Tarkeebi
2. Urdu Novel ka Aaghaz-o-Irteqa
3. Qurratulain Hyder ki Novel Nigari
4. Rajinder Singh Bedi ki Novel Nigari

UNIT – II (15 Hours)

1. Agle Janam Mohe Bitiya na Kijiyo (Qurratulain Hyder)
2. Ek Chadar Maili Si (Rajinder Sing Bedi)

UNIT – III (15 Hours)

1. Agle Janam Mohe Bitiya Na Kijiyo ka Tanqidi-o-Tajziyati Motala'a
2. Ek Chadar maili si ka Tanqidi-o-Tajziyati Motala'a

Practical component (if any) - NIL

Essential/recommended readings

1. Agle Janam Mohe Bitya na Kijiyo (Novelette) – Qurratulain Hyder
2. Ek Chadar Maili Si (Novelette) – Rajinder Singh Bedi

Suggestive readings

1. Dastan se Afsane Tak – Waqar Azeem
2. Urdu Nasra ka Fanni Irteqa – Dr. Farman Fatehpuri
3. Urdu Fiction – All Ahmad Suroor
4. Qurratulain Hyder: Shakshiyat aur Fan – Sahab Ali
5. Qurratulain Hyder Aur Novel ka Jadeed Fan
6. Qurratulain Hyder Ek Motala'a – Irteza Karim

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 – 8 (DSC-8): CLASSICAL PROSE

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		
Classical Prose	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of 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:

- Understand the importance of dastan in development of Urdu fiction.
- Express knowledge about the contribution of M and Bedi for Urdu fiction.
- Critically analyze the text prescribed with.

SYLLABUS OF DSC- 8

UNIT – I (15 Hours)

1. Urdu Nasr ke Ibtidai Naqoosh

2. Urdu Nasr ka Irteqa
3. Mir Amman ki Nasr Nigari

UNIT – II (15 Hours)

1. Insha Allah Khan Insha ki Nasr Nigari
2. Ghalib ki Khutoot Nigari
3. Sair Pahle Darvesh ki – Mir Amman (Matn ki Tadrees)

UNIT – III (15 Hours)

1. Rani Ketki ki Kahani – Insha Allah Khan (Matn ki Tadrees)
2. Intekhab-e-Khutoot-e-Ghalib – Ghalib
Majrooh ke name khat no. 3, 4, 5

Practical component (if any) - NIL

Essential/recommended readings

1. Bagh-o-Bahar – Mir Amman
2. Rani Ketki ki Kahani – Insha Allah Khan Insha
3. Ghalib ke Khutoot – Ghalib by Khaliq Anjum

Suggestive readings (if any)

1. Urdu Nasr ka Fani Irteqa – Farman Fatehpuri
2. Tareekh-e-Adab Urdu – Syed Ejaz Husain
3. Dastan se Novel Tak – Ibn-e-Kanwal
4. Urdu ki Nasri Dastanen – Gyan Chand Jain
5. Fan Dastangoi – Kaleemuddin Ahmed
6. Khutoot Ghalib – Muqaddema Ghulam Rasool Mehar
7. Ghalib ke Khutoot – Khaliq Anjum Muqaddema

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

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-4): URDU FICTION-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		
Urdu Fiction-Novel	4	3	1	0	Urdu in class X or XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Novel.
- To give a glimpse of modern literature with special reference to Urdu Novel.

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 (15 Hours)

1. Novel ki Tareef, Fan aur Ajzaye Tarkeebi
2. Urdu Novel ka Aaghaz-o-Irteqa
3. Qurratulain Hyder ki Novel Nigari
4. Rajinder Singh Bedi ki Novel Nigari

UNIT – II (15 Hours)

1. Agle Janam Mohe Bitiya na Kijiyo (Qurratulain Hyder)
2. Ek Chadar Maili Si (Rajinder Sing Bedi)

UNIT – III (15 Hours)

1. Agle Janam Mohe Bitiya na Kijiyo ka Tanqidi-o-Tajziyati Motala'a
2. Ek Chadar maili si ka Tanqidi-o-Tajziyati Motala'a

Practical component (if any) - NIL

Essential/recommended readings

1. Agle Janam Mohe Bitya na Kijiyo (Novelette) – Qurratulain Hyder
2. Ek Chadar Maili Si (Novelette) – Rajinder Singh Bedi

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

(For all the Generic Elective courses offered by your Department, please put it in the format provided below)

GENERIC ELECTIVES (GE-10) FILM AND STAGE 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		
Film and Stage Drama	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 History of film and stage drama.
- To provide an understanding of importance of film and stage drama.

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-10

UNIT – I (15 Hours)

1. Film ki Ibtada aur Ahad-ba-Ahad Irteqa
2. Film Script likhne ka tareeqa aur iske buniyadi Usool
3. Film ki Zuban aur Mukalma Nigari

UNIT – II (15 Hours)

1. Feature, Documentary and Ishtehari Film
2. Drame ki tareef aur Ajzaye Tarkeebi
3. Drame ke Aqsaam

UNIT – III (15 Hours)

1. Urdu Drame ki Rewayat
2. Drame ki stage peshkash: Musiqi, lights, make up, malbusaat

Practical component (if any) - NIL

Essential/recommended readings

1. Urdu Drame ki Tareekh – Ishrat Rahmani
2. Urdu Theatre (4 Volumes) – Abdul Aleem Nami
3. Lucknow ka Shahi Stage – Masood Hussain Adeb
4. Film Kaise Banaye – Khwaja Ahmad Abbas
5. Urdu Drama Fan aur Rewayat

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-11): POET AKBAR ALLAHABADI

CREDIT 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		
Poet Akbar Allahabadi	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students understand role of a Poet and his poetry.
- To give knowledge of such voice which was against the western culture and voice was completely in support of Indian culture and civilization.

[State the purpose for creating and teaching the course. Describe what the course aims to do from the teacher's perspective.]

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-11

UNIT – I (15Hours)

1. Akbar Allahabadi: Sawaneh aur Shakhshiyat

2. Akbar Allahabadi: Fikr-o-Fan
3. Akbar Allahabadi ki Shairi mein Tanz-o-Mazah

UNIT – II (15 Hours)

1. Akbar Allahabadi ki Ghazalgori
2. Akbar Allahabadi ki Nazm Nigari
3. Darz zail ghazalon ki tadrees (Matn ki Tadrees):
 - i) Ghamza nahi hota ki ishara nahi haota
 - ii) Dil mera jis se bahalta koi aisa na mila
 - iii) Sans lete huye bhi darta hu
 - iv) Hangama hai kyon barpa
 - v) Hoon mai parwana magar shama
 - vi) Duniya mein hu duniya ka talabgar nahi hu

UNIT – III (15 Hours)

4. Darz zail nazmon ki tadrees(Matn ki Tadrees):
 - i) Nayi Tahzeeb
 - ii) Mis simin badan
 - iii) Barq Kalisa
 - iv) Taleem Niswan
 - v) Jalawa-e-Darbar-e-Dilli

Practical component (if any) - NIL

Essential/recommended readings

1. Intekhab-e-Akbar Allahabadi – Compiled by Siddiqur Rahman Qidwai
- 2.

Suggestive readings

1. Akbar ki Shairi ka Tanqidi Motala – Soghra Mehdi
2. Akbar Allahabadi: Tahqiqi-o-Tanqidi Moatala – Khwaja Mohammad Zakriya
3. Fikr-o-Tahqeeq (Sah mahi) Akbar Number –NCPUL, New Delhi

GENERIC ELECTIVES (GE-12: SHORT STORY WRITER KRISHN CHANDER)

CREDIT 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		
Short Story Writer Krishn Chander	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce role and responsibility of a writer and his writings.
- To give knowledge of Urdu Short Story and its importance.

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-12

UNIT – I (20 Hours)

1. Krishn Chander: Sawaneh aur Shakhshiyat
2. Krishn Chander ki Afsana Nigari
3. Krishn Chander ki Romanvi Haqiqat Nigari
4. Krishn Chander ki Infaradiyat

UNIT – II (25 Hours)

Darj zail matn ki Tadrees:

1. Ann Data
2. Poore chand ki raat
3. Shahzada
4. Peshawar Express
5. Do farlaang lambi sadak

Practical component (if any) - NIL

Essential/recommended readings

1. Krishn Chander aur Unke Afsane – Athar Parvez
2. Krishn Chander – Jilani Bano
3. Krishan Chander : Shakhshiyat aur Fan – Jagdeesh Chandra Badhawan
4. Krishn Chander ke Afsanvi adab mein haqiqat nigari – Shakeeb Niyazi
5. Krishn Chander aur Mukhtsar Afsana Nigari – Ahmad Hasan
6. Mahnama Aaj Kal Krishn Chander Number - 2014

Suggestive readings -



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 ELECTIVE COURSE -1 (DSE-1) – : URDU 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		
Urdu Short Story	4	3	0	1	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu short story.
- To give knowledge of fiction writing such as Novel and Afsana.
- To give a glimpse of classical literature with special reference to Urdu short story.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Knowledge of contemporary society of India through Urdu short story.
- Explain and appreciate fiction writing such as Novel and Afsana.
- Understand classical literature with special reference to Urdu short story.

SYLLABUS OF DSE-1

UNIT – I (15 Hours)

1. Afsane ka Fan aur Ajzaye Tarkeebi
2. Afsaneke Mukhtlif Rujhaanat (Adabi Tahreekatke Hawale se)
3. Prem Chand ki Afsana Nigari

UNIT – II (15 Hours)

1. Rajinder Singh Bedi ki Afsana Nigari

2. Krishn Chander ki Afsana Nigari
3. Ismat Chughtai ki Afsana Nigari
4. Ghulam Abbas ki Afsana Nigari

UNIT – III (15 Hours)

1. Kafan - Prem Chand
2. Apne Dukh Mujhe De Do - Rajinder Singh Bedi
3. Maha Lakshmi ka Pul - Krishn Chander
4. Chauthi ka Joda -Ismat Chughtai
5. Aanandi – Ghulam Abbas

Practical component (if any) –

UNIT- IV (30 Hours)

1. Urdu Afsana Nigari ka Takhliqi Mashq (Practice of Short Story Writings)
 - (i) Plot
 - (ii) Kirdar Nigari
 - (iii) Zuban-o-Bayan
 - (iv) Zamaan-o-Makaan
 - (v) Usloob
 - (vi) Wahadat-e-Tassur

Essential/recommended readings

1. Urdu ke Terah Afsane – Athar Parvez

Suggestive readings

1. Naya Afsana - Waqar Azeem
2. Fan-e-Afsana Nigari – Waqar Azeem
3. Dastan se Afsane Tak - Waqar Azeem
4. Urdu Fiction – Ale Ahmad Suroor
5. Urdu Nasra ka Fanni Irteqa -Dr. Farman Fatehpuri
6. Urdu Afsana Riwayat aur Masayel – Prof. Gopi Chand Narang
7. Urdu mein Biswin Sadi ka Afsanvi Adab- Prof. Qamar Raees
8. Kahani ke Paanch Rang – Shamim Hanfi

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 (DSE-2): URDU 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		
Urdu Drama	4	3	0	1	Urdu in XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Drama.
- To give knowledge of fiction writing such as Dram and Script Writings.
- To give a glimpse of classical literature with special reference to Urdu Drama.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Knowledge of contemporary society of India through Urdu Drama.
- Explain and appreciate fiction writing such as Stage drama and other types of Drama.
- Understand classical literature with special reference to Urdu Drama

SYLLABUS OF DSE -2

UNIT – I (15 Hours)

1. Urdu me Drame ka Aagaz aur Irteqa
2. Mashriq aur Maghrib me Drame ki Riwayat
3. Drame ka Fan aur Aqsaam(Nukkad Natak, Stage Drama, Radio Drama, T.V. Drama, Opera.

UNIT – II (15 Hours)

1. Aagha Hasan Amanat ki Drama Nigari
2. AaghaHashr Kashmiri ki Drama Nigari
3. Imteyaz Ali Taj ki Drama Nigari

UNIT – III (15 Hours)

1. Indra Sabha (Aagha Hasan Amanat)
2. Silver King (AaghaHashr Kashmiri)
3. Anar Kali (Imteyaz Ali Taj)

Practical component (if any) -

UNIT- IV (30 Hours)

1. Urdu Drama Nigari ka TakhliqiMashq (Practice of Urdu Drama Writings)
 - (i) Plot (Aaghaz, Urooj, Nuqta-e-Urooj, Tanjul, Anjam, Tasadum)
 - (ii) Kirdaar
 - (iii) Mukalma
 - (iv) Zuban-o-Byan
 - (v) Aarash

Essential/recommended readings

1. Indra Sabha (Aagha Hasan Amanat)
2. Silver King (AaghaHashr Kashmiri)
3. Anar Kali (Imteyaz Ali Taj)

Suggestive readings (if any)

1. Urdu Drame ka Irteqa – Ishrat Rahmani
2. Urdu Drame ki Tareekh-o-Tanqeed – Ishrat Rahmani

3. Drama Fan aur Rewayat – Mohammad Shahid Hussain
4. Awami Rewayat aur Urdu Drama – Mohammad Shahid Hussain
5. Urdu Drama Fan aur Manzilein – Waqar Azeem

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



(Semester-V)
DEPARTMENT OF URDU

COURSES OFFERED BY DEPARTMENT OF URDU

Category I

[UG Programme for Bachelor in Urdu (Honours) degree in three years]

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) – : URDU TANZ-O-MAZAH

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Urdu Tanz-o-Mazah	4	3	1	0	Urdu in class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of light essay particularly Urdu Tanz-o-Mazah, which is very useful to develop some one's personality in very easy way.
- To give knowledge of Tanz-o-Mazah in poetic form which has same importance like prose.
- To give a glimpse of a new kind of literature with special reference to Urdu Tanz-o-Mazah.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Knowledge about Tanz o Mazah
- Critically analyze the nuances of Urdu humour and satire.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-13

UNIT – I (15 Hours)

1. Tanz-o-Mazah: Tareef aur Ahmiyat
2. Urdu Nasr mein Tanz-o-Mazah
3. Urdu Shairimein Tanz-o-Mazah
4. Patras ki Tanz-o-Mazah Nigari

UNIT – II (15 Hours)

1. Rasheed Ahmad Siddiqui ki Tanz-o-Mazah Nigari
2. Mushtaq Ahmed Yusufi ki Tanz-o-Mazah Nigari
3. Akbar Allahabadi ki Tanz-o-Mazah Nigari

UNIT – III (15 Hours)

1. Kutte, Savere jo kal aankh meri khuli – Patras Bukhari
2. Charpai, Murshid – Rasheed Ahmad Siddiqui
3. Caesar, Mata Hari aur Mirza - Mushtaq Ahmed Yusufi
4. Barq-e-Kalisa, Qata-Khuda Hafiz Muslmano ka Akbar, Qata- IshratiGhar ki Mohabt ka mazabhoolgaye.

Practical component (if any) - NIL
Essential/recommended readings

- 1.

Suggestive readings

1. Urdu AdabmeinTanz-o-Mazah – WazeerAagha
2. Tanziyat-o-Muzahekaat – Rasheed Ahmad Siddiqui
3. Azadi kebaadurdu Nasr meinTanz-o-Mazah – Nami Ansari
4. Urdu AdabmeinTanz-o-Mazah – Khalid Mahmood
5. Akbar Allahabadi – Khwaja Mohammad Zakariya
6. Sahib-e-TarzNigar: Mustaq Ahmed Siddiqui – Mazhar Ahmad

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

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14): LITERARY MOVEMENTS IN URDU
CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Literary Movements in Urdu	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of literary movements, what these are and what are the importance of these movements.
- To give knowledge of movements of different era and its impact on the society.
- To give knowledge of understanding of literary movements and how it affects to other movements.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of Urdu literary movements in development of Urdu.
- Analyse the role of literary movements.
- Demonstrate conceptual and textual understanding.

SYLLABUS OF DSC -14

UNIT – I (15 Hours)

1. AdabiTahreekat: Maani-o-Afadiyat
2. Urdu meinAdabiTahreekat ki Rewayat

UNIT – II (15 Hours)

1. Sir Syed Tahreek
2. Romanvi Tahreek

UNIT – III (15 Hours)

1. TaraqqiPasand Tahreek
2. Jadidiyat

Practical component (if any) - NIL

Essential/recommended readings

1. Ali Garh Tahreek ka Pas Manzar – Khaliq Ahmad Nizami
2. Urdu meinRomanvi Tahreek – Mohammad Hasan
3. Urdu meinTaraqqiPasandAdabi Tahreek – KhalilurRahaman Azmi
4. Urdu AdabkeIrteqameinAdabiTahreekon aur Rujhanon ka Hissa – Manzar Azmi
5. TaraqqiPasandAdab – Aziz Ahmad
6. Urdu Adab ki Tahreekein – Anwar Sadeed
7. TaraqqiPasandAdab – Ali Sardar Jafri
8. Sir Syed aur UnkeNamwarRufqa – Syed Abdullah

Suggestive readings (if any)

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15): POET IQBAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Poet Iqbal	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of speciality of Iqbal as a poet and his writings.
- To develop Understanding of poetry and its importance for development of social consciousness.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the contribution of poet Iqbal in the development of Urdu Poetry.
- Explain and appreciate the poetry of Iqbal.
- Express thoughts about art & thought of Iqbal.

SYLLABUS OF DSC-15

UNIT – I (15 Hours)

1. Iqbal: Sawaneh aur Shakhshiyat
2. Iqbal ki Nazm Nigari
3. Iqbal ki Ghazalgi
4. Iqbal ki ShairikeImteyazaat
5. Falsafa-e-Khudi aur Iqbal

UNIT – II (15 Hours)

1. Nazariya-e-Mard-e-Momin
2. Nazariya-e-Ishq-o-Khirad
3. Iqbal aur UnkaPaigham
4. Iqbal aur HubbulWatani

UNIT – III (15 Hours)

1. Kulliyat-e-Iqbal:
MuntkhabNazmein- Himalaya, Tasveer-d-Dard, Shikwa, Jawab-e-Shikwa, Khizr-e-Raah, Farishton ka Geet, Farman-e-Khuda(Matn ki Tadrees)
Bal-e-Jibreel ki IbtedaiPanchGhazalein (Matn ki Tadrees)

Practical component (if any) - NIL

Essential/recommended readings

1. Rooh-e-Iqbal – Yusuf Husain Khan
2. Sher-e-Iqbal – Aabid Ali Aabid
3. Zikr-e-Iqbal – Abdul Majeed Salik
4. Iqbal aur Iqbaliyat – Abdul Haq
5. Fikr-e-Iqbal – Khalifa Abdul Hakim
6. Zinda Rood – Javed Iqbal
7. Iqbal: Shair-o-Mufakkir – Noorul Hasan Naqvi
8. Iqbal Sab ke Liye – Farman Fatehpuri
9. Tasauvuraat-e-Ishq-o-Khirad Iqbal ki Nazarmein – WazeerAagha

Suggestive readings

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 – 9 (DSC-9): LITERARY MOVEMENTS

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Literary Movements in Urdu	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of literary movements, what these are and what are the importance of these movements.
- To give knowledge of movements of different era and its impact on the society.
- To give knowledge of understanding of literary movements and how it affects to other movements.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of Urdu literary movements in development of Urdu.
- Analyse the role of literary movements.
- Demonstrate conceptual and textual understanding.

SYLLABUS OF DSC -9

UNIT – I (15 Hours)

1. Adabi Tahreekat: Tareef aur Tarruf
2. Urdu mein Adabi Tahreekat ki Rewayat

UNIT – II (15 Hours)

1. Sir Syed Tahreek
2. Romanvi Tahreek

UNIT – III (15 Hours)

1. TaraqqiPasand Tahreek
2. Halqa-e-Arbab-e-Zauq

Practical component (if any) - NIL

Essential/recommended readings

1. Ali Garh Tahreek ka Pas Manzar – Khaliq Ahmad Nizami
2. Urdu meinRomanvi Tahreek – Mohammad Hasan
3. Urdu meinTaraqqiPasandAdabi Tahreek – KhalilurRahaman Azmi
4. Urdu AdabkeIrteqameinAdabiTahreekon aur Rujhanon ka Hissa – Manzar Azmi
5. TaraqqiPasandAdab – Aziz Ahmad
6. Urdu Adab ki Tahreekein – Anwar Sadeed
7. TaraqqiPasandAdab – Ali Sardar Jafri
8. Sir Syed aur UnkeNamwarRufqa – Syed Abdullah

Suggestive readings (if any)

(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-10): 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		
Short Story Writer Premchand	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu fiction.
- 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:

Understand the contribution of Prem chand in the development of Urdu Fiction.

- Explain and appreciate the writings of Prem Chand.
- Express thoughts about art & thought of Prem Chand.

SYLLABUS OF DSC-10

UNIT – I (15 Hours)

1. Premchand: Sawaneh aur Shakhshiyat
2. Premchand ki Afsana Nigari
3. PremchandkeAfsanomeinDehatiManazir ki Akkasi
4. Premchand ki Haqiqat Nigari
5. Premchan ka UsloobByan

UNIT – II (30 Hours)

DARZ ZEL MATN KI TADREES:

1. Hajj-e-Akbar
2. BurhiKaaki
3. Nijaat
4. Kafan
5. Poos ki Raat

Practical component (if any) - NIL

Essential/recommended readings

1. PremchandkeNumaindahAfsane – Compiled by Qamar Raees

Suggestive readings -

1. Munshi Premchand: Shakhshiyat aur Karnaame – Qamar Raees
2. Premchan: Fikr-o-Fan – Qamar Raees
3. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
4. Urdu Nasr ka FanniIrteqa – Farman Fatehpuri
5. Prem Chand Kahani ka Rehnuma – Jafar Raza
6. Premchand Ek Naqeeb – Jafar Raza
7. PremchandTanqeediMotala'a – Qamar Raees
8. Fiction keFankar: Premchand – Shakeelur Rahman
9. Premchand aur unki Afsana Nigari – Mohd Akbaruddin Siddiqi

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

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 – 5 (DSC-5): LITERARY MOVEMENTS

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Literary Movements in Urdu	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of literary movements, what these are and what are the importance of these movements.
- To give knowledge of movements of different era and its impact on the society.
- To give knowledge of understanding of literary movements and how it affects to other movements.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of Urdu literary movements in development of Urdu.
- Analyse the role of literary movements.
- Demonstrate conceptual and textual understanding.

SYLLABUS OF DSC -9

UNIT – I (15 Hours)

1. AdabiTahreekat: Tareef aur Tarruf
2. Urdu meinAdabiTahreekat ki Rewayat

UNIT – II (15 Hours)

1. Sir Syed Tahreek
2. Romanvi Tahreek

UNIT – III (15 Hours)

1. TaraqqiPasand Tahreek
2. Halqa-e-Arbab-e-Zauq

Practical component (if any) - NIL

Essential/recommended readings

1. Ali Garh Tahreek ka Pas Manzar – Khaliq Ahmad Nizami
2. Urdu meinRomanvi Tahreek – Mohammad Hasan
3. Urdu meinTaraqqiPasandAdabi Tahreek – KhalilurRahaman Azmi
4. Urdu AdabkeIrteqameinAdabiTahreekon aur Rujhanon ka Hissa – Manzar Azmi
5. TaraqqiPasandAdab – Aziz Ahmad
6. Urdu Adab ki Tahreekein – Anwar Sadeed
7. TaraqqiPasandAdab – Ali Sardar Jafri
8. Sir Syed aur UnkeNamwarRufqa – Syed 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.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-13): PRINT MEDIA IN URDU

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Print Media in Urdu	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students understand the role and use of print media in liberal democracy.
- To give a job opportunity.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of print media in development of Urdu.
- Analyse the role of newspaper and magazines.
- Write different types of writings for print media such as feature, column and others.

SYLLABUS OF GE-13

UNIT – I (15 Hours)

1. Sahafat ki tareef, Ibteda aur Ahad-ba-Ahad Irteqa
2. Urdu Sahafat ka Manzarnama
3. Khabar Nigari

UNIT – II (15 Hours)

1. Idariya Nigari
2. Column Nigari
3. Feature

UNIT – II (15 Hours)

1. Interview
2. Ishtehaar

3. Tabsra

Practical component (if any) - NIL

Essential/recommended readings

1. Urdu Mass Media – Fazalul Haq
2. Ablaghiyat – Shahid Husain
3. Hindustani AkhbarNavisi – Mohammad Ateeq Siddiqui
4. Khabar Nigari – ShafeQidwai
5. Tareekh-e-Sahafat – Imdad Sabri

Suggestive readings

GENERIC ELECTIVES (GE-14): POET FAIZ AHMAD FAIZ

CREDIT 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			
Poet Faiz Ahmad Faiz	4	3	1	0	Urdu in Class XII or X	Nil	URDU

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Urdu Poetry of with special reference to Faiz Ahmad Faiz.
- To inculcate need and philosophy of realism, educate the balance between rationality and emotions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the contribution of poet Faiz in the development of Urdu Poetry.
- Explain and appreciate the poetry of Faiz.
- Express thoughts about art & thought of Faiz.

SYLLABUS OF GE-14

UNIT – I (20Hours)

1. Faiz Ahmad Faiz: Sawaneh aur Shakhshiyat

2. Faiz Ahmad Faiz: Fikr-o-Fan
3. Faiz Ahmad Faiz aur taraqqipasandshairi
4. Faiz Ahmad Faiz ki Ghazalgi
5. Faiz Ahmad Faiz ki Nazm Nigari

UNIT – II (25 Hours)

DARZ ZAIL NAZMO KI TADREES:

- | | | |
|--|--------------------|---------------|
| i) Do Ishq | ii) Subah-e-Aazadi | iii) Mulaqaat |
| iv) Aaj Bazar meinpaabazaulachalo | v) Raqeeb se | |
| vi) Mujh se PahalisiMohabbat mere mahboobna mang | | |

DARZ ZAIL GHAZALON KI TADREES:

- i) Donojahanterimohabbatmeinhaarke
- ii) Rang pairahan ka, Khushboo zulflahrane ka name
- iii) Dilmein ab yuterebhulehuyeghamaate hain
- iv) Sham-e-firaq ab napuchhaayi aur aaketakgayi
- v) Kabthahregadard aye dil, kabraatbasarhogi

(Matn ki Tadrees)

Practical component (if any) - NIL

Essential/recommended readings

1. Faiz ki Shairi ek mutala'a – Nusarat Chaudhari
2. Faiz ki Shairi – Abdul Moghani
3. Faiz Ahmad Faiz: Shakhsh aur Shairi – Athar Nabi

Suggestive readings

GENERIC ELECTIVES (GE-15): SHORT STORY WRITER RAJENDAR SINGH BEDI

CREDIT 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		
Short Story WriterRajendar Singh Bedi	4	3	1	0	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu fiction.
- 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:

- Understand the contribution of Prem chandin the development of Urdu Fiction.
- Explain and appreciate the writings of Prem Chand.
- Express thoughts about art & thought of Prem Chand.

SYLLABUS OF GE-15

UNIT – I (20 Hours)

1. Rajendar Singh Bedi: Sawaneh aur Shakhshiyat
2. Bedi ki Afsana Nigari
3. Bedi ka Usloob-e-Byan
4. Afsanvi Adab mein Bedi ka maqaam

UNIT – II (25 Hours)

DARZ ZEL MATN KI TADREES:

1. Laajwanti
2. Apne Dukh Mujhe de do
3. Jogiya
4. Quarantine
5. Garam Coat
6. Aaloo

Practical component (if any) - NIL

Essential/recommended readings

1. Rajender Singh Bedi: Shakhshiyat aur Fan – Jagdish Chand Bidhawan
2. Rajender Sing Bedi – Waris Alvi
3. Baqiyaat-e-Bedi – Shamsul Haq Usmani
4. Aajkal Bedi Number
5. Talash-o-Tawazun – Qamar Raees
6. Urdu Nasr ka Fanni Irteqa – Farman Fatehpuri

Suggestive readings -



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 ELECTIVES (DSE-3) FILM AND STAGE 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		
Film and Stage Drama	4	3	0	1	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of History of film and stage drama.
- To provide an understanding of importance of film and stage drama.

Learning outcomes

- The Learning Outcomes of this course are as follows: Knowledge of contemporary society of India through Urdu Drama.
- Explain and appreciate fiction writing such as Stage drama and other types of Drama.
- Understand classical literature with special reference to Urdu Drama

SYLLABUS OF DSE-3

UNIT – I (15 Hours)

1. Film ki Ibtada aur Ahad-ba-Ahad Irteqa
2. Film Script likhne ka tareeqa aur iskebuniyadiUsool
3. Film ki Zuban aur Mukalma Nigari

UNIT – II (15 Hours)

1. Feature, Documentary and Ishtehari Film
2. Drame ki tareef aur Ajzaye Tarkeebi
3. Drame ke Aqsaam

UNIT – III (15 Hours)

1. Urdu Drame ki Rewayat
2. Drame ki stage peshkash: Musiqi, lights, make up, malbusaat

Practical component (if any) - NIL

UNIT-VI (30 Hours)

1. Practice of different script writings given in this syllabus ie. Film Script, Mukalma, Feature, Documentary, Istehaar, Drama etc.

Essential/recommended readings

1. Urdu Drame ki Tareekh – Ishrat Rahmani
2. Urdu Theatre (4 Volumes) – Abdul Aleem Nami
3. Lucknow ka Shahi Stage – Masood Hussain Aadeeb
4. Film Kaise Banaye – Khwaja Ahmad Abbas
5. Urdu Drama Fan aur Rewayat

Suggestive readings

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

DISCIPLINE SPECIFIC ELECTIVES (DSE-4): PRINT MEDIA IN URDU

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Print Media in Urdu	4	3	0	1	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students understand the role and use of print media in liberal democracy.
- To give a job opportunity.

Learning outcomes

- The Learning Outcomes of this course are as follows: Understand the importance of print media in development of Urdu.
- Analyse the role of newspaper and magazines.
- Write different types of writings for print media such as feature, column and others.

SYLLABUS OF DSE-4

UNIT – I (15 Hours)

1. Sahafat ki tareef, Ibteda aur Ahad-ba-Ahad Irteqa
2. Urdu Sahafat ka Manzarnama
3. Khabar Nigari

UNIT – II (15 Hours)

1. Idariya Nigari
2. Column Nigari
3. Feature

UNIT – III (15 Hours)

1. Interview
2. Ishtehaar
3. Tabsra

Practical component (if any) –

UNIT-IV (30 Hours)

1. Practice of different writings given in this syllabus ie. Khabar Nigari, Idariya Nigari, Column Nigari, Feature, Interview, Ishtehaar, Tabsra etc.

Essential/recommended readings

1. Ss
2. Urdu Mass Media – Fazalul Haq
3. Ablaghiyat – Shahid Husain
4. Hindustani Akhbar Navisi – Mohammad Ateeq Siddiqui
5. Khabar Nigari – Shafe Qidwai
6. Tareekh-e-Sahafat – Imdad Sabri

Suggestive readings

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



Semester-VI **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 disciplines the Single Core Discipline)
[UG Programme for Bachelor in Urdu (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16) – : HISTORY OF URDU LANGUAGE 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Urdu Language and Literature	4	3	1	0	Urdu in class XII or X	-

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of development of Language and Literature.
- To give knowledge of relationship between society language and literature.
- To give basic knowledge of phonetics and morphology and its importance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Express knowledge about development of Language and Literature.
- Have knowledge of relationship between society, language and literature.
- Differentiate between phonetics and morphology and its importance.

SYLLABUS OF DSC-16

UNIT – I (15 Hours)

1. Urdu Zuban ka Aaghaz-o-Irteqa
2. Urdu ke Ibtada se Mutalliq Mukhtlif Nazariyat
3. Dakan mein Urdu Shairike Ibtedai Naqoosh

UNIT – II (15 Hours)

1. Shumali Hind mein Urdu ShairikeIbtedaiNaqoosh
2. Dabistan-e-Delhi
3. Dabistan-e-Lucknow

UNIT – III (15 Hours)

1. Fort William College ki AdabiKhidmaat
2. Delhi College ki AdabiKhidmaat

Practical component (if any) - NIL

Essential/recommended readings

- 1.

Suggestive readings

1. Tareekh-e-Adab-e-Urdu – Jameel Jalibi
2. MuqqademaTareekh-e-Zaban-e-Urdu – Masood Husain Khan
3. Hindustani Lesaniyat – Mohiuddin Qadri Zor
4. Punjab mein Urdu – Mahmood Khan Shirani
5. Dakanmein Urdu – Naseeruddin Hashmi
6. Do Adabi School – Ali Jawad Zaidi
7. Lucknow ka Dabistan-e-Shairi – Abul Lais Siddiqui
8. Delhi ka Dabistan-e-Shairi – Noorul Hasan Hashmi
9. Marhoom Delhi College – Maulvi Abdul Haq
10. Urdu ki LisaniTashkeel – Mirza Khalil Ahmad Beg
11. Fort William College ki AdabiKhidmaat – Ubaida Begam

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

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17): URDU MARSIIYA

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 Marsiya	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 such an old poetic form which is not in use in these days.
- To realize the pain of truth through which one can prove its humanity it may be called a form of Katharsis.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the origin of Urdu Poetry with reference to Marsiya.
- Explain the nuances of Marsiya.
- Demonstrate conceptual and textual understanding

SYLLABUS OF DSC -17

UNIT – I (15 Hours)

1. Marsiye ka Fan aur Ajzaye Tarkeebi
2. Urdu Marsiye ka Aaghaz-o-Irteqa

UNIT – II (15 Hours)

1. Meer Anees ki Marsiya Nigari
2. Mirza Dabeer ki Marsiya Nigari

UNIT – III (15 Hours)

1. Jab Qata ki Musaafat-e-Shab Aftab ne - (Anees) Ibtedai 50 band (Matn ki Tadrees)
2. Dast-e-Khuda ka Quat-e-Baazoo Hussain hai - (Dabeer) Ibtedai 50 band (Matn ki Tadrees)

Practical component (if any) - NIL

Essential/recommended readings

1. Marka-e-Anees-o-Dabeer – Naiyer Masud
2. Aneesiyat – Masood Hasan Rizvi Adeeb
3. Mawazna-e-Anees-o-Dabeer - Shibli
4. Urdu Marsiya Nigari – Umm-e-Haani Ashraf
5. Anees ki Marsiya Nigari – Jafar Ali Khan Asar
6. Yadgar-e-Anees – Ameer Ahmad Alvi
7. Urdu Marsiye ka Irteqa – Masihuz Zaman
8. Marsiye ka Fan – Naiyer Masud
9. Anees Shakhshiyat aur Fan – Fazal-e-Imam
10. Dabeer ki Marsiya Nigari – Mohammad Zaman Azurda
11. Mirza Dabeer ki Marsiya Nigari – S. A. Siddiqi

Suggestive readings (if any)

**DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18): URDU BIOGRAPHIES,
TRAVELOGUE AND REPORTAGE**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF 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 Biographies, Travelogue and Reportage	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 some important non-fictional creative forms which is used very often in daily lives.
- The given non-fictional creative forms have historical importance so by reading this syllabus student can learn an other way to see the world.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the origin of Urdu Prose with reference to Biographies and travelogue.
- Exercise concepts through writings.
- Demonstrate conceptual and textual understanding

SYLLABUS OF DSC-15

UNIT – I (15 Hours)

1. Sawanehki Tareef aur Uska Fan
2. Safarname ki Tareef aur Uska Fan
3. Reportage ki Tareef aur Uska Fan

UNIT – II (15 Hours)

1. Urdu mein Sawaneh Nigari ki Rewayat
2. Urdu mein Safarname Nigari ki Rewayat
3. Urdu mein Reportage Nigari ki Rewayat

UNIT – III (15 Hours)

1. Hayat-e-Javed (Hali)
2. Aajaybaat-e-Firang (Yusuf Kambalposh) Compiled by Mazhar Ahmad (Ibteda se page no. 25 ki satar main ye tilismdekhkarapnegharaaya)

3. Bombay se Bhopal Tak – Ismat Chughtai

Practical component (if any) - NIL

Essential/recommended readings

1. Urdu mein Fan-e-Sawaneh Nigari ka Irteqa – MumatazFakhera
2. Urdu Safarnamo ka TanqidiMotala
3. Unnisavinsadike Urdu Safarname – Qudsiya Qureshi
4. Urdu Safarnamonmein Hindustani Tahzeeb-o-Saqafat – Khwaja Mohammad Ikramuddin
5. Urdu mein Fan-e-Sawaneh Nigari ka Irteqa–Altaf Fatima
6. Urdu meinRepartage Nigari – Abdul Aziz
7. Urdu Reportage: Tareekh-o-Tanqeed – Talat Gul

Suggestive readings

Category II

(Multidisciplinary Courses for Undergraduate Programme of study with Urdu discipline as one of the Core Disciplines)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11) – : DEVELOPMENT OF URDU LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Development of Urdu Language and Literature	4	3	1	0	Urdu in class XII or X	-

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of development of Language and Literature.
- To give knowledge of relationship between society language and literature.
- To give basic knowledge of phonetics and morphology and its importance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-11

UNIT – I (15 Hours)

1. Urdu Zuban ka Aaghaz-o-Irteqa
2. Urdu ke Ibtida se Mutalliq Mukhtlif Nazariyat

UNIT – II (15 Hours)

1. Dabistan-e-Delhi
2. Dabistan-e-Lucknow

UNIT – III (15 Hours)

1. Fort William College ki Adabi Khidmaat
2. Delhi College ki Adabi Khidmaat

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

1. Tareekh-e-Adab-e-Urdu – Jameel Jalibi
2. MuqquademaTareekh-e-Zaban-e-Urdu – Masood Husain Khan
3. Hindustani Lesaniyat – Mohiuddin Qadri Zor
4. Punjab mein Urdu – Mahmood Khan Shirani
5. Dakanmein Urdu – Naseeruddin Hashmi
6. Do Adabi School – Ali Jawad Zaidi
7. Lucknow ka Dabistan-e-Shairi – Abul Lais Siddiqui
8. Delhi ka Dabistan-e-Shairi – Noorul Hasan Hashmi
9. Marhoom Delhi College – Maulvi Abdul Haq
10. Urdu ki LisaniTashkeel – Mirza Khalil Ahmad Beg
11. Fort William College ki AdabiKhidmaat – Ubaida Begam

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)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) – : URDU TANZ-O-MAZAH						
Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Urdu Tanz-o-Mazah	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 light essay particularly Urdu Tanz-o-Mazah, which is very useful to develop some one's personality in very easy way.
- To give knowledge of Tanz-o-Mazah in poetic form which has same importance like prose.
- To give a glimpse of a new kind of literature with special reference to Urdu Tanz-o-Mazah.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Knowledge about Tanz o Mazah
- Critically analyze the nuances of Urdu humour and satire.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-12

UNIT – I (15 Hours)

1. Tanz-o-Mazah: Tareef aur Ahmiyat
2. Urdu Nasr meinTanz-o-Mazah
3. Urdu ShairimeinTanz-o-Mazah
4. Patras ki Tanz-o-Mazah Nigari

UNIT – II (15 Hours)

1. Rasheed Ahmad Siddiqui ki Tanz-o-Mazah Nigari
2. Mushtaq Ahmed Yusufi ki Tanz-o-Mazah Nigari
3. Akbar Allahabadi ki Tanz-o-Mazah Nigari

UNIT – III (15 Hours)

1. Kutte, Savere jo kal aankh meri khuli – Patras Bukhari
2. Charpai, Murshid – Rasheed Ahmad Siddiqui
3. Caesar, Mata Hari aur Mirza - Mushtaq Ahmed Yusufi
4. Barq-e-Kalisa, Qata-Khuda Hafiz Muslmano ka Akbar, Qata- IshratiGhar ki Mohabt ka mazabhoolgaye.

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

1. Urdu AdabmeinTanz-o-Mazah – WazeerAagha
2. Tanziyat-o-Muzahkeaat – Rasheed Ahmad Siddiqui
3. Azadi kebaadurdu Nasr meinTanz-o-Mazah – Nami Ansari
4. Urdu AdabmeinTanz-o-Mazah – Khalid Mahmood
5. Akbar Allahabadi – Khwaja Mohammad Zakariya
6. Sahib-e-TarzNigar: Mustaq Ahmed Siddiqui – Mazhar Ahmad

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

(Matn ki Tadrees)

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 -6 (DSC-6) – :DEVELOPMENT OF URDU LANGUAGE 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Development of Urdu Language and Literature	4	3	1	0	Urdu in class XII or X	-

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of development of Language and Literature.
- To give knowledge of relationship between society language and literature.
- To give basic knowledge of phonetics and morphology and its importance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding.

SYLLABUS OF DSC-6

UNIT – I (15 Hours)

1. Urdu Zuban ka Aaghaz-o-Irteqa
2. Urdu ke Ibtida se Mutalliq Mukhtlif Nazariyat
3. Dakan mein Urdu Shairike Ibtidai Naqoosh

UNIT – II (15 Hours)

1. Shumali Hind mein Urdu Shairike Ibtidai Naqoosh
2. Dabistan-e-Delhi
3. Dabistan-e-Lucknow

UNIT – III (15 Hours)

1. Fort William College ki AdabiKhidmaat
2. Delhi College ki AdabiKhidmaat

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

1. Tareekh-e-Adab-e-Urdu – Jameel Jalibi
2. MuqqademaTareekh-e-Zaban-e-Urdu – Masood Husain Khan
3. Hindustani Lesaniyat – Mohiuddin Qadri Zor
4. Punjab mein Urdu – Mahmood Khan Shirani
5. Dakanmein Urdu – Naseeruddin Hashmi
6. Do Adabi School – Ali Jawad Zaidi
7. Lucknow ka Dabistan-e-Shairi – Abul Lais Siddiqui
8. Delhi ka Dabistan-e-Shairi – Noorul Hasan Hashmi
9. Marhoom Delhi College – Maulvi Abdul Haq
10. Urdu ki LisaniTashkeel – Mirza Khalil Ahmad Beg
11. Fort William College ki AdabiKhidmaat – Ubaida Begam

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

GENERIC ELECTIVES (GE-16): ELECTRONIC MEDIA IN URDU

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Electronic Media in Urdu	4	3	1	0	Urdu in Class XII or X	-

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce role and responsibility of electronic media through Urdu Programme.
- To make able for making documentary, advertisement, radio drama, feature and script writing which have demand in market.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of electronic media in development of Urdu.
- Analyse the role of radio and television.
- Write different types of writings for electronic media such as feature, column and others.

SYLLABUS OF GE-16

UNIT – I (20 Hours)

Radio:

6. Radio: Ibtada aur Irteqa
7. All India Radio ki Urdu Services
8. Radio drama, Feature, Documentary, Adabi Program, Interview, Ishtehaar, Announcement

UNIT – II (25 Hours)

Television:

9. Television ki Ibtada aur Irteqa
10. T.V. Adabi Program

11. T.V. News
12. Numaindah Urdu Channel
13. Tele Film, T.V. Serial, Documentary, Ishtehaar aur Interview

Practical component (if any) - NIL

Essential/recommended readings

7. Television Nashriyat – Anjum Usmani
8. Nashriyat aur All India Radio – AkhlaqAsar
9. Ablaghiyat – Shahid Husain
10. Urdu Mass Media – Fazalul Haq

Suggestive readings -

GENERIC ELECTIVES (GE-17): POET IQBAL

CREDIT 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			
Poet Iqbal	4	3	1	0	Urdu in Class XII or X		URDU

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Urdu Poetry of with special reference to Iqbal.
- To inculcate need and philosophy of realism, educate the balance between rationality and emotions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the contribution of poet Iqbal in the development of Urdu Poetry.
- Explain and appreciate the poetry of Iqbal.
- Express thoughts about art & thought of Iqbal.

SYLLABUS OF GE-17

UNIT – I (20 Hours)

1. Iqbal: Sawaneh aur Shakhshiyat
2. Iqbal: Fikr-o-Fan

3. Iqbal ki Ghazalgi
4. Iqbal ki Nazm Nigari
5. Iqbal ka paigham

UNIT – II (25 Hours)

DARZ ZAIL NAZMO KI TADREES:

- | | | |
|-----------------------------|------------|-------------------|
| i) Himalaya | ii) Shikwa | iii) Sair-e-Falak |
| v) Lenin Khudakehuzoor mein | | v) Shuaa-e-Umeed |

DARZ ZAIL GHAZALON KI TADREES:

- i) Agar kaj raw hain anjum, aasman tera haiyamera
- ii) Gesu-e-taabdaar ko aur bhitaabdaarkar
- iii) Phircharagh-e-lala se raushanhuyekoh-o-daman
- iv) Na too zameenkeliyehainaaasmankeliye
- v) Jab Ishqsikhatahaiaadaab-e-khud aagahi

(Matn ki Tadrees)

Practical component (if any) - NIL

Essential/recommended readings

1. Iqbal Shair aur Mufakkir – Noorul Hasan Naqvi
2. Iqbal Shair aur Falsafi – Syed Waqar Azeem
3. Sher-e-Iqbal – Aabid Ali Aabid
4. Rooh-e-Iqbal – Yusuf Husain Khan
5. Iqbal Sab ke Liye – Farman Fatehpuri

Suggestive readings

GENERIC ELECTIVES (GE-18): SHORT STORY WRITER QURRATULAIN HYDER

CREDIT 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		
Short Story Writer Qurratulain Hyder	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.
- 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:

- Understand the contribution of Qurrat ul Ain in the development of Urdu Fiction.
- Explain and appreciate the fiction of Qurrat.
- Express thoughts about art & thought of Qurrat.

SYLLABUS OF GE-18

UNIT – I (20 Hours)

1. Qurratulain Hyder: Sawaneh aur Shakhshiyat
2. Qurratulain Hyder ki Fikr-o-Fan
3. Qurratulain Hyder ki Afsana Nigari
4. Qurratulain Hyder ka Usloob-e-Byan

UNIT – II (25 Hours)

DARZ ZAIL MATN KI TADREES:

1. Nazaara Darmyaan Hai
2. Kaarman
3. Housing Society
4. Malfuzaat-e-Hazi Gul Baba Bektashi
5. Ye Ghazi Ye Tere Pur Asrar Bande

Practical component (if any) - NIL

Essential/recommended readings

1. Roshani ki Raftar – Qurratulain Hyder
2. Qurratulain Hyder: Ek Motala'a – Irteza Karim
3. Qurratulain Hyder ka Fan – Abdul Moghani
4. Qurratulain Hyder ki Afsana Nigari: Ek Tanqeedi Motala'a – Musarrat Jahan

Suggestive readings -



DSE for 5th and 6th Semester (Programme) 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 disciplines the Single Core Discipline)
[UG Programme for Bachelor in Urdu (Honours) degree in three years]

DISCIPLINE SPECIFIC ELECTIVE COURSE -1 (DSE-1) – : POET MEER TAQI MEER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Poet Meer Taqi Meer	4	3	0	1	Urdu in Class XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Ghazal.
- To give knowledge of classical Urdu poetry through Meer Taqi Meer's writings.
- To give a glimpse of classical literature with special Meer Taqi Meer's writings.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the contribution of poet Meer the development of Urdu Poetry.
- Explain and appreciate the poetry of Meer.
- Express thoughts about art & thought of Meer.

SYLLABUS OF DSE-1

UNIT – I (15 Hours)

1. Meer Taqi Meer: Sawaneh aur Shakhshiyat
2. Meer Taqi Meer: Fikr-o-Fan
3. Meer ki Shairi ki Buniyadi Khususiyaat

UNIT – II (30 Hours)

4. Intekhab Kalam-e-Meer (Radeef Alif) – Maulvi Abdul Haq (Matn ki Tadrees)

Practical component (if any) –

UNIT-III (30 Hours)

1. Meer ke istemaal kardah bahar me deegar shoara (Khususan Ahad-e-Meer talluq rakhne wale) ki 3-5 ghazlein talash karein aur unka tajziya karein

Essential/recommended readings

1. Intekhab Kalam-e-Meer – Maulvi Abdul Haq (Anjuman Taraqqi Urdu (Hind) New Delhi)

Suggestive readings

1. Meer Taqi Meer: Hayat aur Shayeri - Khwaja Ahmad Farooqui
2. Meer Taqi Meer: Shakhshiyat aur Fan – Khushhaal Zaidi
3. Meer ki Aapbiti – Nisar Ahmad Farooqui
4. Naqd-e-Meer: Syed Abdullah
5. Meer Taqi Meer – Jameel Jalibi
6. Zikr-e-Meer – Nisar Ahmad Farooqui

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 (DSE-2): POET MIRZA GHALIB

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		
Poet Mirza Ghalib	4	3	0	1	Urdu in XII or X	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Ghazal.
- To give knowledge of classical poetry through Ghalib's Writings.
- To give a glimpse of classical literature with special reference to Ghalib's Ghazals.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understand the contribution of poet Ghalib the development of Urdu Poetry.
- Explain and appreciate the poetry of Ghalib.
- Express thoughts about art & thought of Ghalib.

SYLLABUS OF DSE -2

UNIT – I (20 Hours)

1. Ghalib: Sawaneh aur Shakshiyat
2. Ghalib: Fikr-o-Fan
3. Ghalib ki Ghazalgi ki Khushushiyaat

UNIT – II (25 Hours)

4. Darz zail ghazalon ki tadrees
 - i) Naqsh Fariyaadi hai kis ki shokhi-e-tahreer ka
 - ii) Kahte ho na denge ham dil agar pada payaa
 - iii) Dahar mein naqsh-e-wafa wajah-e-tasalli na huua
 - iv) Bas ki dushwar hai har kaam ka aasan hona
 - v) Yeh na thi hamari qismat ki visal-e-yaar hota
 - vi) Dard Minnat kash dawa na huua
 - vii) Na tha kuchh to khuda tha
 - viii) Phir mujhe deeda-e-tar yaad aaya
 - ix) Hui takheer to kuchh baais-e-takheer bhi tha
 - x) Zikr us pari wash ka
 - xi) Ishrat-e-qatra hai dariya mein fana ho jana
 - xii) Aah ko chahiye ik umr fana hone tak
 - xiii) Dil hi to hai na sang-o-khisht
 - xiv) Kisi ko de ke dil koi nawa sanj foghaan kyo ho
 - xv) Shauq har rang mein raqeeb sar-o-saaman nikla
 - xvi) Lazim tha ki dekho mera rasta koi din aur
 - xvii) Ibn-e-Mariyam huua kare koi
 - xviii) Sab kahan kuchh lal-o-gul mein numayan ho gayin
 - xix) Dil se teri nigah jigar tak utar gayi
 - xx) Bazeecha-e-atfal hai duniya mere aage

Practical component (if any) –

UNIT-III (30 Hours)

1. Ghalib ke istemaal kardah bahar me deegar shoara (Khususan Ahad-e-Ghalib talluq rakhne wale) ki 3-5 ghazlein talash karein aur unka tajziya karein

Essential/recommended readings

1. Diwan-e-Ghalib - Ghalib

Suggestive readings (if any)

1. Yadghar-e-Ghalib - Hali
2. Irfan-e-Ghalib – Aal Ahmad Suroor

3. Ghalib: Shaksh-o-Shair – Majnoo Gorakhpuri
4. Mohasin-e-Kalam-e-Ghalib – Abdul Rahman Bijnori
5. Zikr-e-Ghalib – Malik Ram
6. Ghalib: Shaksh-o-Shair – Rasheed Ahmad Siddiqui
7. Ghalib aur Motala'a-e-Ghalib- Ibadat Bareilvi
8. Ghalib Riwayat aur Ijtehaad – Khursheedul Islam

SEMESTER-IV
BA (Hons.) Persian

DISCIPLINE SPECIFIC CORE COURSE – 10: Classical 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		
Classical Persian Prose	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 Classical Persian Prose
2. To equip the students with some of the famous Persian classics like Safar Nama, Marzaban Nama and Chahar Maqala

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with Classical Persian Prose
- By studying this course, they shall get to know about some of the famous Persian classics

SYLLABUS OF DSC-10

UNIT – I (3 Weeks/9 Hours)

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

UNIT – II (4 Weeks/12 Hours)

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

The following stories

- Dastan-e-Aahu-o-Mush-o-Uqaab
- Dastan-e-Barzigar Ba Mar
- Dastan-e-Shighal-e-Khar-Sawar
- Dastan-e-Shahryar-e Babul Ba Shahryarzadeh

UNIT – III (4 Weeks/12 Hours)

- Chahar Maqaleh by Nizami Aruzi Samarqandi edited by Mohammad Qazvini

The following stories from **Maqla I:**

- Introduction: Dar Mahiyat-e-Dabiri wa Kaifiyat, (P.No-12)
- Hikayat 1: Iskafi Dabiri (P.No 13)
- Hikayat-2: Chun Iskafi ra Kar, (P.No-14)
- Hikayat-5: Lamghan Shehri ast (P.No-17)

The following stories from **Maqla II:**

- Introduction: Dar Mahiyat-e-Ilm-e-Shair, (P.No-23)
- Hikayat-1: Ahmad bin Abdullah Al-Khujistani, (P.No-24)
- Hikayat: Nasr bin Ahmad Samani, (P.No-27)
- Hikayat: Abul-Qasim Firdausi (P.No-40)

UNIT – IV (4 Weeks/12 Hours)

- Life and works of respective authors
- Importance of Classical Persian Prose

Essential/recommended readings:

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.
3. Saaduddin, Warravini: Marzaban Nama, edited and explanations, Effat Karbasi & Dr. Mohd Reza Barzigar Khaliqi, Zawwar, Tehran, Iran-1397
4. Khusrau, Abu Moin Hamiduddin: Safar nameh, Edited and annotated by Prof. Dabir Siyaqi, Tehran-1335
5. Khusrau, Abu Moin Hamiduddin: Safar nameh, Translated by Abdur Razaq Kanpuri, Anjuman-i-Taraqqi Urdu (Hind) Delhi-1941
6. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi, 1955.
7. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.)

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

DISCIPLINE SPECIFIC CORE COURSE – 11: Classical 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		
Classical 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 classical Persian poetry with their specimens
2. To enable the students to know the Persian Poetry Genres with poetry selections of some of the famous classical poets of Iran like Umar Khayyam, Hafiz Shirazi and Anwari

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know about classical Persian poetry with some of its specimens
- By learning this course, students will be able to know the different Poetry Genres of classical Persian poetry like Rubaai, Ghazal and Qaseeda

SYLLABUS OF DSC- 11

UNIT – I (3 Weeks/9 Hours)

- Rubiyat Umar Khayyam bin Ibrahim Khayyami Nishaburi (30 Rubais) from Nisab-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan (pp.140-43)

UNIT – II (3 Weeks/9 Hours)

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

UNIT – III (3 Weeks/9 Hours)

- Qasaid-e-Anwari, (3 Qasidah); Diwan-e Anwari, ed-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 Shakl-e-Digar Kard Jahan Ra

3. Inke Mibinam be Beedarist ya Rab ya Be Khab

UNIT – IV (3 Weeks/9 Hours)

- History of Classical Persian poetry

UNIT – V (3 Weeks/9 Hours)

- Characterization of Persian Ghazal, Qasidah and Rubae
- Life and works of Umar Khayyam, Hafiz Shirazi and Anwari

Essential/recommended readings:

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.
4. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi, 1955.
5. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).

DISCIPLINE SPECIFIC CORE COURSE – 12: Persian Translation & Interpretation – Basic Level

Credit distribution, Eligibility and Pre-requisites of 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 Translation & Interpretation – Basic Level	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 basics of Persian interpretation and translation.
2. To equip the students with elementary level interpretation and translation skills.
3. To equip the students with proficiency in reading, writing and talking and enable him/her to use the language in different situations

Learning outcome:

- By learning this course, students will know the basic level interpretation and translation skills
- By learning this course, students will be able to perform simple tasks of translation and interpretation

SYLLABUS OF DSC-12

UNIT – I (4 Weeks/12 Hours)

- Translation of Persian texts into English

UNIT – II (4 Weeks/12 Hours)

- Translation of English text into Persian

UNIT – III (3 Weeks/9 Hours)

- Dialogues & phrases in Persian

UNIT – IV (4 Weeks/12 Hours)

- Interpretation into Persian from Urdu, Hindi and English and vice versa

Essential/recommended readings:

1. Let's Learn Persian, N.C.P.U.L., Ministry of HRD, New Delhi
2. Dars-eFarsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.
3. Samareh, Yadollah, Persian Language Teaching (Azfa) Elementary Course, Book-1, Tehran Iran 1998
4. Gargesh, R. Goswami.: Translation and Interpretation, University of Delhi, Delhi-110 007

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 : Persian Grammar, Essay & 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		
Persian Grammar, Essay & Translation	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 Persian Grammar, Essay & Translation
2. To enable the students to translate from Persian language into English and vice versa

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be able to translate from Persian language into English and vice versa
- By learning this course, students will be well versed in Persian Grammar, Essay & Translation

SYLLABUS OF DSC

UNIT – I (5 Weeks/15 Hours)

- Applied Persian Grammar

UNIT – II (5 Weeks/15 Hours)

- Translation: Persian to English and vice-versa

UNIT – III (5 Weeks/15 Hours)

- Essay and Letter Writing in Persian

Essential/recommended readings:

1. Sufi, Abdul Aziz, Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi-06, 1999.
2. Namdariyan, Taqipur; Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
3. Gargesh, R, Goswami; Translation and Interpretation, University of Delhi, Delhi110007
4. Kumar, Dr., Rajinder; Elementary Persian, Grammar, Harjeet Publication, Delhi-110034, 2009.
5. English Farsi Phrasebook with useful word list, US Department of State, Washington DC.
6. Lambton, Ann; Persian Grammar, Manohar Publications, 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 : Modern Persian Short-Story 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		
Modern Persian Short-Story Writing	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 Modern Persian Short-Story Writing
2. To familiarize the students with the modern Iranian society through these short stories

Learning outcomes:

The Learning Outcomes of this course are as follows:

1. By learning this course, the students will be acquainted with Persian Short Story Writing and its writers
2. By learning this course, the students will be introduced to the trends of Persian Short Story Writing

SYLLABUS OF DSC

UNIT – I (4 Weeks/12 Hours)

Selection of Short Stories:

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

UNIT – II (4 Weeks/12 Hours)

Life & works Modern Persian Short Story Writers:

- Buzurg Alavi
- Jalal Ale Ahmad
- Samad Behrangi
- Sadiq Choobak
- Simin Danishwar
- Mahmood Daulatabadi

UNIT – III (4 Weeks/12 Hours)

Life & works Modern Persian Short Story Writers:

- Haushang Gulsheri
- Sadiq Hidayat
- Mohd Hijazi
- Mohd Ali Jamal Zadeh
- Hoshang Morad Kirmani
- Ghulam Hosain Saadi

UNIT – IV (3 Weeks/9 Hours)

- History of Short Story Writing in Persian

Essential/recommended readings:

1. Safa, Zabihullah; Nasr-e-Farsi, Intasharat-e-Kitabfaroshi-e-Ibn-i-Sina, Tehran, 1347
2. Akbar, Dr. Razia; Iran me Jadeed Farsi Adab ke Pachas Saal (1900-1950), Ajaz Press, Hyderabad, Andhra Pradesh, 1991
3. 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.
4. Khan, Hakim Zaki Ahmad; Nisb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
5. Hameedi, Mehdi; Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964.
6. Kamshad, Hasan; Modern Persian Prose, Cambridge University Press, 1966.
7. 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.

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 : Persian Grammar, Essay & Translation
This course is common in BA (Programme) in Persian as major discipline for Semester VI

Credit distribution, Eligibility and Pre-requisites of 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 Grammar, Essay & Translation	4	3	0	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Persian Grammar, Essay & Translation
2. To enable the students to translate from Persian language into English and vice versa.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be able to translate from Persian language into English and vice versa.
- By learning this course, students will be well versed in Persian Grammar, Essay & Translation

SYLLABUS OF DSC

UNIT – I (5 Weeks/15 Hours)

- Applied Persian Grammar

UNIT – II (5 Weeks/15 Hours)

- Translation: Persian to English and vice-versa

UNIT – III (5 Weeks/15 Hours)

- Essay and Letter Writing in Persian

Essential/recommended readings:

1. Sufi, Abdul Aziz, Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi-06, 1999.
2. Namdariyan, Taqipur; Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
3. Gargesh, R, Goswami; Translation and Interpretation, University of Delhi, Delhi110007
4. Kumar, Dr., Rajinder; Elementary Persian, Grammar, Harjeet Publication, Delhi-110034, 2009.
5. English Farsi Phrasebook with useful word list, US Department of State, Washington DC.
6. Lambton, Ann; Persian Grammar, Manohar Publications, 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 THE
DEPARTMENT OF PERSIAN**

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

GENERIC ELECTIVES (GE-8): Persian Grammar & Text

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Persian Grammar & Text	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students equipped with Functional Persian Grammar
- To make the students able to converse in Persian Language

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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 know about Functional Persian Grammar

SYLLABUS OF GE-8

UNIT – I (4 Weeks/12 Hours)

- Lesson 1 to 6 with exercises from Dars-e-Farsi by Namdaryan, Taqipur

UNIT – II (4 Weeks/12 Hours)

- Lesson 7 to 10 with exercises from Dars-e-Farsi by Namdaryan, Taqipur

UNIT – III (4 Weeks/12 Hours)

- Lesson 11 to 15 with exercises from Dars-e-Farsi by Namdaryan, Taqipur

UNIT – IV (3 Weeks/9 Hours)

- Translation of Persian text into English, Hindi & Urdu

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.
2. Kumar, Dr., Rajinder; Elementary Persian, Grammar, Harjeet Publication, Delhi-110034, 2009.
3. English Farsi Phrasebook with useful word list, US Department of State, Washington DC.
4. Lambton, Ann; Persian Grammar, Manohar Publications, New Delhi
5. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999

GENERIC ELECTIVES (GE-9): Spoken Persian – 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
		Lecture	Tutorial	Practical/ Practice		
Spoken Persian- Level 2	4	3	1	0	12 th Pass	Spoken Persian – level 1

Learning Objectives

The Learning Objectives of this course are as follows:

- To equip the students with the second level of spoken Persian
- To familiarize the students with daily usage Persian sentences

Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be able to converse in simple Persian language
- By learning this course, the students will be acquainted daily usage Persian sentences

SYLLABUS OF GE-9

UNIT – I (5 Weeks/15 Hours)

- Part- I & II from Azfa-1

UNIT – II (5 Weeks/15 Hours)

- Part-3 From Azfa -1

UNIT – III (5 Weeks/15 Hours)

- Grammar & Translation
- Introducing yourself
- Dialogues
- Accent

Essential/recommended readings

1. Samareh, Yadollah, Persian Language Teaching (Azfa) Elementary Course, Book-1, Tehran Iran 1998.
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

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

COMMON POOL OF DSE COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE –DSE 5: Study of Persian Ghazals

Credit distribution, Eligibility and Pre-requisites of 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 Persian Ghazals	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with Ghazal and its peculiarities
2. To equip the students with Persian Ghazals and its components

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to know about Persian Ghazal and its famous poets
- By studying this course, the students will be familiar with Persian Ghazal writings

SYLLABUS OF DSE-5

UNIT – I (4 Weeks/12 Hours)

- Brief introduction of Ghazal writing in Persian

UNIT – II (4 Weeks/12 Hours)

Selection of following Ghazals from Nisab-e-Jadid-e-Farsi; P.No. 6-9:

1. اگر آن ترک شیرازی بدست آرد دل ما را
(Agar aan Turk-e-Shirazi be dast aarad dil-e-ma ra)
2. دل می رود ز دستم صاحب دِلان خدا را
(Dil mi rawad ze dastam Sahibdilan khuda ra)
3. ساقی بنور باده برافروز جام ما
(Saaqi be noor-e-baade bar afrooz jaam-e-ma)
4. صوفی بیا که آئینه صاف ست جام را

(Soofi biya ke aaine saaf ast jam ra)
 5. بیا که قصر امل سخت سست بنیادست
 (Biya ke Qasr-e-Amal sakht sust bunyadast)

UNIT – III (4 Weeks/12 Hours)

Selection of following Ghazals from Nisab-e-Jadid-e-Farsi; P.No. 18-21:

1. ای باد برقع بر فگن آن روی آتشناک را
 (Ai baad burqe bar Fagan aan rooy-e-aatishnaak ra)
2. جان من از آرام رفت آرام جان من کجا
 (Jaan-e-man az aaraam raft aaraam-e-jaan-e-man kuja)
3. رسید باد صبا تازه کرد جان مرا
 (Raseed baad-e-Saba taaze kard jaan-e-maraa)
4. زهی وصف رخت مهر زبانها
 (Zahi wasf-e-rukhat mehr-e-zabanha)
5. ساقیا باده ده امروز که جانان اینجاست
 (Saaqiya baade deh imrooz ke jaanan injaast)

UNIT – IV (3 Weeks/9 Hours)

- Brief introduction of respective poets

Essential/recommended readings:

1. Nisab-e-Jadeed-e-Farsi: Jaiyyed Press, Ballimaran, Delhi.
2. Shamisa, Sirus: Anwa-e-Adabi, Intesharat-e Firdos, Tehran, Iran, 2004.
3. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
4. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 6: Study of Persian Qasida

Credit distribution, Eligibility and Pre-requisites of 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 Persian Qasida	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with Qasida and its peculiarities
2. To equip the students with Persian Qasida and its components

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to know about Persian Qasida and its famous poets.
- By studying this course, the students will be familiar with Persian Qasida writings.

SYLLABUS OF DSE- 6

UNIT – I (4 Weeks/12 Hours)

- Brief introduction of Qasida writing in Persian

UNIT – II (4 Weeks/12 Hours)

Selection of following Ghazals from Nisab-e-Jadid-e-Farsi; P.No. 90-100:

انتخاب از قصاید قآنی (Intakhaab az Qasaaid-e-Qaani):

- در شکایت از ممدوح گوید
(Dar Shikayat az mamdooh guyad)

UNIT – III (4 Weeks/12 Hours)

Selection of following Ghazals from Nisab-e-Jadid-e-Farsi; P.No 113-115:

انتخاب از قصاید عرفی شیرازی:
(Intakhaab az Qasaaid-e-Urfi Shirazi)

- در وصف کشمیر
(Dar wasf-e-Kashmir)

UNIT – IV (3 Weeks/9 Hours)

- Life & works of respective poets

Essential/recommended readings:

1. Nisab-e-Jadeed-e-Farsi:Jaiyyed Press, Ballimaran,Delhi.
2. Shamisa, Sirus:Anwa-e-Adabi,Intesharat-e Firdos,Tehran,Iran,2004.
3. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
4. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 7: Novel writing in modern Persian

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Novel writing in modern Persian literature	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with Novel writing in modern Persian literature and its peculiarities
2. To equip a student with the tradition and culture of Novel writing in Persian literature

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to know about Novel writing in modern Persian literature and its peculiarities.
- By studying this course, the students will be familiar with the tradition and culture of Novel writing in Persian literature.
- By studying this course, the students will be able to know the socio-cultural aspects of the Iranian society and contemporary world

SYLLABUS OF DSE- 7

UNIT – I (3 Weeks/9 Hours)

- A brief history of Novel writing in modern Persian literature

UNIT – II 3 Weeks/9 Hours)

- Literary and Socio-cultural importance of Persian Novel writing

UNIT – III (3 Weeks/9 Hours)

Introduction of the following famous Persian Novels:

1. Tehran Makhoof (تهران مخوف)
2. Savushun (سوسون)
3. Sang-e sabour (سنگ صبور)
4. Ziba (زیبا)
5. Shohar- Aahu khanum (شوهر آهو خانم)

UNIT – IV (3 Weeks/9 Hours)

Life and literary attainments of the following novel writers:

1. Mushfaq kazami (مشفق کاظمی)
2. Simin Danishwar (سیمین دانشور)
3. Sadiq chubak (صادق چوبک)
4. Mohammad Hejazi (محمد حجازی)
5. Mohammad ali afghani (محمد علی افغانی)
6. Sadiq Hidayat (صادق هدایت)

UNIT – V (3 Weeks/9 Hours)

- Chashmhaesh (چشمه‌ایش) Page no. (05 to 20)

Essential/recommended readings:

1. Kamshad, Hasan, Jadeed Farsi Nasri Adab, translated in Urdu by Masudi, Dr. Mohmmad, Indian Printing press, Dal gate, Sri Nagar, 1996.
2. Istelami, Dr. Mohmmad, 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. Roozbe, Mohammad Raza, Adabiyat-e-Moasir-e-Iran, Sher, Nasr-e-Ruzgar, Tehran, 1392.
4. Emam, Manzar, Adabiyat-e-Jadeed Iran, Kitabistan, Muzaffarpur, Bihar, 1996.
5. Kamshad, Hasan, Modern Persian Prose, Cambridge University press, 1996.
6. Abidini, Hasan Mir, Sad Saal Dastan Nawisi-e-Iran, Vol-1-4, Tehran, 2005
7. Abidini, Hasan Mir, Hashtad Saal Dastan-e-Kutah-e-Irani, Vol-1, Tehran, 2014
8. Aryanpour, Yahya, Az Saba ta Nima, Vol-2, Intesharat-e-Jawwar, Tehran, 1372
9. Sulemani, Mohsin, Rumman Cheest?, Intesharat-e-Parg, Tehran, 1366
10. Alavi, Bojorg, Chashmhayash, Intesharat-e-Nigah, 1401

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 8: Marsia Nigari In Perisan Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Marsia Nigari in Perisan Literature	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with the development of Marsia writing through the centuries
2. To equip a student with the eminent Persian poets of Marsia

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to know about the development of Marsia writing through the centuries.
- By studying this course, the students will be familiar with the eminent Persian poets of Marsia.

SYLLABUS OF DSE- 8

UNIT – I (4 Weeks/12 Hours)

- Introduction, History of Marsia Nigari In Persian Literature

UNIT – II (3 Weeks/9 Hours)

- Promotion of Marsiah Nigari In Persian Literature

UNIT – III (4 Weeks/12 Hours)

- Dawazdeh Band Mohtashhim Kashani
- Selection of Marsia (Six Band of Mohtashim Kashani)

UNIT – IV (4 Weeks/12 Hours)

The life and Works of the respective poets:

- Mohtashim Kashani
- Visal Shirazi
- Hatif Isfahani
- Mohsin Kashi
- Qaani

Essential/recommended readings:

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Delhi
2. Badakhshani, Maqbool Beig: Tarikh-e-Iran (2 Vol.), Majlis-e-Taraqqi-e-Adab,
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 ZahraFareed Book Depot, Delhi.
5. Subhani, Dr.Tufique: Tareekh-E-Iran, Tehran, Iran.
6. Edward, Brown: Tarikh-e-Adabiyat-e-Iran dar Ahd-e-Jadeed, Translate by Syed Wahaj-ud-Din Ahmed, Anjuman-i Taraqqi-i Urdu.
7. هفت ديوان محتشم كاشانى، كاشانى، كمال الدين محتشم؛ عبدالحسين نوايى و مهدى صدرى، تهران، وزارت فرهنگ و ارشاد اسلامى، ۱۳۸۰،

SEMESTER-V
BA Hons Persian

DISCIPLINE SPECIFIC CORE COURSE – 13: Indo-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		
Indo-Persian Poetry	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 Indo-Persian Poetry
2. To equip the students with some of the famous Indo-Persian Poets like Amir Khusrau, Urfi Shirazi and Ghalib Dehlavi
3. To familiarize the students with specialties of Indo-Persian poetry like Sabk-e-Hindi

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with above mentioned famous Indo-Persian Poets
- By studying this course, they shall get to know about Indo-Persian poetry like Sabk-e-Hindi

SYLLABUS OF DSC-13

UNIT – I (3 Weeks/9 Hours)

- Ghazaliyat Amir Khusrau (10 Ghazals); Nisab-e-Jadeed-e-Farsi (p.18-25)

UNIT – II (3 Weeks/9 Hours)

Following Qasaid of Urfi Shirazi

- Ae Mata' Dard dar Bazar Jan Andakhteh
- Har Sookhteh Jani ke be Kashmir dar Aayad (Nisab-e-Jadeed-e-Farsi (p.113-16)

UNIT – III (3 Weeks/9 Hours)

- Ghazaliyat Ghalib Dehlavi, Mirza Asadullah Khan 10 Ghazals; Naqshha-i-Rang Rang; Aat Kakavi (p.7-23)

UNIT – IV (3 Weeks/9 Hours)

- Specialties of Indo-Persian poetry, Sabke Hindi

UNIT – V (3 Weeks/9 Hours)

- Life and works of respective poets

Essential/recommended readings:

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
3. Siddiqui, Zaheer Ahmed: (Compiled & Translated) Ghalib: Naqsh-hae-Rang Rang, Dept,of Urdu, University of Delhi, Jamal Press, Delhi-1970.
4. Ghalib, Mirza: Intekhab-i-Ghazaliyat-i-Ghalib Farsi ma' Tashreehat, Compiled by Maulana Hamid Hasan Qadri, Ghalib Institute, New Delhi 2009
5. Khusrau, Amir: Diwan Amir Khusrau, Compiled by Dr. Anwarul Hasan, Raja Ram Kumar Book Depot, Lucknow, 1967
6. Persian Ghazals of Ghalib, Translated into English by Dr. Yusuf Husain, Ghalib Institute, New Delhi-1979
7. Urfi, Maulana Jamaluddin: Qasaid-i-Urfi, Nawal Kishore Press, Lucknow.
8. Qutubuddin, Mullah: Sharah Qasaid-i-Urfi, Nawal Kishore Press, Lucknow 1881

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

DISCIPLINE SPECIFIC CORE COURSE – 14: Indo-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		
Indo-Persian Prose	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 Indo-Persian Prose writings
2. To enable the students to get acquainted with specimens of Indo-Persian Prose works like Jahangir Nameh, Jawame-ul-Hikayat and Khutoot-e-Ghalib

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know about some of the prominent Indo-Persian Prose writings
- By learning this course, students will be able to know about above mentioned specimens of Indo-Persian Prose works

SYLLABUS OF DSC- 14

UNIT – I (3 Weeks/9 Hours)

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

UNIT – II (3 Weeks/9 Hours)

- Jawame-ul-Hikayat by Aafi, Mohammad Sadiduddin; Nasr-e-Kohan (pp.514-31)

UNIT – III (3 Weeks/9 Hours)

- History of Indo-Persian Literature

UNIT – IV (3 Weeks/9 Hours)

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

UNIT – V (3 Weeks/9 Hours)

- Importance of Sabke Hindi
- Life and works of respective authors

Essential/recommended readings:

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, Idara-e-Kull-e Nigarish, Tehran, Iran
3. Abidi, Prof., S. A. H, Indo-Persian Literature, Compiled by Prof. S. B. F. Husaini, Department of Persian, Delhi-110007

**DISCIPLINE SPECIFIC CORE COURSE – 15: Persian Translation & Interpretation –
Advance Level**

Credit distribution, Eligibility and Pre-requisites of 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 Translation & Interpretation – Advance Level	4	3	1	0	Class XII pass	Persian Translation & Interpretation – Basic Level

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with advance level of Persian interpretation and translation
2. To equip the students with proficiency in reading, writing and talking and enable him/her to use the language in different situations

Learning outcome:

The Learning Outcomes of this course are as follows:

- By learning this course, students will know the advance level interpretation and translation skills
- By learning this course, students will be able to perform different tasks of translation and interpretation

SYLLABUS OF DSC-15

UNIT – I (4 Weeks/12 Hours)

- Translation of Persian texts into English

UNIT – II (4 Weeks/12 Hours)

- Translation of English text into Persian

UNIT – III (3 Weeks/9 Hours)

- Introducing yourself, Your Family, City & country etc. in Persian dialogues

UNIT – IV (4 Weeks/12 Hours)

- Interpretation into Persian from Urdu, Hindi and English and vice versa

Essential/recommended readings:

1. Let's Learn Persian, N.C.P.U.L., Ministry of HRD, New Delhi.
2. Dars-eFarsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.
3. Samareh, Yadollah, Persian Language Teaching (Azfa) Elementary Course, Book-1, Tehran Iran 1998
4. Gargesh, R. Goswami.: Translation and Interpretation, University of Delhi, Delhi-110 007
5. Khanlari, Dr.,Zahra:Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran,Delhi-110006.
6. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034

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 – : Introduction to famous Persian Ghazal writers

Credit distribution, Eligibility and Pre-requisites of 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 famous Persian Ghazal writers	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 development of Ghazal through the centuries
2. To enable the students to feel the essence of Persian poetry by Ghazal
3. To make the students aware of some of the eminent Persian poets of Ghazal

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be able to know the fascinating poets of Ghazal
- By learning this course, students will be able to go through the Ghazals of poets like Sadi, Hafez, Rumi, Khusrau, Bedil, Ghalib and others

SYLLABUS OF DSC

UNIT – I (4 Weeks/12 Hours)

Introduction to the following famous poets:

- Saadi
- Hafez
- Rumi
- Abdur Rahman Jami

UNIT – II (4 Weeks/12 Hours)

Introduction to the following famous poets:

- Amir Khusrau
- Urfi Shirazi
- Naziri Nishapuri
- Ghalib Dehlavi

UNIT – III (4 Weeks/12 Hours)

Introduction to styles of Persian Poetry (Sabk):

- Sabk-e-Khorasani
- Sabk-e-Iraqi
- Sabk-e-Hindi
- Sabk-e-Bazgasht

UNIT – IV (3 Weeks/9 Hours)

Selection of Ghazals (Saadi Shirazi):

- Ae Nafs-e-Khurram-e-Baad-e-saba
- Az bar-e-yaar aamde ae Mahaba
- Rooye tu Khush mi Numayad Aaina-e-ma
- Ke aaine pakizeh ast wa rooye tu ziba

Essential/recommended readings:

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.
5. Kulliyat-i-Saadi, Edited by Mohd. Ali Farooqhi, Inteserat-i-Herman, Tehran,Iran, 1385

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 Translation & Interpretation – Intermediary Level

Credit distribution, Eligibility and Pre-requisites of 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 Translation & Interpretation – Intermediary Level	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 Persian Translation and Interpretation of Intermediary Level
2. To familiarize the students with creativeness and presentation on the language during discussion

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted with Persian Short Story Writing and its writers
- By learning this course, the students will have proficiency in reading, writing and talking

SYLLABUS OF DSC-2

UNIT – I (4 Weeks/12 Hours)

- Translation of Persian texts into English Khana-i-Pidari

UNIT – II (4 Weeks/12 Hours)

- Translation of English text into Persian

UNIT – III (4 Weeks/12 Hours)

- Dialogues into Persian

UNIT – IV (3 Weeks/9 Hours)

- Interpretation into Persian from Urdu, Hindi and English

Essential/recommended readings:

1. Let's Learn Persian, N.C.P.U.L., Ministry of HRD, New Delhi.
2. Dars-eFarsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.
3. Samareh, Yadollah, Persian Language Teaching (Azfa) Elementary Course, Book-1, Tehran Iran 1998.
4. Khanlari, Dr.,Zahra:Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran,Delhi-110006.
5. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110006, 1999.
6. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.

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): Introduction to famous Persian Ghazal writers

This course is common in BA (Programme) in Persian as major discipline for Semester V

Credit distribution, Eligibility and Pre-requisites of 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 famous Persian Ghazal writers	4	3	0	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with development of Ghazal through the centuries
2. To enable the students to feel the essence of Persian poetry by Ghazal
3. To make the students aware of some of the eminent Persian poets of Ghazal

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be able to know the fascinating poets of Ghazal
- By learning this course, students will be able to go through the Ghazals of poets like Sadi, Hafez, Rumi, Khusrau, Bedil, Ghalib and others

SYLLABUS OF DSC

UNIT – I (4 Weeks/12 Hours)

Introduction to the following famous poets:

- Saadi
- Hafez

- Rumi
- Abdur Rahman Jami

UNIT – II (4 Weeks/12 Hours)

Introduction to the following famous poets:

- Amir Khusrau
- Urfi Shirazi
- Naziri Nishapuri
- Ghalib Dehlavi

UNIT – III (4 Weeks/12 Hours)

Introduction to styles of Persian Poetry (Sabk):

- Sabk-e-Khorasani
- Sabk-e-Iraqi
- Sabk-e-Hindi
- Sabk-e-Bazgasht

UNIT – IV (3 Weeks/9 Hours)

Selection of Ghazals (Saadi Shirazi):

- Ae Nafs-e-Khurram-e-Baad-e-saba
- Az bar-e-yaar aamde ae Mahaba
- Rooye tu Khush mi Numayad Aaina-e-ma
- Ke aaine pakizeh ast wa rooye tu ziba

Essential/recommended readings:

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.
5. Kulliyat-i-Saadi, Edited by Mohd. Ali Farooghi, Inteserat-i-Herman, Tehran, Iran, 1385

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 PERSIAN**

GENERIC ELECTIVES (GE-10): Spoken Persian – Level 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		
Spoken Persian – Level 3	4	3	1	0	12 th Pass	Spoken Persian – Level 2

Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students equipped with conceptual understanding, analytical and interpretive skills
- To enable the students to speak Persian language and Interpret from Hindi, Urdu and English to Persian

Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be able to develop conceptual understanding, analytical and interpretive skills which will enable them to fulfil the language related requirements
- By learning this course, the students will be able interpret from Hindi, Urdu and English to Persian and vice versa

SYLLABUS OF GE-10

UNIT – I (4 Weeks/12 Hours)

- Part- I, II & III from Azfa-III

UNIT – II (4 Weeks/12 Hours)

- Part-IV, V & VI from Azfa -III

UNIT – III (4 Weeks/12 Hours)

- Grammar & Translation

UNIT – IV (3 Weeks/9 Hours)

- Introducing yourself, your city, Country, Family & Friends
- Dialogues
- Accent

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. Samareh, Yadollah, Persian Language Teaching (Azfa) Elementary Course, Book-3, Tehran, Iran
4. Khanlari, Dr., Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran, Delhi-110006.
5. Dars-e-Farsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.
6. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110006, 1999.

GENERIC ELECTIVES (GE-11): Persian Newspaper and Journal Reading

Credit 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 Newspaper and Journal Reading	4	3	1	0	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian Newspapers and journals
- By learning this course, the students will be acquainted able to know the socio-cultural aspects of the Iranian society and contemporary world

SYLLABUS OF GE-11

UNIT – I (5 Weeks/15 Hours)

- History of Printing press in Iran

UNIT – II (5 Weeks/15 Hours)

- History of Persian newspaper in Iran and world

UNIT – III (5 Weeks/15 Hours)

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

Essential/recommended readings

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 Akhbar-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

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

COMMON POOL OF DSE COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE –DSE 9: Masnavi Nigari in Persian literature

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

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

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped Masnavi and its peculiarities
2. To equip the students with Persian Masnavi writing and its components

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to know about Persian Masnavi and its famous poets.
- By studying this course, the students will be familiar with Persian Ghazal writing and its components.

SYLLABUS OF DSE-9

UNIT – I (4 Weeks/12 Hours)

- Brief introduction of Masnavi writing in Persian

UNIT – II (4 Weeks/12 Hours)

انتخاب از مثنوی معنوی:
(Intakhaab az Masnavi-e-Ma'navi)

1. نصاب جدید فارسی، ص 118-120
(Nisab-e-Jadeed-e-Farsi, Page 118-120)

UNIT – III (4 Weeks/12 Hours)

انتخاب از مثنوی معنوی:
(Intakhaab az Masnavi-e-Ma'navi)

1. حکایت عاشق شدن پادشاه بر کنیزک (نصاب جدید فارسی، ص 120-121)
(Hikayat-e-Aashiq shudan-e-Padshah bar Kanijak, Page 120-121)

UNIT – IV (3 Weeks/9 Hours)

- Life & works of Maulana Jalaluddin Rumi

Essential/recommended readings:

1. Nisab-e-Jadeed-e-Farsi:Jaiyyed Press, Ballimaran,Delhi.
2. Shamisa, Sirus:Anwa-e-Adabi,Intesharat-e Firdos,Tehran,Iran,2004.
3. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
4. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.)

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 10: Study of Persian Rubaai

Credit distribution, Eligibility and Pre-requisites of 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 Persian Rubaai	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with Rubaai and its peculiarities
2. To equip the students with Persian Rubaai writing and its components

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to know about Persian Rubaai and its famous poets.
- By studying this course, the students will be familiar with Persian Rubaai writings.

SYLLABUS OF DSE- 10

UNIT – I (4 Weeks/12 Hours)

- Brief introduction of Persian Rubaiyat

UNIT – II (4 Weeks/12 Hours)

انتخاب از رباعیات عمر خیام: (20-1)
(Intakhab az Rubaiyaat-e-Umar Khayyam, Page 1-20)

- نصاب جدید فارسی، ص 143-141
(Nisab-e-Jadeed-e-Farsi, Page 141-143)

UNIT – III (4 Weeks/12 Hours)

- رباعیات ابو سعید ابو الخیر، (انتخاب از سفینه مروارید، ص 49)
(Rubaiyat-e-Abu Saeed Abul Khair, (Intakhab az Safeena-e-Marwareed, Page 49)

UNIT – IV (3 Weeks/9 Hours)

- Life & works of famous poets of Rubai

Essential/recommended readings:

1. Nisab-e-Jadeed-e-Farsi: Jaiyyed Press, Ballimaran, Delhi.
2. Manochehr Danish Pazooch: Safina-e-Marvareed, Intesharat-e-Allama Tabatabai, Tehran, Iran, 1383/2004.
3. Shamisa, Sirus:Anwa-e-Adabi,Intesharat-e Firdos,Tehran,Iran,2004.
4. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
5. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 11: History of Dari & Tajik Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Dari & Tajik Literature	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with history and culture of Tajikistan
2. To equip the students with introductory history of Dari & Tajik language and literature

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with introductory history of Dari & Tajik language and literature.
- By studying this course, the students will be familiar with equipped with history and culture of Tajikistan.

SYLLABUS OF DSE- 11

UNIT – I (3 Weeks/9 Hours)

- The history of Tajikistan Literature

UNIT – II (3 Weeks/9 Hours)

Introduction to following Tajik Writers & Poets:

- Sadruddin Aini
- Abul Qasem Lahuti
- Timur Zulfikaro
- Kamal Khujandi
- Ustad khalili

UNIT – III (3 Weeks/9 Hours)

Introduction to following cultural aspects of Tajikistan:

- Music
- National Dances
- National Clothing
- Sports & Games
- Pamiri Culture

UNIT – IV (3 Weeks/9 Hours)

The following Tajik Festivals:

- New Year's Day
- Nauruz
- Sayri Guli Lola
- Eid-ul-Fitr
- Eid-ul-Adha

UNIT – V (3 Weeks/9 Hours)

- Dari & Tajik Language

Essential/recommended readings:

1. India and Tajikistan: Revitalising a Traditional Relationship, Mahavir Singh, Anamika Publisher & Distributar, 2003.
2. Tareekh - e - Adabiyat - e - Tajikistan, Kabir Ahmed Jayasi, Anjuman -e- Tarakki Urdu, Delhi, 1977.
3. Tareekh -e- Afghanistan, Ali Ahmed Kehzaad and Mohd. Usman Siddique, Volume 1st, Kabul.
4. Tareekh-e-Balkh, Meer Aabi Deeni, Tehran, 1371.
5. Tareekh-e-Adabyate-e-Afghanistan (Period of Mohd. Zayi), Meer Ghulam Mohammed, Kabul, 1330. Published by Aarish Publication.
6. Tareekh -e- Afghanistan Baad Az Islam, Abdul Hayi Habibi, Volume 1st & 2nd, 1377. Published by Meyvand.

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 12: A Survey of Persian Newspapers in India (18th& 19th Century)

Credit distribution, Eligibility and Pre-requisites of 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 Survey of Persian Newspapers in India (18th& 19th Century)	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students equipped with first-hand information on Persian Newspapers of India
2. To equip the students with the tradition of Persian Newspapers publication.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to apply critical and theoretical approaches to the reading and analysis of Persian Newspapers of that period.
- By studying this course, the students will be familiar with the socio-cultural aspects of the Indian society and contemporary world through Persian newspapers.

SYLLABUS OF DSE- 12

UNIT – I (3 Weeks/9 Hours)

- History of Persian journalism in India

UNIT – II (4 Weeks/12 Hours)

- Literary and cultural importance of Persian Newspapers of India

UNIT – III (4 Weeks/12 Hours)

Introduction to following famous Persian Newspapers of India:

- Mirat-ul- Akhbar
- Aien-i-Sikander
- Doorbeen
- Shamsul Akhbar
- Mahe Alam Afroz
- Jam-i-Jahan Numa

UNIT – IV (4 Weeks/12 Hours)

Introduction to following famous Persian Newspapers of India:

- Siraj-ul-Akhbar,
- Akhbar-i-Sirampur
- Akhbar-i-Ludhiana
- Hablul Mateen
- Darfash Kavyani
- Azad
- Nawal Kishor Press and other Publishing Houses

Essential/recommended readings:

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,

4. Pernau, Margrit & Yunus Jaffery: Information and the Public Sphere (Persian Newsletters from Mughal Delhi, Oxford University Press, New Delhi-110001, 2009
5. Dudley, Arthur: India in the Persian world of letters, Oxford University Press, U.K., 2002
6. Noorani, Amir Hasan: Munshi Nawal Kishore: Halat aur Khidmat, Maktaba Subaha Adab, Delhi, 1982
7. Zamani, Dr. Asifa: Munshi Nawal Kishor aur unki Adabi Khidmat, Lucknow, 2000
8. پروین، ناصرالدین (۱۳۷۹)، تاریخ روزنامه‌نگاری ایرانیان و دیگر پارسی‌نویسان، جلد دوم: بحران آزادی، تهران، مرکز نشر دانشگاهی.
9. حکمت، علی‌اصغر (۱۳۳۷)، سرزمین هند، تهران، انتشارات دانشگاه تهران.
10. خانیکی، هادی (۱۳۷۸)، ساختار مشروطه و نسبت آن با ساخت مطبوعات، فصلنامه تخصصی تاریخ معاصر ایران، مؤسسه مطالعات تاریخ معاصر ایران، سال سوم، شماره ۱۰.
11. انیکی، هادی (۱۳۸۱)، قدرت، جامعه مدنی و مطبوعات، تهران، طرح نو.

PERSIAN

COURSES OFFERED BY DEPARTMENT OF PERSIAN

Category I

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

STRUCTURE OF SIXTH SEMESTER

DISCIPLINE SPECIFIC CORE COURSE – 16: Essay and 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		
Essay and Translation	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 advanced version of Persian Translation
2. To equip the students with the basic and fundamental levels of Translation

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with the advanced version of Persian Translation and Essays
- By studying this course, they shall get an opportunity to take translation assignments for their livelihood.

SYLLABUS OF DSC-16

UNIT – I (4 Weeks/12 Hours)

Essay in Persian language on various topics:

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

UNIT – II (4 Weeks/12 Hours)

- Translation from Persian to English and vice-versa

UNIT – III (3 Weeks/9 Hours)

- Reading of Text and Translation

UNIT – IV (4 Weeks/12 Hours)

- Creative writing.
- Technical Terms of Persian

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, 2007
2. Samareh, Yadollah, Persian Language Teaching (Azfa) Elementary Course, Book-1, Tehran Iran 1998
3. Khanlari, Dr., Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran, Delhi-110006.
4. Dars-eFarsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.
5. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110006, 1999.
6. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.
7. English Farsi Phrasebook with useful wordlist, US Department of State, Washington DC.

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

DISCIPLINE SPECIFIC CORE COURSE – 17: Sufistic Persian Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sufistic Persian Literature	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 Sufistic Persian Literature
2. To enable the students to get acquainted with specimens of Sufistic Persian Literature like Kashf-ul Mahjub, Fawaid-ul Fowad and Masnavi Gul-o-Bulbul
3. To acquaint the students with some of the famous Sufi Silsilas of India

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know about Sufistic Persian Literature
- By learning this course, students will be able to get acquainted with the sufi literary works like Kashf-ul Mahjub, Fawaid-ul Fowad and Masnavi Gul-o-Bulbul
- By learning this course, students will know about the Sufi traditions in Indian sub-continent

UNIT – I (3 Weeks/9 Hours)

- Kashf-ul Mahjub, Jalali Hujveri, Shaikh Abul-Hasan Ali bin Usman; Nasr-e-Kohan (p.213-221)

UNIT – II (3 Weeks/9 Hours)

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

UNIT – III (3 Weeks/9 Hours)

- Nala-i-Andleeb, Khwaja Nasir Andleeb, (p. 10-14)

UNIT – IV (3 Weeks/9 Hours)

- Introduction of Famous Sufi Silsilas in India

UNIT – V (3 Weeks/9 Hours)

- Impact of Sufism on Indian society

Essential/recommended readings:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Nale-i-Andleeb, Khwaja Nasir Andleeb, Maba-i-Shahjahani, Bhopal 1310Hijri
3. Khan, Hakim Zaki Ahmad: Nisab-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006
4. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi1955.
5. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.). .
6. Sabahuddin, Abdur Rahman: Bazm-i-Sufiya, Shibli Academy, Azamgarh, (U.P.).
7. Dehlavi, Amir Hasan Ala Sijzi: Fawaid-ul-Fowad, Edited by Dr. Mohd. Barani & Dr. Maryam Khalili Jahantegh, Zahedan, Iran-1384
8. Dehlavi, Amir Hasan Ala Sijzi: Fawaid-ul-Fowad, Translated by Khwaja Hasan Saani Nizami Dehlavi, Delhi-1989
9. Habib, Mohammad: Hazrat Nizamuddin Aulia: Hayat aur Talimat, Dept.of Urdu, University of Delhi, Delhi -1970

DISCIPLINE SPECIFIC CORE COURSE – 18: Ethical Persian Literature

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

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

Ethical Persian Literature	4	3	1	0	Class pass	XII	
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Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with Ethical Persian Literature
2. To equip the students with prevalent ethical teachings in Persian literature
3. To enable the students to learn moral values present in Persian Literature

Learning outcome:

- By learning this course, students will learn the moral values through Persian ethical texts
- By learning this course, students will have an experience of some of the celebrated ethical texts of Persian like Gulistan, Bustan and Qabusnama

SYLLABUS OF DSC-18

UNIT – I (3 Weeks/9 Hours)

- Gulistan Sa'di Shirazi, Shaikh Mushrafuddin Musleh; Nasr-e-Kohan (p.429-43)

UNIT – II (3 Weeks/9 Hours)

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

UNIT – III (3 Weeks/9 Hours)

Bustan Sa'di Shirazi, Shaikh Mushrafuddin Musleh;

Following Hikayat from Kulliyat-e-Sa'di

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

UNIT – IV (3 Weeks/9 Hours)

- Rubaiyat Abu-Saeed Abul-Khair (6 Rubais from Safina-e-Marvareed, p.49)
- Rubaiyat Baba Tahir Uryan (First 5 Rubais from Safina-e-Marvareed, p.53)

UNIT – V (3 Weeks/9 Hours)

- Life and works of respective authors and Poets

Essential/recommended readings:

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.
5. Kaikaoos, Amir Unsarul Ma'ali bin Iskander: Nasihat Nameh ya Qaboos Nameh, Edited by Dr. Ameen Abdul Majeed Badooe, Tehran, Iran-1963
6. Kaikaoos, Amir Unsarul Ma'ali bin Iskander: Nasihat Nameh ya Qaboos Nameh, With Introduction & annotation by Saeed Nafisi, Tehran, Iran-1212
7. Rampuri, Mullah Ghayasuddin: Bahar-i-Baran Shrah Gulistan-i-Saadi, Nawal Kishore Press, Lucknow
8. Hali, Khwaja Altaf Husain: Hayat-i-Saadi, Maktaba Jamia Limited, NewDelhi-1886
9. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi, 1955.
10. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.)

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 – : Study of Modern Persian Literature (Prose & 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		
Study of Modern Persian Literature (Prose & 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 Modern Iranian Society through Persian literature
2. To acquaint the students with the influence of French literature on Persian literature
3. To make the students aware of Constitutional Revolution and Islamic Revolution of Iran

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be able to know different literary genres both in prose and poetry like short stories, novels, dramas, Ghazal, Nazm, Rubai, Qasida etc.
- By learning this course, students will be able to go through the writings of some of the prominent modern Persian poets and prose writers and to see Iranian Society through their works

SYLLABUS OF DSC

UNIT – I (4 Weeks/12 Hours)

Introduction to the following famous poets:

- Nima Yushij
- Bahar
- Iraj Mirza
- Sharyaar

- Praveen Ehtesami
- Simin Behbahani
- Khanlari
- Sohrab Sipehri

UNIT – II (4 Weeks/12 Hours)

Introduction to the following famous prose writers:

- Jamalzada
- Sadiq Hidayat
- Hijazi
- Jalal Aal Ahmed
- Buzurg Alavi
- Saeed Nafisi
- Samad Behrangi
- Akbar Radi

UNIT – III (4 Weeks/12 Hours)

Selection of stories:

- 1. Haji Morad 2. Aseer-i- Fransavi, (from Zindeh be goor by Sadiq Hedayat P.No. 39 to 49)

UNIT – IV (3 Weeks/9 Hours)

Selection of Poems:

- 1. Widaa 2. Asfane-i-Talakh of Furoogh Farrokhzaad

Essential/recommended readings:

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.
5. Hidayat, Sadiq: Zindeh be goor, Intesherat-i-Amir Kabir, Tehran, Iran 1342
6. Farakhzad, Farookh: Majmueae Ashaar-i-Farookh, Intesherat-i-Amir Kabir, Tehran, Iran

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

DISCIPLINE SPECIFIC CORE COURSE : Introduction to Persian Literature during Safavid Period

Credit distribution, Eligibility and Pre-requisites of 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 Literature during Safavid Period	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 an outline of socio-cultural history of Safavid period
2. To familiarize the students with some prominent distinguished poets and prose writers of the period

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted with the socio-cultural history of Safavid Period
- By learning this course, the students will be familiarised with the Safavid order of Sufism
- By learning this course, the students will know about the Persian literature produced during Safavid period

SYLLABUS OF DSC-2

UNIT – I (4 Weeks/12 Hours)

- Socio-Cultural history of Safavi Period

UNIT – II (4 Weeks/12 Hours)

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

UNIT – III (4 Weeks/12 Hours)

- Development of Marsia Nigari
- Selection of Marsia of Mohtashim Kashani "Haft Band" as example

UNIT – IV (3 Weeks/9 Hours)

- Art and architecture, history writing Tazkirah Writing

Essential/recommended readings:

1. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
2. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
3. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.

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: Introduction to Persian Literature during Safavid Period
This course is common in BA (Programme) in Persian as major discipline for Semester V

Credit distribution, Eligibility and Pre-requisites of 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 Literature during Safavid Period	4	3	0	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with an outline of socio-cultural history of Safavid period
2. To familiarize the students with some prominent distinguished poets and prose writers of the period

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted with the socio-cultural history of Safavid Period
- By learning this course, the students will be familiarised with the Safavid order of Sufism
- By learning this course, the students will know about the Persian literature produced during Safavid period

SYLLABUS OF DSC-2

UNIT – I (4 Weeks/12 Hours)

- Socio-Cultural history of Safavi Period

UNIT – II (4 Weeks/12 Hours)

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

UNIT – III (4 Weeks/12 Hours)

- Development of Marsia Nigari
- Selection of Marsia of Mohtashim Kashani "Haft Band" as example

UNIT – IV (3 Weeks/9 Hours)

- Art and architecture, history writing tazkirah Writing

Essential/recommended readings:

1. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
2. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
3. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, 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 DEPARTMENT OF PERSIAN

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

GENERIC ELECTIVES (GE-12): History of Persian Literature during Qajar Period (1757-1921)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of Persian Literature during Qajar Period (1757-1921)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To acquaint the students with the Literature produced during the Qajar period of Iran
2. To enable the students to know the literary upheavals of Qajar period

Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian literature of Qajar Period
- By learning this course, the students will be able understand the socio-cultural conditions of Qajar Period

SYLLABUS OF GE-12

UNIT – I (3 Weeks/9 Hours)

- Social and cultural history

UNIT – II (4 Weeks/12 Hours)

Brief history of Qajar Period:

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

UNIT – III (4 Weeks/12 Hours)

Introduction to the following poets:

- Fateh Ali Saba
- Sarosh Isfahani
- Mirza Abdul Wahab Nishat
- Mirza Habibullah Qa’ani
- Muzmir Isfahani
- Mirza Shafi Visal Qayam
- Muqam Farahani
- Yaghma
- Mehmood Khan Malikush Shuara
- Visali Shirazi
- Farooghi Bustami

UNIT – IV (4 Weeks/12 Hours)

Introduction to the following prose writers:

- Nasikh-ut-Tawareekh
- Maasir I Khaqani wa Hadaiqul jinan
- Jam-i-jam
- Aatish Kada-i-Aazar
- Aaine Sikandari
- Majma-ul-Fusaha
- Ganj-i-Danish

Essential/recommended readings:

1. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
2. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.

GENERIC ELECTIVES (GE-13): History of Persian Literature during Pahalavi Period & Post Islamic Revolution in Iran (1925 to till date)

Credit 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		
History of Persian Literature during	4	3	1	0	12 th Pass	Nil

Pahalavi Period & Post Islamic Revolution in Iran (1925 to till date)						
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Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian texts
- By learning this course, the students will be acquainted with the Impact of modernisation on the literature, society and culture of Iran

SYLLABUS OF GE-13

UNIT – I (4 Weeks/12 Hours)

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

UNIT – II (4 Weeks/12 Hours)

- Impact of modernisation on the literature of Iran. Darul Funoon,
- Mirza Jafar Qarcha, Mirza Aqa Tabrizi, Abdul Rahim Talibuf, Zainul Abedeen, Arif Qazveni, Mohd Taqi Bahar, Nima Yushij, Ahmad Shamlu, Farugh Farakhzad, Mehdi ekhwan Salis, Nadir Nadirpur etc.

UNIT – III (4 Weeks/12 Hours)

- Islamic revolution, Ayatullah Khumaini, Religions in Persia,
- Adabiyate difa-e-Muqaddas, Social life of Iran

UNIT – IV (3 Weeks/9 Hours)

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

Essential/recommended readings

1. Edward, Brown: Tarikh-eAdabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932
2. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.
3. Ishrat, Dr. Amrit Lal: Iran Sadyun ke Aaine Mein, Idarah-e-Musannefeen, Hyderabad.
4. Abedini, Mir Hasan: Sad Sal Dastn-Navisi dar Iran; 3 Vols., Iran, 1377/1998

COMMON POOL OF DSE COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE –DSE 13: Study of Theatre in Modern Iran

Credit distribution, Eligibility and Pre-requisites of 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 Theatre in Modern Iran	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 the knowledge related to theatre in modern Iran
2. To make the students aware of different perspective of life and society through this genre

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be familiarized with theatre in modern Iran
- By studying this course, the students will learn about the theatre, Drama, Rowzeh Khwani, Naqqali, Khemeh Shab Bazi etc.

SYLLABUS OF DSE-13

UNIT – I (4 Weeks/12 Hours)

- Brief socio-political history of modern Iran

UNIT – II (4 Weeks/12 Hours)

Brief introduction of theatre in Modern Iran

- General Information on the theatre
- Theatre in the Universities
- Theatre Publishing & criticism
- Women in the theatre

UNIT – III (4 Weeks/12 Hours)

Life & Works of following Play Writers:

- Ghulam Husain Saadi
- Nagmeh Samini
- Bahram Beyzai
- Mirza Aqa Tabrizi
- Akbar Raadi
- Mohammad Yaqoobi

UNIT – IV (3 Weeks/9 Hours)

Brief introduction of following works on theatre:

- مرگ یزدگرد از بهرام بیضایی
(Marg-e-Yazdgurd az Bahram Baizaai)
- خشکسالی و دروغ از محمد یعقوبی
(Khusksaali-o-Duroogh az Mohammad Yaqoobi)
- پلکان از اکبر رادی
(Palakaan az Akbar Raadi)
- هیولا خوانی از نغمه ثمینی
(Huyula Khaani az Naghme Samini)

Essential/recommended readings:

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. Roozbe, Mohammed Raza, Adabiyat-e- Moasir-e-Iran, Sher-e-Nashr-e-Ruzgar, Tehran 1392.
4. Bezaee, Bahram, Numaish dar Iran, Cahp Karwan, Tehran, 1344
5. Seyed Habiballah, Post-Revolutionary Iranian theatre: Three representative plays in translation with critical commentary, Ph.D. thesis, University of Leeds, 1994
6. Akbar, Razia Dr., Iran Mein Jadeed Farsi Adab ke Pachas Saal (1900-1950), Hyderabad 1991.
7. Floor, Willem, History of theatre in Iran, Mega Publishers, Washington, D.C. 2005

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 14: Development of Persian Literature in Kashmir

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

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

Learning Objectives

The Learning Objectives of this course are as follows:

1. To acquaint the students with the Persian literature produced in Jammu & Kashmir
2. To make the students aware of the impact of Persian language, literature and culture on the languages of Jammu & Kashmir

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian writings of Jammu & Kashmir
- By studying this course, the students will be familiar with society and culture of that region

SYLLABUS OF DSE- 14

UNIT – I (3 Weeks/9 Hours)

- Impact of Persian language, literature and culture in Jammu & Kashmir

UNIT – II (3 Weeks/9 Hours)

- Brief history of Persian literature during Shahmiri and Chak Period

UNIT – III (3 Weeks/9 Hours)

Prominent Persian poets of Jammu & Kashmir:

- Ghani Kashmiri
- Fani Kashmiri
- Shaikh Yaqub Sarfi
- Habibullah Nowsheri

UNIT – IV (3 Weeks/9 Hours)

Life and works of the famous Persian writers during the Dogra Period:

- Lala Ganesh Das
- Diwan Kirpa Ram
- Ghulam Nabi Khanyari
- Pir Ghulam Hassan Shah

UNIT – V (3 Weeks/9 Hours)

Famous Sufi saints of Jammu and Kashmir:

- Mir Sayyid Ali Hamadani
- Syed Bulbul Shah
- Mir Shams-ud-Din Araqi
- Lal Ded

Essential/recommended readings:

1. Ibrahim, Molvi Mohammad: Tazkira-o-Auliay-e-Kashmir, Srinagar, 1960
2. Puri, Mohammad Khaleel Mir Jaan: Tarikh Khaleel Mir Jaanpuri, Srinagar
3. Khaniari, Ghulam Nabi: Wajiz ut Tareekh, Translated in Urdu by Mohammad Yusuf Lone, Srinagar, 1862
4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006
5. Ahmed, Shams ud din, Waqiyat-e-Kashmir, Delhi, 2000

6. Ahmed, Shams ud din: Shams-ul-Tawareekh, Delhi, 2001
7. Ram, Diwan Kirpa: Gulabnama, Translated in English by Sukhdev Singh Charak, Light and Life Publishers
8. Shah, Pir Ghulam Hassan: Taareekh-e-Hassan, Translated in Urdu by Prof. Sharif Husain Qasemi, Ali Mohammad and Sons, Lal Chowk, Srinagar
9. Das, Ganesh: Rajadarshini, Translated in English by Sukhdev Singh Charak, JK Book House
10. Bhat, Ghulam Rasul: Morkheen Kashmir Ki Tareekhein, City Book Centre, Srinagar, 2008
11. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
12. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 15: Study of Classical Persian 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Classical Persian literature: Prose	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 the classical Persian prose literature
2. To make the students aware of the famous classical Persian prose writers like Abul Fazl Baihaqi, Daulat Shah Samarqandi and Ne'mat Khal Aali etc.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will have the ability to apply critical and theoretical approaches to classical Persian prose literature
- By studying this course, the students will be familiar with the famous classical Persian prose writers like Abul Fazl Baihaqi, Daulat Shah Samarqandi and Ne'mat Khal Aali etc.

UNIT – I (3 Weeks/9 Hours)

- Kimiya-i-Saadat, Abu Hamid Imam Muhammad Ghazali (Nasr-e-Kohan; pp.250-266)

UNIT – II (3 Weeks/9 Hours)

Life and works of Famous Prose writers:

- Abul Fazal Baihaqi
- Imam Ghazali
- Nizamul Mulk Tusi

UNIT – III (3 Weeks/9 Hours)

Life and works of Famous Prose writers:

- Daulat Shah Samarqandi
- Abul Fazal Allami
- Nemat Khan Aali

UNIT – IV (3 Weeks/9 Hours)

- Importance & features of Classical Persian Prose

UNIT – V (3 Weeks/9 Hours)

Famous Sufi saints of Jammu and Kashmir:

- Mir Sayyid Ali Hamadani
- Syed Bulbul Shah
- Mir Shams-ud-Din Araqi
- Lal Ded

Essential/recommended readings:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran-1354.
2. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi-1955.
3. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 16: Modern Persian 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 (if any)
		Lecture	Tutorial	Practical/		

				Practice		
Modern Persian Literature: Prose	4	3	1	NIL	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To acquaint students with the chief characteristics of Modern Persian Prose
2. To provide knowledge about some prominent Modern Persian Prose writers and their literary contributions

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will have the ability to gain knowledge about the essence of modern Persian prose
- By studying this course, the students will be familiar with different genres and writings of prominent modern prose writers of Iran will enable the students to learn the literary importance of their works and also the study will provide them an opportunity to know different aspects of modern Iranian society and culture

SYLLABUS OF DSE- 16

UNIT – I (3 Weeks/9 Hours)

- A brief overview of modern Persian prose

UNIT – II (4 Weeks/12 Hours)

- Social and political conditions of modern Iran

UNIT – III (4 Weeks/12 Hours)

A brief introduction of the following prose writers:

- Mohammad Ali Jamalzada
- Saeed Nafisi
- Sadiq Hidayat
- Bozurg Alavi
- Jalal Ale Ahmad
- Simin Danishwar
- Ibrahim Gulistan
- Jamal Mir Sadeqi

UNIT – IV (4 Weeks/12 Hours)

A brief introduction of the following prose writers:

- Behram Sadeqi
- Houshang Gulshiri
- Samad Behrangi
- Mehmud Daulatabadi
- Houshang Muradi Kirmani
- Mohsin Makhmalbaf
- Saiyyad Mehdi Shujaee
- Razia Tujjar

Essential/recommended readings:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran-1354.
2. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi-1955.
3. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).

Nasir Guler
18/8/25
REGISTRAR