

## UNIVERSITY OF DELHI

CNC-II/093/1(25)/2023-24/71

Dated: 02.06.2023

**NOTIFICATION**Sub: Amendment to Ordinance V[E.C Resolution No. 60-1/(60-1-1) dated 03.02.2023]

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

**Add the following:**

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

**FACULTY OF ARTS****DEPARTMENT OF ARABIC****BA (Hons.) Arabic**

**DISCIPLINE SPECIFIC CORE COURSE – 7  
INTERMEDIATE ARABIC: MODERN ARABIC PROSE & POETRY-1**

**SEMESTER-3****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make students aware of Modern Arabic Prose & Poetry.
2. To introduce briefly to prominent & distinguished Poets and Prose Writers of Arabic.

### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Use day-to-day vocabulary.
2. Learn sentence formation.
3. Learn a few couplets in order to begin comprehending Arabic Poetry.

### SYLLABUS OF DSC-7

#### Unit 1 (15 hours)

The following lessons from the prescribed book:

- كيف أقضي يومي (1)
- في السوق (4)
- النملة (4)

#### Unit 2 (15 hours)

The following lessons from the prescribed book:

- الأمانة (13)
- فضيلة الشغل (17)
- الطائر (6)

#### Unit 3 (15 hours)

The following lessons from the prescribed book:

- قريتي (20)
- يوم مطير (26)
- ترنيمة الولد في الصباح (19)
- شر وخير (26)

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

**Prescribed Book:**

- Al Shaikh Abul Hasan Ali Al Hasani Al Nadwi: Al Qira'at Al Rashida (Part-1), Delhi.

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

## DISCIPLINE SPECIFIC CORE COURSE – 8 INTERMEDIATE ARABIC GRAMMAR

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Easily derive perfect, imperfect, imperative, prohibitive verbs and active/passive participles from any infinitive of the following irregular patterns.

2. Conjugate 14 or 6 moods of the following verbs and adverbs and use them as per their requirement.
3. Use them in their writings and speaking as per the need.
4. Learn advanced grammar of the Arabic syntax.

## SYLLABUS OF DSC-8

### Unit 1 (15 hours)

#### Morphology & Syntax

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

وقى/يقي	وجد/يجد	وضع/يضع	باع/يبيع	قال/يقول
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<ul style="list-style-type: none"> <li>• Relative Pronoun</li> <li>• Intransitive &amp; Transitive Verbs</li> <li>• Active &amp; Passive Verbs</li> <li>• Declinable (Mu'rab) &amp; Indclinable (Mabni)</li> </ul>	<ul style="list-style-type: none"> <li>• الاسم الموصول (الذي، من، ما، أي، أية)</li> <li>• الفعل اللازم والفعل المتعدي</li> <li>• الفعل المعلوم و الفعل المجهول</li> <li>• المعرب والمبني</li> </ul>
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### Unit 2 (15 hours)

#### Morphology & Syntax

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

رمى/يرمي	لقى/يلقى	أخذ/يأخذ	رأى/يرى	شاء/يشاء
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<ul style="list-style-type: none"> <li>• Particles of Nasab: An, Lan, Kai, Likai, Izan, Hatta, Lian, Li.</li> <li>• Particles of Jazm: Lam, Lamma, Laamul Amr, Laa'un Nahyi, Particles of Conditions that give Jazm</li> <li>• Substitute</li> </ul>	<ul style="list-style-type: none"> <li>• نواصب المضارع: أن، لن، كي، لكي، إذن، حتى، لأن، لِ</li> <li>• جوازم المضارع: لم، لما، لام الأمر، لاء النهي، أدوات الشرط الجازمة</li> <li>• بدل ومبدل منه</li> </ul>
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### Unit 3 (15 hours)

#### Morphology & Syntax

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

مسّ/يَمَسّ	فرّ/يُفِرّ	مدّ/يُمَدّ	دعا/يَدْعُو
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<ul style="list-style-type: none"> <li>• Adverb of Time &amp; Place</li> <li>• Reasoning Object</li> <li>• Absolute Object</li> </ul>	<ul style="list-style-type: none"> <li>• ظرف الزمان و ظرف المكان</li> <li>• المفعول له</li> <li>• المفعول المطلق</li> </ul>
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#### Practical component (if any) - NIL

#### Essential/recommended readings

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
2. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
3. S.A. Rahman: Teach Yourself Arabic, New Delhi.
4. Maulana Abdur rahman Amritsari, Kitab Al Sarf, Panipat.
5. Maulana Abdur rahman Amritsari, Kitab Al Nahw, Panipat.
6. Abdus Sattar Khan: Arabi Ka Muallim, Delhi
7. Ali Jarim Wa Mustafa Amin, Al Nahw Al Wazih Fi Qawaid Al 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.

## DISCIPLINE SPECIFIC CORE COURSE – 9 INTERMEDIATE ARABIC TRANSLATION & CONVERSATION

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable students to translate simple sentences from English-Arabic-Hindi and vice versa.
2. To develop conversation abilities among students.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Acquire skills in simple sentences translation from English into Arabic & Hindi.
2. Acquire skills in simple sentences translation from Arabic into English & Hindi.
3. Acquire skills in conversation and short speeches on simple topics.

## **SYLLABUS OF DSC-9**

### **Unit 1 (15 hours)**

Translation from English into Arabic & Hindi:

- Simple Sentences

### **Unit 2 (15 hours)**

Translation from Arabic into English & Hindi:

- Simple Sentences

### **Unit 3 (15 hours)**

Conversation:

- Short Speech in Arabic on simple topics
- Conversational Sentences

### **Practical component (if any) – Yes ( 30 hours)**

The practical will be based upon the following:

- Simultaneous Translation
- Interpretation
- Viva-Voce (Examination)

### **Essential/recommended readings**

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.2, New Delhi.
2. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar ,New Delhi.
3. Abdur Sattar Khan: Arabi Ka Muallim 1-4, Delhi.
4. Dr. Manzoor Khan: Nahwal Insha Wa Al Tarjama, Srinagar, Kashmir.

### **Suggestive readings**

1. Dr. Sayed Muhammad Ijtiba Nadwi: Al Tabeer Wal Muhadatha, Delhi.
2. S.A Rahman: Let Us Speak Arabic, New Delhi.
3. A Group of Scholars, Allugha Al Wazifiyya, NCPUL, New Delhi.
4. Md. Quamruddin: Translation Made Easy, U.P.

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

## Category II

B.A. Programmes with Arabic as Major discipline

### SEMESTER-3 DISCIPLINE SPECIFIC CORE COURSE – 5 MODERN ARABIC-I

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make them familiar with the Modern Arabic Text.
2. To enable them to read and write Arabic with grammatical rules with the help of text.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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



## SYLLABUS OF DSC-5 (CATOGORY-II)

### Unit 1 (15 hours)

#### Arabic Text-1

Lessons: 1,2,3,4,5,6,7,8,9,10

#### Prescribed Book:

القراءة الواضحة (الجزء الثاني)

مولانا وحيد الزمان قاسمي كير انوي

### Unit 2 (15 hours)

#### Arabic Text-2

Lessons: 11,12,13,14,15,16,18,19,21,22

#### Prescribed Book:

القراءة الواضحة (الجزء الثاني)

مولانا وحيد الزمان قاسمي كير انوي

### Unit 3 (15 hours)

#### Comprehension & Applied Grammar

Lessons: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,21,22

#### Prescribed Book:

القراءة الواضحة (الجزء الثاني)

مولانا وحيد الزمان قاسمي كير انوي

### Practical component (if any) - NIL

### Essential/recommended readings

1. Dr. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1, New Delhi.
2. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
3. Ali Jarim Wa Mustafa Amin: Al Nahw Al Wazih, Delhi.
4. Mualana Abdur Rahman Amritsari, Kitab Al Nahw, Panipat.

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

**SEMESTER-3**  
**DISCIPLINE SPECIFIC CORE COURSE – 6**  
**ARABIC: TEXT, GRAMMAR & TRANSLATION -III**

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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

## SYLLABUS OF DSC-6 (CATEGORY-II)

### Unit 1 (15 hours)

#### Arabic Text

Lessons: 1-6

#### Prescribed Book:

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

Dr. V. Abdur Rahim

### Unit 2 (15 hours)

#### Grammar:

- Active & Passive Verb
- Active Participle
- Passive Participle
- *Inna* & Its Sisters
- *Kaana* & Its Sisters
- Adverbial Accusative of the State/Condition
- Exception by *Illā*
- Sound and Weak Verb
- Ordinal Number (1 to 10)

### Unit 3 (15 hours)

#### Translation:

Translation English-Arabic-Hindi based upon the grammar topics learnt.

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

#### Essential/recommended readings

1. R.I. Faynan: Essential Arabic, New Delhi.
2. S.A. Rahman: Teach Yourself Arabic, New Delhi.
3. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language, New Delhi.

#### Suggestive readings

1. J.A. Haywood & H.M. Nahmad: A New Arabic Grammar
2. Syed Ali: Arabic For Beginners
3. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

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

### Category III (Semester-3)

B.A. Programmes with Arabic as Non-Major or Minor discipline

## **COURSES OFFERED BY DEPARTMENT OF ARABIC**

**SEMESTER-3**  
**DISCIPLINE SPECIFIC CORE COURSE – 6**  
**ARABIC: TEXT, GRAMMAR & TRANSLATION -III**

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

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

### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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

### **SYLLABUS OF DSC-6 (CATEGORY-III)**

#### **Unit 1 (15 hours)**

#### **Arabic Text**

Lessons: 1-6

**Prescribed Book:**

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

**Dr. V. Abdur Rahim**

**Unit 2 (15 hours)**

**Grammar:**

- Active & Passive Verb
- Active Participle
- Passive Participle
- *Inna* & Its Sisters
- *Kaana* & Its Sisters
- Adverbial Accusative of the State/Condition
- Exception by *Illa*
- Sound and Weak Verb
- Ordinal Number (1 to 10)

**Unit 3 (15 hours)**

**Translation:**

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

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

**Essential/recommended readings**

1. R.I. Faynan: Essential Arabic, New Delhi.
2. S.A. Rahman: Teach Yourself Arabic, New Delhi.
3. Dr. Wali Akhtar Nadwi: A Practical Approach to the Arabic Language, New Delhi.

**Suggestive readings**

1. J.A. Haywood & H.M. Nahmad: A New Arabic Grammar
2. Syed Ali: Arabic For Beginners
3. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

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

## POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSEs)

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 Introduction to Arabic Short Story

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with the Arabic Short Story.
2. To make familiar to pioneers of Arabic Short Story.

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. The meaning of the story, origin of the Arabic story, history of the stories of the pre-Islamic era and about the stories of the Holy Qur'an.
2. The definition of the short story, its salient features and the constituent elements.
3. The history of the origin and development of the short story in the modern period.
4. Basic features of and dissimilarities between the Arabic short stories and the European short stories in terms of themes.
5. About the pioneer of the Arabic short story, about the first artistic short story and also about some prominent short story writers.

## SYLLABUS OF DSE-1

### Unit 1 (15 hours)

<ul style="list-style-type: none"><li>▪ Al-Qissah (Lughatan wa Istilaahan) wa Nash'atuha fi al-Lughah al-Arabiyyah</li><li>▪ Al-Qissatul-Arabiyyah fi al-Asr al-Jaahili</li><li>▪ Al-Qissah fi al-Qur'an al-Kareem</li></ul>	<ul style="list-style-type: none"><li>● القصة (لغة واصطلاحاً) ونشأتها في اللغة العربية</li><li>● القصة العربية في العصر الجاهلي</li><li>● القصة في القرآن الكريم</li></ul>
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### Unit 2 (15 hours)

<ul style="list-style-type: none"><li>▪ Al-Qissah al-Qasirah: Ta'rif wa Khasais wa' Anasir</li><li>▪ Nash'atul Qissah al-Qasirah wa Tatawwuruha fi al-'Asr Al-Hadith</li><li>▪ Al-Qissah al-Qasirah al-Arabiyyah wal Qisas al-Urubbiyyah (Mumayyizat wa Furuq)</li></ul>	<ul style="list-style-type: none"><li>● القصة القصيرة: تعريف وخصائص وعناصر</li><li>● نشأة القصة القصيرة وتطورها في العصر الحديث</li><li>● القصة القصيرة العربية والقصص الأوروبية (مميزات وفروق)</li></ul>
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### Unit 3 (15 hours)

<ul style="list-style-type: none"><li>▪ Ra'idul Qissah al-Qasirah: Mahmud Taymur</li><li>▪ Al Qissah al Qasirah al-Fanniyyah al Uola: (fi al-Qitar) Ta'rif</li><li>▪ Ba'adh 'Aalam al Qissah al Qasirah al Arabiyyah:<ul style="list-style-type: none"><li>- Mustafa Lutfi al-Manfaluti</li><li>- Jubran Khalil Jubran</li></ul></li></ul>	<ul style="list-style-type: none"><li>● رائد القصة القصيرة: محمود تيمور</li><li>● القصة القصيرة الفنية الأولى: (في القطار) تعريف</li><li>● بعض أعلام القصة القصيرة العربية:<ul style="list-style-type: none"><li>(1) مصطفى لطفي المنفلوطي</li><li>(2) جبران خليل جبران</li></ul></li></ul>
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### Practical component (if any) - Nil

### Essential/recommended readings:

- 1) Duktur Muhammad Shaukat: Al-Nass al-Qasasi Min al-Adab al-Arabi al-Hadith
- 2) Abbas Khidhar: Al-Qissah al-Qasirah fi Misr
- 3) Duktur Ahmad Haykal: Al-Adab al-Qasasiwa al-Masrahi fi Misr
- 4) Duktur Yusuf Najm: Al-Qissah fi al-Adab al-Arabi al-Hadith
- 5) Muhammad Yusuf: Fann al-Qissah

### Suggestive readings:

- 1) Ahmad Abu Sa'eed: Fann al-Qissah
- 2) Muhammad Taymur: Fann al-Qissah
- 3) Duktur Muhammad Yunus Abdul 'Aal: Fi al Nasr al-ArabiQadhayawaFununwaNusus, Al Sharikah al-Misriyyah al-Aalamiyyah Li al-Nashr, Longman
- 4) M. M. Badawi : Modern Arabic Literature, Cambridge University Press.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 Arabic Text Comprehension-1

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with Arabic text.
2. To enable them to comprehend the Arabic text.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Read and comprehend the Arabic text.
2. Translate the given text into English or Hindi or Urdu.



3. Make sentences on the patterns of sentences given in the text.

## SYLLABUS OF DSE-2

### Unit 1 (15 hours)

- The following lessons from the prescribed book:  
Lessons 1-5

### Unit 2 (15 hours)

- The following lessons from the prescribed book:  
Lessons 6-10

### Unit 3 (15 hours)

- The following lessons from the prescribed book:  
Lessons 11-15

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

**Prescribed Book:**

- Al Jadid Fil Lughah Al Arabiyya, S.A. Rahman, New Delhi

**Suggestive readings:**

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

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### SEMESTER-3

#### GENERIC ELECTIVES (GE-7): SPOKEN ARABIC-2

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To teach learners how to speak, read and write the language efficiently.
2. To polish the language of learners.
3. To help them improve fluency in Arabic speaking.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Learn the day-to-day vocabulary useful in conversation.
2. Learn the formal and informal greetings and expressions.
3. Learn the language to speak on different occasions.

#### SYLLABUS OF G.E.-7

##### Unit 1 (15 hours)

Lessons on Speaking from the Prescribed Book:

Lesson: 1-5

### **Unit 2 (15 hours)**

Lessons on Speaking from the Prescribed Book:

Lesson: 6 to 10

### **Unit 3 (15 hours)**

Conversational Sentences of following occasions:

- At the Airport
- In the Hotel
- In the Restaurant

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

**Prescribed Book:**

- Prof. S.A. Rahman: Let Us Speak Arabic, New Delhi.

### **Suggestive readings**

1. Makhdoom Sabri: English Urdu And Arabic Guide, Delhi
2. Rapidex (Arabic Version), New Delhi
3. Mohd. Haroon Rashid & Khalid Parwez: Arabic Conversation Book, New Delhi.
4. Badruz Zaman Qasmi Kairanwi: Learn to Speak Arabic & English, Delhi

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

**GENERIC ELECTIVES (GE-8): SIMPLE ARABIC TEXT-1**

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To enable them to comprehend the Arabic text.
2. To teach elementary Arabic grammar.
3. To make them familiar with Arabic structures based upon elementary grammar.
4. To enable them to translate simple sentences.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Read simple sentences correctly.
2. Learn to translate simple sentences based on the prescribed grammatical rules.
3. Read and comprehend the Arabic text.
4. Translate the given text into English or Hindi or Urdu.
5. Make sentences on the patterns of sentences given in the text.

**SYLLABUS OF G.E.-8**

**Unit 1 (15 hours)**

- The following lessons from the prescribed book:  
Lessons 1-7

**Unit 2 (15 hours)**

- The following lessons from the prescribed book:

Lessons 8-15

### **Unit 3 (15 hours)**

- The following lessons from the prescribed book:  
Lessons 16-23

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

#### **Prescribed Book:**

- Minhajul Arabiyya Vol. I, Syed Nabi Hydrabadi, New Delhi.

#### **Suggestive readings**

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

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

## DEPARTMENT OF BUDDHIST STUDIES

### BA (PROG.) WITH BUDDHIST STUDIES AS MAJOR- DSC

#### DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3A)

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

Distribution of Total Hours of Teaching							
MAJOR COURSE DSC-3 – 3A : INTRODUCTION TO TIBETAN BUDDHISM							
Total Credits	Lectures (Credits)	Tutorial (Credits)	Practical( Credits)	No. of Hours of Lecture	No. of Hours of Tutorial	No. of Hours of Practical	Total hours of teaching
4	3	1	-	45	15	0	60

#### Learning Objectives

The primary objective of this course is to make students aware of the history of the introduction and development of Buddhism in Tibet along with Tibetan Buddhist literature.

#### Learning Outcomes

By studying this course, students would be able to have a clear understanding of the Buddhism that flourished and developed in Tibet. It would also make the students acquainted with the Buddhist sects, and literature that developed in Tibet.

#### Course content [DSC-3 - 3A]

Unit	Content	Duration in hours	
		Lecture	Tutorial
I	1. Introduction of Buddhism in Tibet	06	02
II	2. History of Buddhism in Tibet. 3. Role of Tibetan Dharma-rajast in propagation of Buddhism in Tibet	12	04
III	4. Indian Scholars visited Tibet – Padmasambhav, Shantarakshit and Atish Dipankar	09	03
IV	5. Tibetan Buddhist sects 6. Origin and Growth of the Institution of Dalai Lama.	12	04
V	7. Buddhist Literature developed in Tibet 8. Pilgrimage in Tibet	06	02
<b>Total</b>		<b>45</b>	<b>15</b>

#### Essential Readings:

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- McKay, Alex (ed). *History of Tibet*, Richmond Surrey: Curzon Press. 2003.
- Tulku Dondub, bod skad slob deb (Tibbati Piṭaka), Sarnath: CIHTS, 1976.
- Sarao, K..T.S., *Pilgrimage to Kailash: The Indian Route*, Delhi, 2009.

## Suggested Readings

- Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
- Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijnana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
- Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S.Chand, 1972.
- Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
- Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
- Bruce Newman, *A Beginner's Guide to Tibetan Buddhism*, Snow Lion Publication, 1996.
- Thubten Chodron, *Buddhism for Beginners*, Snow Lion Publication, 1972.
- Wallace, B. Alan (October 25, 1993). *Tibetan Buddhism from the Ground up: A Practical Approach for Modern Life*. Wisdom Publications.
- Yeshe, Lama Thubten (2001). *The Essence of Tibetan Buddhism*, Lama Yeshe Wisdom Archive.
- John Power (2007), *Introduction to Tibetan Buddhism*, Snow Lion Publication.
- Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd. Cambridge, 1985
- Sherburne, Richard, *A Lamp of the Path and Commentary by Atisha*, London: 1983.

### DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3B)

<b>Distribution of Total Hours of Teaching</b>							
<b>MAJOR COURSE DSC - 3 – 3B : INTRODUCTION TO CHINESE BUDDHISM</b>							
Total Credits	Lectures (Credits)	Tutorial (Credits)	Practical( Credits)	No. of Hours of Lecture	No. of Hours of Tutorial	No. of Hours of Practical	Total hours of teaching
4	3	1	-	45	15	0	60

#### Learning Objectives

The primary objective of this course is to make students aware of the history of the introduction and development of Buddhism in China.

#### Learning Outcomes

By studying this course, students would be able to have a clear understanding of the Buddhism that flourished and developed in China. It would also make the students acquainted with the Buddhist societies, centers, festivals, and etc. that developed in China.

#### Course content [DSC-3 - 3B]

Unit	Content	Duration in Hours	
		Lecture	Tutorial
<b>I</b>	1. Introduction of Buddhism in China- Pre-Buddhist Religions (Confucianism and Taoism) and social condition	09	03
<b>II</b>	2. Role of Ancient Land and Sea Routes to China in the propagation of Buddhism in China. 3. Introduction and State of Buddhism during the Han Dynasty.	12	04
<b>III</b>	4. Influence of Indian Buddhism on Chinese Buddhist Sects.	03	01
<b>IV</b>	5. Buddhist Social interaction in China religious preaching, Buddhist Societies, Buddhist festivals, and social welfare activities of the Buddhist Saṅgha. 6. Important Chinese Buddhist sites.	15	05
<b>V</b>	7. Eminent Chinese monks and their contribution.	06	03
<b>Total :</b>		<b>45</b>	<b>15</b>

#### Essential Readings:

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- Buckley Patricia and Gregory Peter N. (ed.), *Religion and Society in Tang and Sung China*, University of Hawaii Press, Honolulu 1993.
- Ch'en Kenneth, K.S., *Buddhism In China: A Historical Survey*. Princeton University Press, Princeton, 1964.
- Ch'en Kenneth, K.S., *The Chinese transformation of Buddhism*, Princeton University Press, New Jersey, 1973.



- Daisaku Ikeda, Burton Watson (Tr.) *Flower of Chinese Buddhism*, Weather Hill, New York, Tokyo, 1986.
- Edkins Joseph, *Chinese Buddhism*. Kegan Paul Paragon Book Reprint Corp. 1958.
- Gernet Jacques, *Buddhism in Chinese Society*. Columbia University Press, New York, 1955.
- Reichely, Kaul Ludvig, *Truth and Tradition in Chinese Buddhism*. The Commercial Press Ltd., Shanghai, China, 1928.
- Samuel Beal, trans. *The Life of Hiuen-Tsiang* Trans. from the Chinese of Shaman Hwui li. London, 1911. 2<sup>nd</sup> ed. Delhi. Munishiram Manoharlal, 1973.
- Wright A.F., *Buddhism in Chinese History*, Stanford University Press, Stanford California, 1959.
- Yoshinori Takeuchi (ed.), *Buddhist Spirituality*, vol. I, Motilal Banarsidass Publishers Pvt. Limited, Delhi 1990.

### **Suggested Readings:**

- Bradley Smith and Wang-go Weng *China, A History of Art*, New York, Doubleday. n.d.
- Cunningham, A. *The Ancient Geography of India*. Delhi: Indological Book House, 1871.
- Kieschnick, J. *The Eminent Monk: Buddhist Ideals in Medieval Chinese Hagiography*. Honolulu: University of Hawai'i Press, 1997.
- Lusthaus, D. *Buddhist Phenomenology: A Philosophical Investigation of Yogacara Buddhism and the Ch'eng Wei-shi lun*. London: Routledge, Curzon Press, 2002.
- Li Yongshi, trans. *The Life of Hsuan-Tsang* by Huili. Peking: Chinese Buddhist Assoc. 1959.
- Pal, P. *Light of Asia: Buddha Sakyamuni in Asian Art*. Los Angeles: Los Angeles Country Museum: University of Washington Press, 1984.
- Samuel Beal, trans. *Si-yu-ki Records of the Western World by Hiuen Tsiang*. 2 vols. London. 1884: rpt. Delhi: Oriental Books Reprint Corp., 1969.
- Sally Hovey Wriggins *Xuanzang: A Buddhist Pilgrim on the Silk Road*, Boulder, Westview Press/Harper Collins 1996.
- T. Akiyama and S. Matsubara, *Arts of China: Buddhist Cave Temples*, New Researches, Trans. A Soper. 1969; Tokyo, Kodansha International, 1972.
- Thomas Watters, trans. *On Yuan Chwang's Travels in India* ,2 vols. London. 1904-5; rpt. Delhi: Munshiram Manoharlal, 1961.

## **BA (PROG.) WITH BUDDHIST STUDIES AS NON-MAJOR- DSC**

### **DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3A)**

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

<b>Distribution of Total Hours of Teaching</b>							
<b>NON-MAJOR COURSE -3 (DSC-3) : INTRODUCTION TO TIBETAN BUDDHISM</b>							
Total Credits	Lectures (Credits)	Tutorial (Credits)	Practical( Credits)	No. of Hours of Lecture	No. of Hours of Tutorial	No. of Hours of Practical	Total hours of teaching
4	3	1	-	45	15	0	60

#### **Learning Objectives**

The primary objective of this course is to make students aware of the history of the introduction and development of Buddhism in Tibet along with Tibetan Buddhist literature.

#### **Learning Outcomes**

By studying this course, students would be able to have a clear understanding of the Buddhism that flourished and developed in Tibet. It would also make the students acquainted with the Buddhist sects, and literature that developed in Tibet.

#### **Course content [DSC-3 ]**

<b>Unit</b>	<b>Content</b>	<b>Duration in hours</b>	
		<b>Lecture</b>	<b>Tutorial</b>
<b>I</b>	1. Introduction of Buddhism in Tibet	06	02
<b>II</b>	2. History of Buddhism in Tibet. 3. Role of Tibetan Dharma-rajās in propagation of Buddhism in Tibet	12	04
<b>III</b>	4. Indian Scholars visited Tibet – Padmasambhav, Shantarakshit and Atish Dipankar	09	03
<b>IV</b>	5. Tibetan Buddhist sects 6. Origin and Growth of the Institution of Dalai Lama.	12	04
<b>V</b>	7. Buddhist Literature developed in Tibet 8. Pilgrimage in Tibet	06	02
<b>Total</b>		<b>45</b>	<b>15</b>

#### **Essential Readings:**

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- McKay, Alex (ed). *History of Tibet*, Richmond Surrey: Curzon Press. 2003.
- Tulku Dondub, bod skad slob deb (Tibbati Piṭaka), Sarnath: CIHTS, 1976.
- Sarao, K..T.S., *Pilgrimage to Kailash: The Indian Route*, Delhi, 2009.

## Suggested Readings

- Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
- Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijnana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
- Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S.Chand, 1972.
- Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
- Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
- Bruce Newman, *A Beginner's Guide to Tibetan Buddhism*, Snow Lion Publication, 1996.
- Thubten Chodron, *Buddhism for Beginners*, Snow Lion Publication, 1972.
- Wallace, B. Alan (October 25, 1993). *Tibetan Buddhism from the Ground up: A Practical Approach for Modern Life*. Wisdom Publications.
- Yeshe, Lama Thubten (2001). *The Essence of Tibetan Buddhism*, Lama Yeshe Wisdom Archive.
- John Power (2007), *Introduction to Tibetan Buddhism*, Snow Lion Publication.
- Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd. Cambridge, 1985
- Sherburne, Richard, *A Lamp of the Path and Commentary by Atisha*, London: 1983.

# Department of English

## Category I

### BA(Hons.) English

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Romantic Literature

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

#### SYLLABUS OF DSC-7

##### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)

2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

#### **UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

#### **UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

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

#### **Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

## DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Victorian Literature

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8-Victorian Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

## SYLLABUS OF DSC- 8

### **UNIT – I (15 weeks-1 hour/week)**

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

### **UNIT – II (15 weeks-1 hour/week)**

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

### **UNIT – III (15 weeks-1 hour/week)**

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

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

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

**Suggestive readings** (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

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

## DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): Literary Criticism

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9: Literary Criticism	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the tenets of literary appreciation with specific reference to aesthetic evolution, genre and cultural production.
- To open up a cross-disciplinary sense of the field with specific reference to philosophy, aesthetics and historicism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be communicated a basic sense of the evolution of literary criticism.
- Students will be encouraged towards comprehending how literary criticism enriches our understanding of how philosophical and material contexts shape literature.

### SYLLABUS OF DSC-9

#### **UNIT – I (15 weeks-1 hour/week)**

1. David Hume, 'Of the Standard of Taste', from 'Four Dissertations', *The Norton Anthology of Theory and Criticism*, ed. Vincent Leitch, New York: W. W. Norton & Co., 2001. pp 486-99
2. Edmund Burke, Part 1: Section VII, Section XVIII; Part 2- Sections I- VIII; Part 3- Section XXVII, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful*. ed. James T. Boulton, Oxford: Blackwell, 1987. pp 39-40, 51-52, 57-74, 124-25

#### **UNIT – II (15 weeks-1 hour/week)**

1. Virginia Woolf: 'Modern Fiction' (1919)



2. T.S. Eliot: 'Tradition and the Individual Talent' (1919)

**UNIT – III (15 weeks-1 hour/week)**

1. I.A. Richards: *Principles of Literary Criticism* (1926) Chapters 1 & 2.
2. Cleanth Brooks: *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947) (i) 'The Heresy of Paraphrase' (ii) 'The Language of Paradox'

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

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

**Suggestive readings:**

1. Kant, Immanuel Kant. 'Analytic of the Beautiful', trans. Paul Guyer, *The Critique of Judgment*. Cambridge: Cambridge University Press, 2000. pp 89-127
2. Schiller, Friedrich. 'Letter 2'; 'Letter 6', and 'Letter 9', trans. Reginald Snell, *Letters on the Aesthetic Education of Man*. UK: Dover Publications, 2004. pp 46-50, 69-83, 93-100
3. Hegel, G. W. F. (i) 'Work of Art as Product of Human Activity'; (ii) 'The Kantian Philosophy'; (iii) 'Imagination Genius and Inspiration', trans. T. M. Knox, in *Aesthetics: Lectures on Fine Art Vol. 1* (Oxford: Clarendon Press, 1988) pp 25-32, 56-61, 281-88.
4. Nietzsche, Friedrich. 'What is the Meaning of Ascetic Ideals', Book III, Sections 1–6, *On the Genealogy of Morals*. trans. Walter Kaufmann and John Hollingdale, New York: Vintage Books 1967. pp 1-6
5. Bakhtin, Mikhail. 'Forms of Time and of the Chronotope in the Novel', *The Dialogic Imagination: Four Essays*. trans. Caryl Emerson Michael Holquist, Texas:University of Texas Press, 1981. pp 84-110, 243-58

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

## Category II

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

### DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5) – : Romantic Literature

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

#### SYLLABUS OF DSC-5

##### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

**UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

**UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

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

**Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

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

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

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

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

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

## SYLLABUS OF DSC- 6

### **UNIT – I (15 weeks-1 hour/week)**

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

### **UNIT – II (15 weeks-1 hour/week)**

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

### **UNIT – III (15 weeks-1 hour/week)**

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

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

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

**Suggestive readings** (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

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

### Category III

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

### DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3) – : Romantic Literature

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

### SYLLABUS OF DSC-3

#### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

### **UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

### **UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

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

#### **Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

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

### DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Literature and Cinema

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-1 Literature and Cinema	4	3	1	0	Passed Class XII	NIL	English

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic aspects of cinema studies.
- To consider the relationship between literature and cinema.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF DSE-1

##### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Language of Cinema

- Mise en scène
- film vocabulary



- signs and syntax
- Origin of Cinema as a New Form of Art
- questioning the traditional functions of art
- analysing new art forms in the 20th century
- film as a new form of art
- silent cinema

1. Monaco, James. 'The Language of Film: Signs and Syntax', *How to Read a Film: The World of Movies Media and Multimedia*. New York: OUP 2009. pp 170-249

2. Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

3. *Modern Times*, dir. Charlie Chaplin, 1936.

**FOR VISUALLY IMPAIRED STUDENTS:**

3. Film script of *Modern Times*:

[http://chaplin.bfi.org.uk/resources/bfi/filmog/film\\_thumb.php?fid=59441&resource=Script](http://chaplin.bfi.org.uk/resources/bfi/filmog/film_thumb.php?fid=59441&resource=Script)

**UNIT – II (15 weeks-1 hour/week)**

**UNIT II: Cinematic adaptations of literary texts**

- theory of adaptation
- the relationship between literature and films
- film as an adapted text

4. William Shakespeare: *Macbeth* (1623)

5. *Maqbool*, dir. Vishal Bhardwaj, 2003.

6. *Throne of Blood*, dir. Akira Kurosawa, 1957.

**FOR VISUALLY IMPAIRED STUDENTS:**

5. Film Script of *Maqbool*:

<https://www.filmcompanion.in/download-the-script-ofmaqbool/amp/>

6. Film script of *Throne of Blood*:

<https://transcripts.thedealr.net/script.php/throne-of-blood-1957-DAL>

## UNIT – III (15 weeks-1 hour/week)

### UNIT III: Gender and sexuality

- connection with literature
- the difference between sexuality in films and literary texts
- the gaze
- the body
- cinematography

7. Mulvey, Laura. 'Visual Pleasure and Narrative Cinema', *Film Theory and Criticism: Introductory Readings*. eds. Leo Braudy and Marshall Cohen, New York: Oxford UP 1999. pp 833-44

8. *Thelma and Louise*, dir. Ridley Scott, 1991.

9. *Margarita with a Straw*, dir. Shonali Bose, 2014.

#### FOR VISUALLY IMPAIRED STUDENTS:

8. Film Script for *Thelma and Louise*:

<https://www.imsdb.com/scripts/Thelma-&-Louise.html>

9. Film Script for *Margarita with a Straw*:

[https://www.scripts.com/script/margarita%2C\\_with\\_a\\_straw\\_13368](https://www.scripts.com/script/margarita%2C_with_a_straw_13368)

**NOTE:** For visually impaired students to be able to take this paper, a number of supplementary readings are offered for Units 2 and 3. The cinematic texts in these units are to be supplemented by close reading of the respective film scripts.

For purposes of assessment/evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/forms of knowledge on the same texts.

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

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

#### **Suggestive readings:**

1. Berger, John, et al. Chaps. 2 & 3, *Ways of Seeing*. United Kingdom: British Broadcasting Corporation and Penguin Books, 1972. pp 35-64

2. Bordwell, David. *Film Art: An Introduction*. New York: McGraw Hill, 1998.
3. Cartmell, Deborah(ed). *A Companion to Literature, Film and Adaptation*. Oxford: Wiley-Blackwell, 2012.
4. Costello, Tom. *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
5. Nichols, Bill(ed). *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
6. Nichols, Bill(ed). *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985.
7. Prasad, Madhava. 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp 48-82.
8. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
9. Ross, Harris. *Film as Literature, Literature as Film: An Introduction and Bibliography of Film's relationship to Literature*. New York: Greenwood, 1987.
10. Stam Robert and Alessandra Raengo(ed). *A Companion to Literature and Film*, London: Blackwell, 2004. Print.

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Literary Theory

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-2 Literary Theory	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the aspects of canonical literary theory
- To create a base for theoretical knowledge

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to discern relations between text, theory, and the world.
- This course will provide an understanding of complexities of theoretical positions.

### SYLLABUS OF DSE-2

#### **UNIT – I (15 weeks-1 hour/week)**

1. Antonio Gramsci: (i) 'Formation of the Intellectuals' (ii) 'Hegemony and the Separation of Powers'

#### **UNIT – II (15 weeks-1 hour/week)**

1. Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
2. Michel Foucault: 'Truth and Power'

#### **UNIT – III (15 weeks-1 hour/week)**

1. Luce Irigaray: (i) 'This Sex Which Is Not One' (ii) 'Commodities Amongst Themselves'
2. Judith Butler: 'Women as the Subject of Feminism'

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

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

**Suggestive readings:**

1. Ahmad, Aijaz. 'Introduction'; Chapter 7: 'Indian Literature: Notes Towards the Definition of a Category'; Chapter 8: 'Three Worlds Theory: End of a Debate', *In Theory: Classes, Nations, Literatures*. London, New York: Verso, 2000.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 4<sup>th</sup> Edition, 2017.
3. Eagleton, Terry. 'Introduction'; Chapter 1; 'Conclusion', *Literary Theory: An Introduction*. Minneapolis: University of Minneapolis Press, 2008.

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE-3): Nineteenth Century European Realism

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-3 Nineteenth Century European Realism	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the classic writings of European realism in the Nineteenth Century.
- To enable an understanding of specifics of realism among students.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend different registers of European realism.
- This course will provide critical insights into ideas of the novel and its development.

### SYLLABUS OF DSE-3

#### UNIT – I (15 weeks-1 hour/week)

1. Balzac, Honoré de. *Old Man Goriot* (1835). trans. Olivia Mc Cannon, UK: Penguin Classics, 2011.

#### UNIT – II (15 weeks-1 hour/week)

1. Flaubert, Gustave. *Madame Bovary* (1856). trans. Geoffrey Wall, UK: Penguin Classics, 2003.

#### UNIT – III (15 weeks-1 hour/week)

1. Dostoyevsky, Fyodor. *Crime and Punishment* (1866). trans. Oliver Ready, UK: Penguin Classics Deluxe, edition, 2014.

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

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

**Suggestive readings:**

1. Balzac, Honoré de. 'Society as Historical Organism', from Preface to, 'The Human Comedy', *The Modern Tradition*, ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 265-267

2. Belinsky, V. G. 'Letter to Gogol (1847)', *Selected Philosophical Works*. Moscow: Moscow Foreign Languages Publishing House, 1948. pp 506-07

3. Flaubert, Gustave. 'Heroic Honesty', *The Modern Tradition*. ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 242-43.

4. Frank, Joseph. *Dostoevsky: A Writer in His Time*. United Kingdom: Princeton University Press, 2012. pp 472-508

5. Frank, Joseph. *Lectures on Dostoevsky*. United States: Princeton University Press, 2022.

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

## COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

**NOTE:** The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

### GENERIC ELECTIVES (GE-1: Language and Culture)

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio- cultural perspective to the study of English in the Indian context.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

#### SYLLABUS OF GE-1

**UNIT – I (15 weeks-1 hour/week)**

**UNIT I-Language**



1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
4. Rodrigues, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

#### **UNIT – II (15 weeks-1 hour/week)**

##### **UNIT II- English Language in India and Multilingualism**

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

#### **UNIT – III (15 weeks-1 hour/week)**

##### **UNIT III: Language and Society**

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

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

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

#### **Suggestive readings:**

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.

5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.
7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

## GENERIC ELECTIVES (GE-2: Genre Fiction)

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-2 Genre Fiction	4	3	1	0	Passed Class XII	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

### SYLLABUS OF GE-2

#### UNIT – I (15 weeks-1 hour/week)

1. Arthur Conan Doyle: *The Sign of Four*

#### UNIT – II (15 weeks-1 hour/week)

1. Kashigo Ishiguro: *Never Let Me Go*

#### UNIT – III (15 weeks-1 hour/week)

1. Ibn-e-Safi: *House of Fear*

2. Madulika Liddle: *Crimson City*

Practical component (if any) - NIL

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

**Suggestive readings:**

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.  
<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

## GENERIC ELECTIVES (GE-3): Dystopian Writings

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

### SYLLABUS OF GE-3

#### UNIT – I (15 weeks-1 hour/week)

1. Mary Shelley: *The Last Man*

#### UNIT – II (15 weeks-1 hour/week)

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

#### UNIT – III (15 weeks-1 hour/week)

1. Malcolm Bradbury: *Fahrenheit 451*

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

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

**Suggestive readings:**

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

## GENERIC ELECTIVES (GE-4) Literature & Human Rights

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

### SYLLABUS OF GE-4

#### UNIT – I (15 weeks-1 hour/week)

1. George Orwell: *1984*(1949)

#### UNIT – II (15 weeks-1 hour/week)

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

#### UNIT – III (15 weeks-1 hour/week)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
  - (i) 'In the Prison of Repose'—Paulo Coelho
  - (ii) 'Amnesty'—Nadine Gordimer
  - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

### 3. June Millicent Jordan: 'Poem About My Rights'

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

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

**Suggestive readings:**

1. The Universal Declaration of Human Rights  
[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.



## GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

### SYLLABUS OF GE-5

#### UNIT – I (15 weeks-1 hour/week)

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

#### UNIT – II (15 weeks-1 hour/week)

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

**UNIT – III (15 weeks-1 hour/week)**

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

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

**Essential/recommended readings:**

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

**Suggestive readings- NIL**

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

## GENERIC ELECTIVES (GE-6) Indian English Literatures

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

### SYLLABUS OF GE-6

#### UNIT – I (15 weeks-1 hour/week)

1. Vikram Seth: *A Suitable Boy*

#### UNIT – II (15 weeks-1 hour/week)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

#### UNIT – III (15 weeks-1 hour/week)

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

2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

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

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

**Suggestive readings:**

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.
4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

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

## COMMON POOL OF GENERIC ELECTIVE (GE) LANGUAGE COURSES

### GENERIC ELECTIVES LANGUAGE-5 (GE Language 5) English Language through Literature-II

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 5- English Language Through Literature-II	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE LANGUAGE 5-

### UNIT – I (15 weeks-1 hour/week)

#### UNIT 1: Understanding Fiction

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', *Indian Review*.

<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/> Accessed 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

### UNIT – II (15 weeks-1 hour/week)

#### UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' *CBS News*. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

5. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India*. 16th September 2018.

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13th June 2022

### **UNIT – III (15 weeks-1 hour/week)**

**UNIT 3:** Writing your own academic paper

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

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

7. Latest editions of the MLA and APA style sheets

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

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

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE-6 (GE Language 6) Digital Communication-II

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 6-Digital Communication-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE LANGUAGE 6-

#### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Curating Persona

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)



3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

### **UNIT – II (15 weeks-1 hour/week)**

**UNIT II:** Making Institutional Profiles and networks

1. Writing about the institution (describing and assessing)

2. Building networks (compare, contrast, synthesize)

3. Updating Blogs and Vlogs (discourse markers)

### **UNIT – III (15 weeks-1 hour/week)**

**UNIT III:** Online Interactions and Diversity

1. Etiquettes for online interactions (chats, meetings, video conferences).

2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)

3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

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

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

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE-7 (GE Language 7) English Fluency-II

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 7- English Fluency-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE LANGUAGE 7-

### UNIT – I (15 weeks-1 hour/week)

**Unit 1:** In the State

- Research -- Filing an FIR, making an RTI request, submitting a consumer complaint
- Active & Passive voice; idioms

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursement of funds collected by a residents' welfare association

### Readings:

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

## UNIT – II (15 weeks-1 hour/week)

### Unit 2: Interface with Technology

- Book/film reviews
- Punctuation

A. Write a review of a text you have read in class.

B. Record a collaborative spoken-word review of the latest film your group have all seen

### Readings:

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." *ThoughtCo*. Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391>

Accessed 1st June, 2022

6. Brown, Dan. *Angels & Demons*. UK: Pocket Books, 2000.

7. *Angels & Demons*. dir. Ron Howard, 2009.

## UNIT – III (15 weeks-1 hour/week)

### Unit 3: Self-Representation

- Introducing oneself, giving and seeking information.
- Introduce characters from the texts you are reading.
- Creating a profile for social media.
- Creating a professional profile of oneself.
- Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.
- Intercultural Communication

### Readings:

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About", *Scroll.In*. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. NY: Random House, 1984. pp 40-44

11. *Haroun and the Sea of Stories: Salman Rushdie*. New Delhi: Penguin Books, 1991. pp 15-23

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

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

**Suggestive readings: NIL**

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

**GENERIC ELECTIVES LANGUAGE-8 (GE Language 8) Developing English  
Language Skills-II**

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE Language 8- Developing English Language Skills-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE LANGUAGE 8-

### UNIT – I (15 weeks-1 hour/week)

#### UNIT 1: Reading & Vocabulary–II

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

#### Readings:

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

### UNIT – II (15 weeks-1 hour/week)

#### UNIT 2: Writing & Grammar–II

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

#### Readings:

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

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT 3: Speaking & Listening–II**

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

#### **Readings:**

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

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

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

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

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

**Suggestive readings-** NIL

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

# BA(Hons.) Journalism

## Bachelor in Journalism (Honours) degree

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

### DISCIPLINE SPECIFIC CORE COURSE-7 (DSC-7): Media and Cultural Studies

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Media and Cultural Studies	4	3	0	1	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To engage with contemporary media forms actively and critically in its diversity of music, films, graffiti, new media and folk media.
- To contextualize the developments of the media and its role through political and economic changes across the world.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to attain familiarity with the historical evolution of the media.

#### SYLLABUS OF DSC-7

##### UNIT – I (15 weeks-1 hour/week)



## **UNIT I: Understanding Culture**

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

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Representation**

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

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Audiences**

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

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

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

1. AS Media Studies: An Essential Introduction Edited by Philip Rayner, Peter Wall and Stephen Kruger, Routledge (Covers Unit II, III, IV and V), 2019
2. John Fiske, Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III signs and codes), 1982
3. Dennis McQuail, (fourth Edition) Mass Communication Theory, London, Sage (Covers Unit IV, Media Technologies), 2000
4. Baran and Davis, Mass Communication Theory (covers Unit II, III and IV), 1994
5. John Storey. Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman. (Covers Unit 1 and II and IV), 2009
6. Kevin Williams, Understanding Media Theory (Covers Unit II, III and IV), 2003

### **Suggestive readings-**

1. Media Cultures by Nick Stevenson, 2002, Second Edition, SAGE.
2. Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, McLuhan
3. Parmar S. Traditional Folk Media in India, 1975, New Delhi, Geka Books
4. Chatterji, Roma. "Folklore and the construction of national tradition." *Indian Folklife* 19 (2005).
5. Rege, Sharmila. "Conceptualising Popular Culture:'Lavani' and 'Powada' in Maharashtra." *Economic and political weekly* (2002): 1038-1047.
6. Uberoi, Patricia. "Feminine identity and national ethos in Indian calendar art." *Economic and Political Weekly* (1990): WS41-WS48.
7. Punathambekar, Aswin. "Reality television and the making of mobile publics: The case of Indian Idol." in *The Politics of Reality Television*, pp. 154-174. Routledge, 2010.
8. Ranganathan, Maya. "The archetypes of Sita, Kaikeyi and Surpanakha stride the small screen." In Rodrigues, Usha M., and Maya Ranganathan. *Indian news media: From observer to participant*. SAGE Publications India, 2014.

## DISCIPLINE SPECIFIC CORE COURSE-8 (DSC-8): Introduction to New Media

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Introduction to New Media	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To study new media theories from a critical lens.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to critically assess and synthesize new media theories, analytical approaches, and practices, connect disparate theories and understand their development and contribution to the field of new media studies; critique and contribute to debates about digital media ownership, economics, intellectual property, regulation, privacy, identity, sociality, infrastructure, and equity; understand user behaviour and participatory cultures online, audience analysis for production of content for websites and blogs, integration of social media and journalism and get employment as new media professional.

### SYLLABUS OF DSC- 8

#### **UNIT – I (15 weeks-1 hour/week)**

## **UNIT I: Key Concepts**

- Defining new media and digital media,
- terminologies and their meaning,
- advocacy journalism,
- multiplier effect,
- technological determinism,
- mobile-mediated-communication (MMC),
- networked society,
- Participatory culture- Blogs, Vlogs, Social Media Trends

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Digitization of Content: Debates & Concerns**

- Piracy, copyright, copy-left and open source
- Digital archives
- How are new media monetized?
- New media and ethics

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Web Writing and Website Design**

- Online reporting, linking, multimedia, building narratives with multimedia
- Website planning and visual design
- Content strategy and audience analysis

**Practical component (if any)-** Create a news website to understand the use of digital media for activism and journalism. Teacher and students will function as an Editor and Reporters, gathering multi-media content for the class website. The website will reflect unique multimedia productions from each student produced during the course of the semester. These productions will include shooting and editing videos, audios and pictures for the web, packaging text and content for an online audience.

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

1. Vincent Miller. *Understanding Digital culture*. Sage Publications, 2011
2. Lev Manovich. "What is New Media?" in *The Language of New Media*. Cambridge: MIT Press. pp. 19-48, 2001
3. Siapera, Eugenia., *Understanding New Media*. Sage, 2011
4. *Digital Disconnect: How capitalism is turning the internet against democracy*, Robert McChesney, 2013
5. Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York, NY: NYU Press, 2006
6. *New Media: A critical introduction* by Lister, Dovey, Giddings, Grant and Kelly, 2003

### **Suggestive readings-**

1. Baym, Nancy K., *Personal Connections in the Digital Age*. Polity, 2010. (Chapter 3)
2. Goldsmith, Jack, and Tim Wu. 2006. *Who Controls the Internet? Illusions of Borderless World*. Oxford University Press US.
3. O'Reilly, Tim. (2005). *What is web 2.0: Design patterns and business models for the next generations software*. Oreilly.com, retrieved from <http://oreilly.com/web2/archive/whatis-web-20.html>
4. Grossman, "Iran Protests: Twitter, the Medium of the Movement" Lemann, Nicholas. 2006.
5. *Amateur Hour: Journalism without Journalists*. The New Yorker, August 7, 2006. Available at [http://www.newyorker.com/archive/2006/08/07/060807fa\\_fact1](http://www.newyorker.com/archive/2006/08/07/060807fa_fact1)
6. Xiang, Biao. 2005. "Gender, Dowry and the Migration System of Indian Information Technology Professionals" *Indian Journal of Gender Studies* 12: 357-380.
7. *Spreadable Media: Creating value and meaning in a networked culture*, Jenkins, Ford, & Green. *The Culture of Connectivity: A critical history of social media*, Jose Van Dijck, 2013
8. *Mobile Interfaces in Public Spaces: Locational privacy, control, and urban sociability*, de Souza e Silva and Frith, 2012

## DISCIPLINE SPECIFIC CORE COURSE-9 (DSC-9): Introduction to Photography

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Introduction to Photography	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To utilize the technology and the tools of the photography in the production of photographic images, to include the operation of the camera, exposure, lenses etc.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to work as a photojournalist, professional photographer with any organization/political party and capture pictures for any event in the personal or professional capacities of customers.

### SYLLABUS OF DSC-

#### **UNIT – I (15 weeks-1 hour/week)**

## **UNIT I: Beginning & Types of Photography**

- The birth of Camera and its evolution
- Invention of Digital Photography
- Photojournalism: News Photography, Sports Photography, Nature photography, Portrait photography, Travel photography, Fashion photography and advertisement photography

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Camera Equipment & Lighting**

- Camera Lenses, aperture, shutter
- Digital storage
- Different types of lighting-Natural lighting–and Artificial Lighting
- Three-point lighting

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Photo editing software**

- Microsoft Office Picture manager,
- CorelDraw,
- Adobe Photoshop Elements,
- Photoshop CC (Creative Cloud) Correcting imperfect images: Picture orientation,
- Cropping,
- Levels,
- Altering brightness and contrast,
- red eye

**Practical component (if any)**- Students will make a photo feature on selected topics. Other methods will include lectures, class exercises of following photographs used by various social media and new paper and class discussions on mobile photography trends, as well as other significant debates on topical issues.

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

1. *The Photography Book* by Editors of Phaidon Press, 30 April 2000.

2. *Communication Technology for Development*, Pannu P, Tomar A Yuki, IK international publishing House, 2011.

3. *All about Photography* by Ashok Dilwali, National Book Trust, Year of Publication: 2010 New Delhi.0

4. *Practical photography* by O.P. SHARMA HPB/FC (14 March 2003)

5. *The Photographer's Guide to Light* by Freeman John Collins & Brown, 2005.

6. *Lonely Planet's Best Ever Photography Tips* by Richard I' Anson published by Lonely Planet, 2013

**Suggestive readings- NIL**

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



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

**DISCIPLINE SPECIFIC ELECTIVE-1 (DSE-1): Print Journalism and Production**

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Print Journalism and Production	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To learn the skills required for designing, printing and reporting for news organisations as journalists.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the print culture.

## **SYLLABUS OF DSE-1**

### **UNIT – I (15 weeks-1 hour/week)**

#### **UNIT I: Specialized Reporting**

- Parliament
- Elections
- Business
- Political
- Agriculture
- Development
- Science and Technology

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Components of newspapers and magazines**

- Headlines, features, editorials, caricatures, cartoons, columns, articles,
- Selection and positioning of news stories and news pictures, photographs
- Broadsheets and Tabloids, Changing trends in print journalism
- Boom in niche Newspapers and Magazines
  
- Magazine Journalism: Differences between magazines and newspapers, types of magazines, basics of magazine writing, magazines writing styles.
  
- Impact of technology on print journalism
  
- Digital newspapers
  
- Citizen Journalism
  
- Investigative journalism/ Sting operations
- Ethical debates in print Journalism

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT III: Understanding Principles of Art and Production**

- Principles of Layout and Design
- Layout and format, Copy preparation
- Newspaper Make-up,
- Design process (size, anatomy, grid, design)
- Handling text matter (headlines, pictures, advertisements)
- Page make-up (Print and Electronic copy) (Front page, Editorial page and Supplements)

- Identity design
- Picture Editing and Caption Writing
- Designing Magazines
- Use of software- In-design, Adobe, Photoshop

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

**Essential/recommended readings- NIL**

**Suggestive readings-**

1. Editing: A Handbook for Journalists – by T. J. S. George, IIMC, New Delhi, 1989
2. News Reporting and Editing by Shrivastava, K. M. (1991) Sterling Publishers, New Delhi
3. Professional Journalism, by M.V. Kamath, Vikas Publications, 1980
4. Groping for ethics in Journalism, by Eugene H. Goodwin, Iowa State Press, 1987
5. Modern Newspapers practice, by Hodgson F. W. Heinemann London, 1984.
6. Principles of Art and Production, by N.N. Sarkar, Oxford University Press, 2008
7. Allan Stuart, Journalism: Critical Issues, New Delhi: Open University Press, 2005
8. Media Laws and Ethics, by Nanda, V, Kanishka Publishers, 2018

## DISCIPLINE SPECIFIC ELECTIVE- (DSE-2): Integrated Marketing Communication

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Integrated Marketing Communication	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To strategize integrated marketing communication programme of a business organisation and how various tools help in achieving business objectives.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to work as marketing professionals in advertising and related fields.

### SYLLABUS OF DSE-2

#### **UNIT – I (15 weeks-1 hour/week)**

##### **Unit I: Understanding Integrated marketing Communication (IMC)-**

- Key features, Objectives and components of IMC
- Theoretical Underpinnings and Models of IMC

- Benefits and Barriers
- Understanding Promotional mix

(i) Personal selling (ii) Advertising (iii) Public Relations (iv) Direct and Database Marketing

(v) Sales Promotion (vi) Online communication/Interactive marketing

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Marketing Communication, Strategic Management and Branding**

- Segmentation, Targeting and positioning
- Strategic Management
- Developing Marketing Strategy- SWOT analysis, Strategic planning process
- Consumer Behaviour
- Branding- An overview

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: IMC Plan and campaigns**

- Developing IMC Plan / Campaign planning
- Situation analysis, Market research and formulating objectives
- Campaign creation and Production
- Media Planning, selection, budgeting and scheduling
- Evaluation, Feedback and Analysis

**Practical component (if any)**- Students will create an effective, well-integrated IMC plan, blending offline and online tools to maximize customer value. They will develop an effective content strategy to ensure delivery of coordinated and synergistic messages across all touch points and channels. Make an effective crisis management campaign. Students will submit written assignments on the emerging paradigm of IMC. They will study the changing Models and do a comparative study. Students will evaluate the contribution of each element—including advertising, direct marketing, Facebook, Twitter and blogs—to maximize communication impact. They will strategically link and leverage all elements in the communication mix across channels. They will understand and apply the Social Media Buyer Behavior Model to create engaging content to reach, impact and engage customers. Students will do case studies of different brands, their SWOT analysis, strategic planning and positioning and Identify new ways to differentiate a brand

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

1. Philip Kotler and Lane Keller, Marketing Management, Pearson Prentice Hall, 2009
2. Ramaswami V.S and Namakumari S, Marketing Management, Planning, implementation and control, 3<sup>rd</sup> edition, Macmillan (pg- 3-26, 107-206, 219-250), 2002

3. Fill C, Marketing Communication: Interactivity, Communities and Content. FT Prentice Hall, 2009
4. Pickton D & Broderick A, Integrated Marketing Communications Pearsons, 2009
5. Egan J., Marketing Communications, Thomson, 2007

**Suggestive readings- NIL**

## DISCIPLINE SPECIFIC ELECTIVE-3 (DSE-3): Film Appreciation

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To grasp the visual language of cinema and will be able to understand cinema beyond its entertainment value.

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSE-3

#### **UNIT – I (15 weeks-1 hour/week)**

##### **UNIT I: Language of Cinema**

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

## UNIT – II (15 weeks-1 hour/week)

### UNIT II: History of Cinema

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

## UNIT – III (15 weeks-1 hour/week)

### UNIT III: Alternative Visions

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

**Practical component (if any)-** Students can be encouraged to work on projects that correspond to various film movements in the world, analyze film clips, and undertake visits to film archives and produce journals / blogs as a collective project on films.

### Essential/recommended readings-

1. Villarejo, Amy. *Film studies: The Basics*. Routledge, (For Unit I) P 1-54, 2006
2. A Nowell –Smith.G.*The Oxford History of World Cinema*. Oxford: Oxford University Press, (Unit II, III, IV), 1996
3. Duggal, Menon & Bhattacharya. *Film Studies: An Introduction*, Worldview Publications, New Deli, (for Unit I, II, IV and V), 2019
4. Mishra, Vijay. *Bollywood cinema: Temples of desire*. Routledge. (Chapter 3 chapter 4, Chapter 5) , 2013

### Recommended Screenings or clips

#### Unit I

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

#### Unit II

- Rome Open City (1945) by Roberto Rossellini (Italian Neo Realism)
- Metropolis (1927) Fritz Lang/ German Expressionism



- Double Indemnity (1944) Billy Wilder (Film Noir)
- Breathless (1960) Jean Luc Godard (French New Wave)

### Unit III

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

### Suggestive readings-

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

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

## COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

**NOTE:** The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

### GENERIC ELECTIVES (GE-1: Basics of Journalism)

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF GE-1**

### **UNIT – I (15 weeks-1 hour/week)**

#### **UNIT I: Understanding News**

- Meaning and definition of Journalism; news and reportage
- News: meaning, definition, nature
- Hard news versus. Soft news, basic components of a news story- dateline, credit line and byline.
- Attribution, embargo, verification, balance and fairness, brevity
- Different forms of print-A historical perspective (Yellow journalism, Penny press, tabloid press)

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Understanding the structure and construction of news**

- Organizing a news story- 5W's and 1H, Inverted pyramid
- Criteria for news worthiness
- Principles of clear writing
- Basic differences between the print, electronic and online journalism

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT III: Role of media in a democracy**

- Citizen Journalism
- Responsibility to Society
- Contemporary debates and issues relating to media
- Ethics in Journalism

**Practical component (if any)** - Prepare a presentation on difference between Soft news and Hard news from the newspapers.

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

1. Bruce D. Itule and Douglas A. Anderson. News writing and reporting for today's media; McGraw Hill Publication, 2000.
2. M.L. Stein, Susan Paterno & R. Christopher Burnett. News writer's Handbook: An Introduction to Journalism; Blackwell Publishing, 2006.
3. George Rodmann. Mass Media in a Changing World; McGraw Hill Publication, 2007.
4. Carole Flemming and Emma Hemmingway. An Introduction to Journalism; Vistaar Publications, 2006.

### **Suggestive readings-**

1. Richard Keeble. The Newspaper's Handbook; Routledge Publication, 2006.
2. The Golden Age of the Newspaper. George H. Douglas. Greenwood Publishing Group, 1999 - Language Arts & Disciplines - 300 pages.
3. Media Ethics: Truth, Fairness, and Objectively 2nd Edition (English, Paperback, Paranjay Guha Thakurta), Oxford, 2015.
4. Media, the State and Marginalisation: Tackling Challenges: Rachna Sharma: UK, Cambridge Scholars Publishing, (2018) (ed.)

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

## GENERIC ELECTIVES (GE-2): Introduction to Media Studies

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-2 Introduction to Media Studies	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use.
- To think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify communication practices, their formative role in society, understand the relationship between media and democracy.
- This course will help students in reporting on political issues and democratic concerns as journalists.

### SYLLABUS OF GE-2

#### UNIT – I (15 weeks-1 hour/week)

#### UNIT I: Communication, Mass Communication and Models

- Levels of Communication
- Mass Communication and its Process
- Forms of Communication
- Transmission models
- Ritual or Expressive models
- Publicity Model, Reception Model

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Mass Communication and Effects Paradigm**

- Direct Effects: Mass Society Theory, Propaganda
- Limited Effects: Individual Difference Theory, Personal Influence Theory
- Public Opinion
- Cultural Effects and the Emergence of an Alternative Paradigm
- Critique of the effects Paradigm and emergence of alternative paradigm
- Cultural Effects: Agenda Setting, Spiral of Silence
- Cultivation Analysis

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Media and the Everyday**

- Media technologies and the everyday
- Media and Modernity
- Normative Theories of the Press
- Media and the Public Sphere

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

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

1. Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 2134; 5972
2. John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 138
3. Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 111; 4154; 121133 (fourth Edition)
4. Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengate Learning, 2006) pages 4264; 7184; 148153; 298236

5. Kevin Williams, Understanding Media Theory, (2003), pp.168188

**Suggestive readings – NIL**

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

## GENERIC ELECTIVES (GE-3) Basics of Photography

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To use technological tools of photography in journalism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE-3

#### UNIT – I (15 weeks-1 hour/week)

#### UNIT I: Beginning & Types of Photography

- The birth of Camera and its evolution
- Invention of Digital Photography



- Photojournalism- News Photography, Sports Photography, Nature Photography, Portrait Photography, Travel Photography, Fashion Photography and Advertisement Photography

#### **UNIT – II (15 weeks-1 hour/week)**

##### **UNIT II: Camera Equipment & Lighting**

- Camera Lenses, Aperture, Shutter
- Digital Storage
- Different types of Lighting-Natural lighting and Artificial Lighting
- Three-Point Lighting

#### **UNIT – III (15 weeks-1 hour/week)**

##### **UNIT III: Photo Editing Software**

- Microsoft Office Picture manager, CorelDraw, Adobe Photoshop Elements, Photoshop CC (Creative Cloud)
- Correcting imperfect images: Picture orientation, Cropping, Levels, Altering brightness and contrast, Red eye

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

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

1. The Photography Book by Editors of Phaidon Press, 30 April 2000.
2. Communication Technology for Development, Pannu. P, Tomar A Yuki, IK international publishing House, 2011
3. All about Photography by Ashok Dilwali, National Book Trust, Year of Publication:2010 New Delhi.
4. Practical photography by O.P. SHARMA Hindi Pocket Books,2003.
5. The Photographer's Guide to Light by Freeman John Collins & Brown, 2005.
6. Lonely Planet's Best Ever Photography Tips by Richard I'Anson published by Lonely Planet, 2013.

**Suggestive readings- NIL**

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

## GENERIC ELECTIVES (GE-4) Advertising and Corporate Communication

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of corporate communications and the tools available to build the corporate identity for organizations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to plan, execute and evaluate advertising and public relations campaigns for brands, advertising agencies and other related organisations.

### SYLLABUS OF GE-4

#### UNIT – I (15 weeks-1 hour/week)

##### Unit I: Advertising: Concepts, Functions and Process

- Meaning, Evolution and Functions of Advertising  
Concept of Marketing Mix, Promotional Mix: Advertising, Publicity, Events, Sales Promotion, Personal Selling and PR, Role of Advertising in the Marketing Mix

- Advertising Objectives, Segmentation, Positioning, Targeting and Branding
- Media Selection, Planning, Scheduling
- Advertising Department vs. Agency - Structure, and Functions
- Creativity and Copy Writing
- Campaign Planning, Creation and Production
- Ethical & Regulatory Aspects of Advertising - Apex Bodies in Advertising - AAI, ASCI and their codes

## **UNIT – II (15 weeks-1 hour/week)**

### **Unit II: Corporate Communication**

- Corporate Communication - Concept and Meaning
- Facets of Corporate Communication - Organizational Communication, Marketing Communication, Management Communication
- Functions of Corporate Communication - Employee Relations (ER) Investor Relations (IR), Media Relations (MR), Government Relations (GR), Customer Relations (CR) and
- Public Relations (PR)
- Principles and Tools of communication in ER, IR, MR, GR, CR and PR
- Role of Communication in building Corporate Reputation: Corporate Identity, Corporate Image and Corporate Brands
- Corporate Social Responsibility, Case Studies in CSR

## **UNIT – III (15 weeks-1 hour/week)**

### **Unit III: Public Relations: Concept, Principles and Practice**

- Public Relations: Concept and Practice
- Importance, Role and Functions of PR
- Publics in PR
- Principles and Tools of Public Relations
- PR Strategies for social media

- Organization of Public relations: In House Department versus Consultancy
- PR Campaign - Planning, Execution, Evaluation
- Role of PR in Crisis Management
- Ethical issues in PR, Apex bodies in PR - IPRA and PRSI Code

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

**Essential/recommended readings-**

1. Jethwaney and Jain, Advertising Management, Oxford University Press Jethwaney Jaishri, Advertising, Phoenix Publishing House, 2012.
  2. Philip Kotler and Lane Keller, Marketing Management (Designing and Managing Integrated Marketing Communication), Upper Saddle River, N.J. : Pearson Prentice Hall, 2009.
  3. Pickton D& Broderick A, Integrated marketing communications 2ND ED., Pearsons, 2009
- Heath Robert L, Handbook of Public Relations, Sage Publications.

**Suggestive readings-**

1. Dennis L. Wilcoose & Glen T, Public Relations, Pearson, 2014.
2. Cutlip S.M and Center A.H., Effective Public Relations, Prentice Hall Kaul J.M., Noya Prakash, Public Relation in India, Calcutta, 2006.
3. Social Media Marketing: Strategies for engaging on Facebook, Twitter and other social media, Liana Evans, Que Publishing, 2010.
4. Social Media Marketing: Tracy L. Tuten, Michael R. Solomon, Sage, 2017.
5. The power of corporate communication; Argenti, Paul A.& Forman, Janis, McGraw Hill, 2002.
6. Van Riel, C. B., & Fombrun, C. J. (2007). Essentials of Corporate Communication: Implementing practices for effective reputation Management, Routledge.

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

## GENERIC ELECTIVES (GE-5) Television Journalism

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Television Journalism	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To train students for television Journalism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to create TV News bulletins, documentaries and other programs as Television journalists.

### SYLLABUS OF GE-5

#### UNIT – I (15 weeks-1 hour/week)

##### Unit I: Understanding TV Journalism

- Organizational structure of TV news channels
- TV Reporters Tools and techniques
- Structuring a TV news report, V/O's, packages & story formats.
- PTC: Opening, Bridge and closing.
- Introduction to the equipment: Shooting, recording and editing.
- Understanding the pitfalls of broadcast punctuation and presentation

## **UNIT – II (15 weeks-1 hour/week)**

### **Unit II: TV News Production**

- The production team and the process: Line producers, field producers and their role
- The production process, Gate keeping and the run downs
- Back timing and going on air,
- News analysis and experts
  
- Commercials and promo breaks,
  
- Headlines
  
- Discussion and talk shows & organizing studio for TV news programs

## **UNIT – III (15 weeks-1 hour/week)**

### **Unit III: The Changing Newsroom**

- Live reporting: organizing thoughts and adlibbing, DSNG, Multiple OB locations and Split screen, V/O from field and technical challenges.
- Satellite link for News reporting: Satellite bookings & co-ordination with local TV channels, booking local editing facilities
- Planning news stories of cultural and social interest on the sidelines
- Satellite phones, broadband, optical fiber and internet & 4G based solutions

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

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

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

### **Suggestive readings-**

1. Rajagopal, Arvind, Politics after Television, (1<sup>st</sup> Edition), Cambridge UK:

Cambridge University Press,2001.

2. Saksena, Gopal, Television in India, (1<sup>st</sup> Edition), New Delhi: Vikas Publication House, 1996.

3. Starkey, Guy, and Andrew Crisell, Radio Journalism, (1st edition), Los Angeles: Sage, 2009.

4. Thusu, Daya Kishan, News as Entertainment, (1<sup>st</sup> edition), Thousand Oaks California: Sage, 2007.

5. Verma, and Adarsh Kumar, Advanced Journalism, (1st edition), New Delhi: Har- Anand Publications,1993.

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

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

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

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



## GENERIC ELECTIVES (GE-6) Web Journalism

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Web Journalism	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To acquire web journalism skills.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to engage in the cyberspace creatively and meaningfully as web journalists.

### SYLLABUS OF GE-6

#### UNIT – I (15 weeks-1 hour/week)

##### Unit I: Basics of Web Journalism

- The origin and development of web journalism – historicizing web journalism
- Web journalism - Redefining journalism concepts and practices
- Convergence: Impact & new forms, Changes due to convergence
- Web journalism and its distinct characteristics, Functions of Web

## Journalism

- The structure and formation of new media industry, the distinct structure and workflow of news room for web journalism
- New media Economics

### **UNIT – II (15 weeks-1 hour/week)**

#### **Unit II: Forms and Formats of Web Journalism**

- Writing for web journalism Photo, audio and video for web – their different narrative forms and techniques
- Info-graphics and data visualization, multimedia package and multi-media documentary
- New forms of journalism and latest narrative devices – blogs, social media and beyond
- News website and its different production stages
- Researching online, online news sources, news gathering process, verification and fact check Editing for web
- Packaging and distribution of online news, online advertising and marketing

### **UNIT – III (15 weeks-1 hour/week)**

#### **Unit III: Ethical and Legal Issues in Journalism**

- Cyber laws and regulatory Framework, IT Act
- Cyber Crime, Cyber Terrorism, Cyber Security, Cyber defense, Cyber-attack,
- Surveillance
- Community Informatics, Open-Source Approaches, Activism in Cyberspace

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

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

1. Blaine, M., The Digital Reporter's Notebook. London: Routledge, 2013.

2. Bradshaw, P., and L. Rohumaa, Online Journalism Handbook. New York: Pearson, 2011.
3. Brigg, M., Entrepreneurial Journalism- How to build what is next for news. Washington DC: CQ Press, 2011.
4. Brigg, M. Journalism Next. Washington DC: CQ Press, 2016.
5. Curran et.al. Misunderstanding the Internet. New York: Routledge, 2012.
6. Doctor, Ken, Newsonomics, USA: Martin's Press, 2010.
7. Friend and Singer. Online Journalism ethics, New York: ME Sharpe, 2007.

**Suggestive readings-**

1. Hill, S., and P. Lashmar, Online Journalism -The Essential Guide, 2013.
2. Jim, H., Online Journalism: A critical Primer. London: Pluto Press, 2001.
3. Jones, and Lee, Digital Journalism. London: Sage, 2011.
4. Ray, T. Online Journalism: A basic text. Cambridge: Cambridge University press, 2006.

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

## GENERIC ELECTIVES (GE-7) Print Journalism

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-7 Print Journalism</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To equip students with the skills required for working as a print journalist.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to increase their understanding of print media.

### SYLLABUS OF GE-7

#### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Introduction to Print Journalism

- News-Definition; types of news
- Brief on various types of publications- Newspapers, Magazines
- Types of newspapers-Based on size, periodicity & content, tabloid, broadsheet etc.
- Departments/Sections of a Newspaper Organization Functions and responsibilities of the Editor Functions, duties and responsibilities of News Editor, Chief Sub-Editor, Sub- Editors and Reporters
- Types of magazines – based on format, periodicity and content

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Genesis of the Press and Basics of Journalistic Writing**

- Press in India–Before and after Independence
- Emergency Era and the contemporary issues
- Inverted pyramid style
- Leads- significance and types; Headlines- functions and types Sources of news, elements of news
- Editorial page-structure and content
- Features and article writing, Column Writing
- Writing for niche magazines and audiences
- Book reviews and Film reviews

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Contemporary Issues in Print Media**

- Editorial Freedom, Media Trial, Sting Operations
- Ethics of Journalism; Regulatory Body –PCI
- Objectivity, agenda setting, fake news

**Practical component (if any)** - Students will undertake assignments based on writing variety of stories for print media. They will also be required to create their own newsletter comprising of all the crucial elements of print journalism.

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

1. Editing: A Handbook for Journalists, T.J.S. George, IIMC, New Delhi, 1989
2. Professional Journalism: M.V. Kamath, Vikas Publications, 1980.
3. Groping for Ethics in Journalism: Eugene H.Goodwin, Iowa State Press, 1983.
4. Journalism: Critical Issues: Stuart Allan, Open University Press, 2005.
5. Modern Newspapers Practice: Hodgson F.W.Heinemann London, 1984.

#### **Suggestive readings-**

1. News Writing and Reporting: Bruce D.Itule and Douglas A.Anderson, McGraw Hill Publication, 2000.
2. News Writer’s Handbook: An Introduction to Journalism: M.L.Stein, Susan Paterno & R. Christopher Burnett. Blackwell Publishing, 2006.

3. An Introduction to Journalism: Carole Flemming and Emma Hemmingway. Vistaar Publications, 2006.

4. The Newspaper's Handbook: Richard Keeble, Routledge Publication, 2006

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

## GENERIC ELECTIVES (GE-8) Media Management

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-8 Media Management</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the Media Economics, problems of finance, personnel, land, machinery etc. as business managers working in media organisations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to various wings of media organization and role and responsibilities of people heading different sections.

### SYLLABUS OF GE-8

#### UNIT – I (15 weeks-1 hour/week)

##### Unit I: Media Management Concepts and Issues

- Concept, origin and growth of media management, fundamentals of management, management school of thought
- Changing phases of media management
- Challenges and issues: finance, personnel, land, machinery etc.
- Media industry as manufacturers- Manufacturing Consent, news and content management.

- Market Forces, performance evaluation (TAM, TRP, BARC and HITS) and Market shifts Changing Ownership patterns

## **UNIT – II (15 weeks-1 hour/week)**

### **Unit II: Media Economics**

- Media Economics, Strategic Management and Marketing, Government-Media Interface Policies and regulations, FDI (policies & Practices)
- Issues of Paid news, lobbying, pressure group influence,
- Corporatization and Politicization of Media Capital inflow, Budgeting, Financial management, and personnel Management, Market forces

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Media Market: Contemporary Scenario**

- Ethico–legal perspectives in Media management
- Regional media industry
- Alternative media forums and their management
- Case Studies -Indian and International Media Giants

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

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

1. Vinita Kohli Khandekar, *Indian Media Business*, Sage, 2010.
2. Pradip Ninan Thomas, *Political Economy of Communications in India*, Sage, 2010.
3. Lucy Kung, *Strategic management in media*, SAGE, 2008.
4. Dennis F. Herrick, *Media Management in the age of Giants*, Surjeet Publications, 2012.
5. Jennifer Holt and Alisa Perren, (Edited) *Media Industries-History, Theory and Method*, Wiley- Blackwel, 2009.

### **Suggestive readings-**

1. John M. Iavine and Daniel B. Wackman, *Managing Media Organisations*, Longman Pub Group, 1988.
2. Robin Jeffrey, *India's Newspaper Revolution*, Oxford University Press, New Delhi, 2000



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

**GENERIC ELECTIVES (GE-9) Documentary Production**

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-9 Documentary Production</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop skills in documentary form; improve knowledge about language of documentary film, including shots composition and editing.
- To gain a better understanding of storytelling in documentary production.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to work as filmmakers/ documentary filmmakers.
- Students would be able to conceptualize and ideate through workshops and peer-review and use sound and visuals in film.

**SYLLABUS OF GE-9**

**UNIT – I (15 weeks-1 hour/week)**

## **UNIT I: Understanding the Documentary**

- Introduction to the debate on realism
- Modes of Documentaries
- Camcorder Cults, Mocumentary.
- Ethical Debates in the Documentary Encounter

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Documentary Production**

- Research for the Documentary
- Writing a Treatment, Proposal and Budgeting
- Structure and scripting the documentary
- Documentary Sound
- Documentary Cinematography
- Grammar of editing
- Use of editing in Transitions: Scenic Realism & Sound Effects and Visual Effects

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Historical Context**

- Documentary Movement of India: History, Evolution, Growth.
- Distribution and Exhibition Spaces (Traditional and Online)
- Funding of a documentary- Sponsors, Public service funding, Crowd funding

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

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

1. Charles Musser “Documentary” in Geoffrey Nowell Smith ed The Oxford History of World Cinema Oxford University Press: 1996, 322-333
2. Michael Renov “The Truth about Non-Fiction” and “Towards a Poetics of Documentary” in Michael Renov ed. Theorizing Documentary AFI Film Readers, New York and London: Routledge: 1993, 1-36

3. Trisha Das, How to Write a Documentary, Public Service Broadcasting Trust, 2007
4. A History of the Indian Documentary Film, [Sanjit Narwekar](#), 1996.
5. Double Take by PSBT
6. DOX: Documentary Film Magazine
7. Nichols, Bill (2001) Introduction to Documentary, Indiana University Press: Bloomington.
8. Lancaster, Kurt (2010) DSLR Cinema Crafting the Film Look with Video, Focal Press
9. Hampe, Barry (2007) Making Documentary Films and Videos, Holt Paperbacks
10. Fitzgerald, Jon (2017) Film making for Change, Michael Wiese Productions

**Suggestive readings(screenings)-**

1. Nanook of the North by Robert J Flaherty
2. Michael Moore: Roger and Me
3. Standard Operating Procedure by Errol Morris
4. I am 20 by SNS Sastry
5. Ram Ke Naam by Anand Patwardhan
6. Season Outside by Amar Kanwar
7. In The Forest Hangs A Bridge by Sanjay Kak
8. Q2P by Paromita Vohra
9. Gulabi Gang by Nishtha Jain
10. Pinch Of Skin by Priya Goswami
11. We Have Not Come Here to Die by Deepa Dhanraj
12. Films by PSBT
13. Human Flow by Ai Weiwei
14. Born Into Brothels by Zana Briski
15. Fire In the Blood by MSF

16. Dying laughing by Gravitass Ventures

17. The Out List by HBO

18. Celluloid Man by PK Nair

19. One representative film of each documentary mode as an example.

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

**DEPARTMENT OF GERMANIC & ROMANCE STUDIES – FRENCH**

**B.A. (HONOURS) FRENCH**

**DISCIPLINE SPECIFIC CORE COURSE – 7:**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (3)	4	3	1	0	12 <sup>th</sup> Pass	

**Learning Objectives**

In semester 3, students will learn to

- Prepare for a meeting
- Accept or refuse an appointment, invitation
- Write and reply to an invitation
- React to a problem situation
- Describe habits
- Write about daily schedules
- Describe a past event
- Describe a place
- Describe a physical state
- Describe a person's character
- Write a biography
- Write a dialogue for a specific situation or a *roman-photo*.
- Describe their projects
- Describe their family

**Course Learning Outcomes**

At the end of Semester 3, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete partially Level A 2 of reading and writing skills as prescribed in the Common European Framework

**SYLLABUS OF DSC-7<sup>1</sup>**

**Unité 1: ( Lessons 1-4 + Project): 6 hours**

**Reading Comprehension:** Reading and understanding simple texts, and answering questions on them.

**Writing :** Write an invitation accept or refuse an invitation, description of a cultural event or activity, propose a meeting, accept or refuse a meeting proposal, fill in a lost property form.

**Grammar:** Negatives with *ne...plus, ne ...rien, ne personne*, structure *être en train de+ infinitif* (le present progressif), *être à l'heure, être en retard*.

**Vocabulary:** Words and structures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

**Intercultural:** Speed dating, park Asterix, Belgian national day.

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

**Unité 2: ( Lessons 1-4 + Project): 6 hours**

**Reading Comprehension:** Read short texts on daily routine (personal and professional) people, places and events and answer simple questions on them.

**Writing:** Write about means of transport in your city, your daily routine, a well known.locality/area of your city.

**Grammar:** Present tense of reflexive verbs, passe compose with *avoir* and *être*, adverbs of frequence ( *souvent, jamais, rarement, parfois*)

**Vocabulary:** daily activities, personal objects, means of transport

**Intercultural:** Public means of transport in Morocco, paying a fine in Montreal, Dakar airport.

**Unité 3: ( Lessons 1-4 + Project): 6 hours**

**Reading Comprehension:** Read short journalistic texts, comic book adaptation of extracts from well known novelsshort descriptive texts on well known writers, historical events, objects, artists, an accident or a natural catastrophe and answer questions on them.

**Writing:** An email to a freined describing your visit to a city of historical importance, a short text on past events, people.

**Grammar:** the present continuous (*l'imparfait*), use of *passé composé* and *l'imparfait*, indicators of chrnology *d'abord, puis, ensuite, après, afin*, direct object pronouns.

**Vocabulary :** short journalistic texts, description, careers and professions, parts of the body, health.

**Intercultural :** emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

**Unité 4: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Read and answer a personality quiz, read and associate a photo and a text, read the physical description of a person and find the correct photo,read and understand

an email announcing the results of an interview, read simple advertisements looking for someone to share an appartement with and answer questions on the same.

**Writing:** describe a classmate, write down reasons for why the police is looking for a certain person, describe a work of art ( painting, sculpture, novel) of your choice, write the biography of a well known personality of your choice, note down things you should talk about or not in an interview, skills or aptitudes necessary for a good job in your domain, write a short advertisement looking for a person to share an appartement with.

**Grammar:** relative pronouns *qui, que/qu'* place and agreement of adjectives, comparative.

**Vocabulaire :** Physical description, descriptions of personality, biography.

**Intercultural:** sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

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

#### **Unité 5: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Read a short text on fabrics and fashion, clothes buying on line, different modes of payment and answer questions on them.

**Writing:** Your preferred dressing style, a message to an online seller.

**Grammar:** Markers of time ( *à partir de, dès*) superlative, adverbs of quantity (*assez, peu, beaucoup*),

**Vocabulaire :** Clothes and accessories, different types of fabrics, purchases, sentiments.

**Intercultural:** different types of payments, different types of fabrics, different dressing styles, online/offline purchases.

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

#### **Unité 6: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Read short texts ( about an app proposing outdoor activities, sportspersons' their future plans, visit to a wine growing region and a wine cellar) a message, a publicity slogan and answer questions on them.

**Writing:** Propose an activity for an application, write an SMS inviting a friend to a play, a family activity, write a slogan for a product.

**Grammar:** structure *verbs pouvoir, vouloir, devoir+infinitif*, the simple future tense, pronouns for indirect objects.

**Vocabulaire :** sports, hobbies, family.

**Intercultural:** Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

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

**Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.
2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi – 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
8. Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
9. « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
10. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités* », Éditions Maison des Langues, 2018, Unités 1-4
11. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

Additional material may be provided by the Department.

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



## DISCIPLINE SPECIFIC CORE COURSE – 8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (3)	4	3	1	0	12 <sup>th</sup> Pass	Nil

### Learning Objectives

In Semester 3, students will learn to

- Compliment someone.
- Congratulate someone
- Ask about and give information about an event
- Accept or refuse an invitation.
- Speak about his likes and dislikes
- Ask for and give information about his habits.
- Describe his daily routine.
- Describe different modes of transport in his city and explain how to use them
- Describe an object, present its characteristics.
- Speak about past events ( personal and historical)
- Ask for and propose to help.
- Describe a person's character
- Compare people, events, places and objects
- Carry out simple purchases and transactions
- Talk about his family
- Present his projects
- Ask for and give his opinion on a variety of subjects ( different ways of meeting other people, importance of history and historical figures, stereotypes, etc)

### Learning outcomes

At the end of Semester 3, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain partially Level A2 of listening and speaking skills as described in the Common European Framework.

### SYLLABUS OF DSC- 8<sup>2</sup>

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

### **Unité 1: ( Lessons 1-4 + Project): (6 hours)**

**Listening Comprehension:** Listen to a short text on different ways to meet people, an an inflight announcement and answer simple questions on them.

**Speaking:** Compliment someone, congratulate someone, express opinion on the different ways of meeting others, propose a meeting, accept/refuse an invitation

**Phonetics:** semi vowels

**Vocabulary:** Words and sttructures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

**Intercultural:** Speed dating, park Asterix, Belgian national day.

### **Unité 2: ( Lessons 1-4 + Project): (6 hours)**

**Listening comprehension:** Listen to a short text on a personal/professional routine and answer questions on them, to a short dialogue or a public announcement and answer questions on them, associate an image with a text..

**Speaking:** your daily personal/professional routine,give advise or opinion about another's routine, pros and cons of public transport, give instructions on how to find one's way, present a well known person to the class, speak about his work, express your views on stereotypes between men and women. A favorite area/locality in your city

**Phonetics:** sibilant sounds *s, z et ch*

**Vocabulary:** daily activities, personal objects, means of transport

**Intercultural:** Public means of transport in Morocco, paying a fine in Montreal, Dakar airport

### **Unité 3: ( Lessons 1-4 + Project): (6 hours)**

**Listening Comprehension:** listen to short texts and dialogues ( between an emergency service and a reporter, a patient and the doctor) and answer questions on them

**Speaking:** carry out a small police enquiry,present your region, present well known french and or francophone personalities related to science, arts, a historical event, describe a painting by a well known french/francophone painter, a dialogue between a doctor and a patient.

**Phonetics:**oral and nasal sounds

**Vocabulary :** short journalistic texts, description, careers and professions, parts of the body, health.

**Intercultural :** emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

### **Unité 4: ( Lessons 1-4 + Project): (9 hours)**

**Listening Comprehension:** Listen to a text and circle the qualities described, listen to a short text ( interview with a journalist a discussion between a mother and a daughter, a description of a well known person, a job interview) and answer questions on them.

**Speaking:** describe a class mate, a well known personality( writer, singer, musician, painter, actor...) give your opinion on cliches,a job interview, dialogue between you and the person who is going to share your appartement.

**Phonetics:** Nasal vowels

**Vocabulaire :** Physical description, descriptions of personality, biography.

**Intercultural:** sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

### **Unité 5: ( Lessons 1-4 + Project): (9 hours)**

**Listening Comprehension:** Listen to a short text, watch a video on clothes accessories and shopping and answer questions on them.

**Speaking:** speak about your preferred styles of dressing, your favorite clothes and accessories,your opinion for or against clothes made of animal fur,advantages and disadvantages of online shopping, a dialogue between you and the vendo to return an article purchased online.

**Phonetics:** e muet

**Vocabulaire :** Clothes and accessories, different types of fabrics, purchases, sentiments.

**Intercultural:** different types of payments, different types of fabrics, different dressing styles,online/offline purchases.

### **Unité 6: ( Lessons 1-4 + Project): (9 hours)**

**Listening Comprehension:** a telephone conversation, a voice message, short description of a game, and answer questions on them

**Speaking:** explain the functioning of an app to a friend, propose an outing to a friend, explain a game traditionally played in your country to a friend, present a region to your friend, your weekend projects, leave a voice message/reply to a voice message.

**Phonetics:** Graphie and phonie [o]

**Vocabulaire :** sports, hobbies, family.

**Intercultural:** Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

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

Any of the textbooks given below may be prescribed.

1. A Bredelet, M.Bufferne, B Megre, W.M. rodrigues:“*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.

2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L'Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi –2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Airelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
9. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 1-4
10. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

Additional material may be provided by the Department.

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

## DISCIPLINE SPECIFIC CORE COURSE – 9:

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary texts	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

- Introduce students to literary texts with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to identify and analyse various genres such as poetry, shorter narrative texts, autobiography, intermedial narratives written by French and Francophone authors.
- Introduction to major XX and XXI century writers and the themes/questions they engage with.

#### Learning Outcomes

At the end of semester 3, a student will

- become familiar with literary criticism and understand the various ways of engaging with XX and XXI century literary texts written in French
- demonstrate their analytical skills by identifying key literary devices and themes present in poetry, shorter narrative texts, autobiography, intermedial narratives written in the XX and XXI century by French and Francophone authors
- be able to differentiate between various literary genres and understand the conventions, styles and specificities of such genres.

#### SYLLABUS OF DSC-9

##### Unit 1: (12 hours)

Short narrative texts written by XX and XXI century writers: Study of narrative devices and specificity of the shorter narrative forms, Study of various components of narrative texts such as plot, event, character, setting, narrator, narrative style etc., study of the socio-cultural context that has shaped such texts.

##### Unit 2: (12 hours)

Poetic texts written by XX and XXI century writers: Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc, study of the socio-cultural context that has shaped such texts.

##### Unit 3: (12 hours)

Life writing by the XX and XXI century writers: Study of the features and genres of autobiographical texts, understanding the autobiographical pact in relation to factuality, objectivity, and subjectivity of autobiographical and autofictional texts, study of the socio-cultural context that has shaped such texts.

##### Unit 3: (9 hours)

Intermedial narratives of the XX and XXI century: Study of the features and generic specificities of comic strips and graphic novels. Study of various components of such intermedial texts and strategies to analyse and interpret them.

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

**Essential/recommended readings**

1. F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016.
  2. Jean-Louis Joubert, *Littérature Francophone Anthologie*, Cideb, 1997.
  3. Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014
- Additional material may be provided by the Department.

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

**GENERIC ELECTIVE (GE-3)**  
**Basic Communicative French (3)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative French (3)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives: Reading and Writing:**

In Semester 3, the student will learn to

- To compare courses offered by different language schools
- To carry out simple administrative procedures
- To organise a trip
- To get information on lodging and boarding
- To describe a place (region town, city, country)
- To describe and understand safety measures
- To organise a weekend around a theme
- To describe a trip to an unusual place
- To describe his itinerary
- To read and understand a job offer
- To look for a job
- To propose one's services
- To give advice
- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

**Course Learning Outcomes (Reading and Writing)**

At the end of Semester 3, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.
- Complete partially Level A2 of reading and writing skills as described in the Common European Framework.

## Learning Objectives (Listening and Speaking)

In Semester 2, students will learn

- To describe a place ( region, city, country)
- To narrate an experience
- To speak about his feelings and emotions
- To describe a trip to an unusual place
- To describe his itinerary
- To propose one's services
- To give advice
- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

## Course Learning Outcomes ( Listening and Speaking)

At the end of Semester 3, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain partially Level A2 of listening and speaking skills as described in the Common European framework.

## SYLLABUS OF GE 3 (FRENCH)<sup>3</sup>

### Dossier 1: Lessons 1-6 + Project (9 hours)

**Reading Comprehension:** to read and understand short texts, messages, websites of language schools and lodging and boarding for students, a brochure describing various types of lodgings in France, unusual types of lodging facilities, to read proposals on how to visit a city and propose one's services as a tourist guide.

**Writing:** To create a text advising students how to prepare for a study trip to France , to prepare a brochure on different types of lodging about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation ( ex. improve one's French)

<sup>3</sup> A text book contains 6-8 modules/units called *dossier* Each dossier comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.



**Grammar:** Comparative, pronouns *y* and *en*, pronouns for direct and indirect objects, imperative with *devoir* + *infinitive*, *il faut* + *infinitive*, *il est impératif de*. Negative structures *ne...plus*, *rien*, *personne*, *jamais*, adverbs, relative pronouns *qui*, *que/qu' a qui*

**Listening Comprehension:** to listen to and understand short conversations, interviews, radio journal, a telephone conversation, and radio programs on various subjects and answer questions on them

**Speaking:** to talk about different apps for language learning, information relevant to students coming to France describe different modes of public transport, describe an itinerary, a lodging, tourist places and activities in your city.

**Phonetics:** Pronunciation of *plus* in different contexts, nasal vowels, intonation for imperative sentences.

**Vocabulary:** Words related to description of language school programs, administrative formalities, modes of transport, lodging and boarding, an unusual site, important places in a town and tourist activities

**Intercultural:** Linguistic stays and tourist visits

### **Dossier 2: Lessons 1-6 + Project (12 hours)**

**Reading Comprehension:** Read short texts/forums on unusual tourist sites and itineraries, campus memories, brochures on various sport activities and answer questions on them

**Writing:** Describe an unusual tourist site, rules and advice to learn French, precautions to take while participating in a tourist activity, a memory, prepare a flyer for sporting activities, describe an unusual tourist visit.

**Grammar:** Agreement of the Past participle with *être*, present subjunctive, use of passé composé and imparfait, structures *c'est qui...* and *c'est que....* Gender of nouns, markers of time (*il y a*, *depuis*, *pendant*, *dans*)

**Listening Comprehension:** to listen to and understand conversations, radio programs, interviews on unusual tourist sites and itineraries, campus memories, sport activities and to answer questions on them.

**Speaking:** Describe an unusual tourist site, campus memories, sporting activities, personal and professional career path,.

**Phonetics:** nasal vowels, liaison

**Vocabulary:** Terms related to tourist activities, express rules and recommendations, sentiments and emotions, sporting activities and personal and career paths.

**Intercultural:** tourist visits and unusual experiences and meetings, café de langue

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

**Reading comprehension:** read and understand a job advertisement, different types of CV, an advertisement proposing a service, a forum describing ones studies and career progression, an interview and answer questions on them.

**Writing:** an advertisement for a post in a language school, a CV, a proposal for a service, a short report on your career progression

**Grammar:** articulators, adverbs, hypothesis with *si*, plus que-parfait, formal questions and indefinite adjectives to express a quantity (*tout*, *quelques*, *plusieurs*)

**Listening comprehension:** Listen to extracts of job descriptions, telephone conversations, a radio program extract of an interview and answer questions on them.

**Speaking:** Discuss and describe various professions related to a language school, different ways to look for jobs and propose one's services, speak about your career progression, a job interview.

**Phonetics:** sounds *s et z*, non nasal sounds, pronunciation *tout*, *tous*

**Vocabulary :** Terms to describe professional skills, related to interviews, CV , studies

**Intercultural:** Erasmus program, bilingual studies.

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

**Reading Comprehension:** to read and understand short texts on television serials, music, the circus and comic books, forums on cultural events, and answer questions on them. Read and interpret tables and statistics on cultural preferences,

**Writing:** describe your preferred TV serial, a cultural event, carry out a survey of cultural practices in your country, famous French artists, French comic books and their authors

**Grammar:** Place of the adverb, structures *ce qui/ce que... c'est/ ce sont*, interrogative pronouns (*lequel, laquelle, lesquels, lesquelles*) superlative, the conditional present, different ways of asking a question.

**Listening Comprehension:** Listen to interviews, reports on cultural events, radio programs on cultural practices and comic books, circus and answer questions on them

**Speaking:** talk about your favorite TV serial, a cultural event, cultural practices in your country, famous French artists and French comic books

**Phonetics:** sound r, semi vowels

**Vocabulary:** terms related to TV series, cultural events, surveys, comic books, films and circus.

**Intercultural:** French cinema and film festivals

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

1. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo ('exercer), Nelly Mous (DELFF) : « *Cosmopolite, Méthode de français A2*, » Hachette- TV 5 Monde, 2017, France Dossiers1-4.

2. Anouchka de Oliveira, Anneline Dintilhac, Dorothée Duplex (DELFF), Delphine Ripaud (Phonétique): « *Saison Méthode de Français A2+* » Les Editions DIDIER, 2014, France, Unité 0 et Module 1

3. Luca Giachino, Carla Baracco : « *Nouvelle Generation Methode de français (Livre+Cahier)* » Les Editions DIDIER, France, 2022 Unités 1-3.

4. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite, Cahier d'activités A2*, » Hachette TV 5 Monde, 2017 France dossiers 1-4

5. Isabelle Cartier, Camille Dereeper, Camille Gomy, Anne Valenza, Delphine Ripaud : « *Saison Méthode de Français A2+* », Les Editions DIDIER, 2014, France, Unité 0 et Module 1

## DISCIPLINE SPECIFIC ELECTIVES (DSE 1)

### Option 1: Studying Different Text Types

#### Learning Objectives:

- Introduction to discursive specificities and patterns of language across texts and the functions of texts in their social, literary and cultural contexts.
- Familiarise students with various types of texts so that they can identify how the texts resemble or differ from each other in terms of vocabulary, grammar, cohesion and stylistic features.  
Increase awareness of linguistic and stylistic features of text types and the reasons for the variation between them. Such an awareness will be useful in further work with text, for example in writing, reading, analysing and interpreting them.

#### Learning Outcomes:

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

### Syllabus for DSE 1: Option 1: Studying Different Text types

#### Unit 1 (1-5 weeks)

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Eg. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.).

#### Unit 2 (6-10 Weeks)

**Poetry :** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc, written in a simple and accessible language.

#### Unit 3 (10-15 Weeks)

**Intermedial and semi-literary texts:** Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

#### Essential/recommended Readings

A selection of texts can be made from the following reference materials.

1. *Civilisation progressive du français - Niveau Intermédiaire*, Catherine Carlo, Mariella Causa, Clé International, Paris, 2016
2. *Civilisation progressive de la francophonie - Niveau Intermédiaire*, Jackson Noutchié-Njiké, Clé International, Paris, 2016
3. *Littérature progressive du Français - Niveau Intermédiaire*, Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, Clé International, Paris, 2016
4. *Littérature progressive de la francophonie - Niveau Intermédiaire*, F. Allouache, N. Blondeau, Clé International, Paris, 2016
5. *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 in *La Linguistique textuelle*, Jean-Michel Adam, Armand Colin, Paris, 2015
6. *ABC DELF B1*, Corinne Kober-Kleinert, Marie-Louise Parizet, Clé International, Paris.

Additional material may be made available by the Department.

## **DSE 1: Option 2: Introduction to the History of France and the Francophone World**

### **Learning Objectives:**

- Develop an understanding about major historical events that have shaped France from the medieval to contemporary period.
- Critically engage with French Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.
- Familiarize students with techniques and strategies to analyse historical documents as evidences of historical events.

### **Learning Outcomes:**

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.
- Develop a critical perspective of the colonial past of France and its relations to its colonies.
- Provide a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration.
- Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.

## **Syllabus for DSE -1 Option 2: Introduction to the History of France and the Francophone World**

### **Unit 1 (1-4 Weeks)**

- 1.1 The Gauls and the Franks.
- 1.2 The making of the Kingdom of France (987-1453) and Consolidation of the French Monarchy.
- 1.3. Renaissance and Guerre de Religions
- 1.4. Beginning of colonialism

### **Unit 2 (5-8 Weeks)**

- 2.1 French Revolution and the Napoleonic era.
- 2.2 Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- 2.3 France and its colonies.

### **Unit 3 (9-12 Weeks)**

- 3.1 The Belle époque
- 3.2 The First World War
- 3.3 France between the Wars
- 3.4 The second World War and Decolonisation
- 3.5 Major developments of the Vth Republic

### **Unit 4 (13-15 Weeks)**

- 4.1 Contemporary France and its relations with the French speaking world, including its policy towards immigration.
- 4.2 European Union

### **Essential/recommended Readings**

1. Jean Thoraval et al, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).
2. Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).
3. Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, 1996.
4. Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).
5. Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Additional material may be provided by the Department.

## **DSE -1: Option 3 Life in French Speaking Countries**

### **Learning Objectives**

- The course initiates learners to the culture and civilization of France and French speaking countries.
- Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.
- Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students

### **Learning Outcomes:**

- Understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- Analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- Develop intercultural competence to engage with French Speaking Countries.

## **SYLLABUS DSE 1: Option 3: Life in French Speaking Countries**

### **Unit 1 (1-5 Weeks)**

Basic knowledge of various cultural and civilisational aspects of France and Francophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

### **Unit 2 (6-10 Weeks)**

Great thinkers of France and other Francophone countries.

### **Unit 3 (11-15 Weeks)**

Introduction to literature, cinema, art of France and other Francophone countries

### **Essential/recommended Readings**

1. Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
2. Jeffroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, FLE, Mauchamp, Nelly , *La France De Toujours – Civilisation*, CLE International, Paris, 2014.

3. Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005
4. Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti 5 : Enfances. Le français à l'université, 2007.

Additional material will be made available by the Department.

### **DSE 1: Option 4: Debating and Presentation Techniques**

#### **Learning Objectives**

- Improve critical thinking and argumentative skills
- Develop skills to structure thoughts
- Impart skills to present structured thought in a coherent and rational manner
- Teach necessary lexical, discursive and grammatical tools of argumentative speech

#### **Learning Outcomes**

- Present and explain information, findings, and supporting evidence, conveying clear and distinct arguments on simple topics related to their immediate environment
- Justify one's point of view with proper line of reasoning and examples
- Develop the skills to formulate, organize, prove arguments with the help of examples, data, tables, charts, illustrations or other graphic supports.
- Develop the capacity to formulate and present counter-arguments
- Acquire lexical, discursive, grammatical tools of argumentative speech
- Develop awareness about ICT enabled tools and non-verbal elements of an effective presentation such as, voice modulation, eye contact, use of space etc.

#### **Unit 1 (1-4 weeks)**

Components and structure of argumentative speech: Introduction, development, conclusion, claims, proofs and evidences, The distinction between speaking and demonstrating

#### **Unit 2 (5-8 weeks)**

Exercises on coherence and cohesion with the help of connectors, Introduction of lexical, discursive and grammatical tools required to effectively present and justify concrete arguments.

#### **Unit 3 (9-12 Weeks)**

Components and structure of debate: How to start and end a debate, how to present counter-arguments etc.

#### **Unit 4 (13-15 Weeks)**

Gathering information, data, evidences through research and structured presentation of all these elements by utilizing verbal, non-verbal and ICT tools.

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

1. Lambert Jean, (2022), *Tout sur l'expression orale-Plus de 40 fiches d'exercices et corrigés et commentés pour réussir sa prise de parole en public*, Paris : Bloc-notes-ellipses
2. Michele Barfety, Patricia Beaujohn, (2018), *Expression Orale : Niveau 2*, Paris : CLE International

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

## B.A.(Programme) with French as Non-Major

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): French in Context: Intermediate Level – 1

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

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

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

In Semester 3, the student will learn to

- understand and extract the essential information from short, clear, simple messages, announcements and short recorded passages.
- understand simple directions.
- dealing with predictable everyday matters.
- reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.
- describe using simple language different aspects of his or her background, relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- communicate in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend, making and responding to suggestions, agreeing and disagreeing with others, etc.
- describe past, present and future events.

- write short, simple notes and messages relating to matters in areas of immediate need.

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

At the end of Semester 3, a student will be able to

- read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.
- understand the main points of simple audio messages or recorded material and read and understand simple texts about familiar subjects delivered relatively slowly and clearly.
- describe experiences, feelings and events in some detail.
- attain partially A2 Level of the Common European Framework (CEF).

## **SYLLABUS OF DSC-3<sup>4</sup>**

### **Dossier 1 Lessons 1-6 + Project (12 hours)**

**Reading Comprehension:** Read content of an article on internet, a travel column, a brochure observe images and answer questions based on them.

**Writing:** Compare your maternal language with french , prepare program of a linguistic stay in France, write a guide book and propose a visit for francophone tourists, create a brochure for types of accomodation for francophone students visiting your city for a linguistic stay, write description of an unfamiliar place in your city, prepare a list of touristic activities available in your city(cultural, sportive, etc.).

**Grammar:** Expressions of comparison, indirect pronoun *y* and *en* to replace a thing, a place or an idea, pronoun *COD* and *COI* to avoid repetition, structures to express rules and give recommendations : imperatif, verb *devoir* + infinitif form of the verb, *il faut* + infinitf form of the verb, *il est impératif de* , negation ( *ne... plus* , *rien*, *personne*, *jamais* ...), adverbs and adverbial phrase for describing a place, relative pronouns (*qui*, *que* (or *qu*), *à qui* , *avec qui* for giving precisions.

**Listening comprehension:** Listen to a conversation on a mobile application, on an internet website, radio show, telephonic conversation and answer questions based on them.

<sup>4</sup> A text book contains 6-8 modules/units called *dossier* Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 3, initial 4 units of the text book will be covered i.e from Unit 1-4.



**Speaking:** Compare linguistic stays, follow an administrative procedure, organise a trip, enquire about an accommodation, describe a place, give clarifications.

**Phonetics:** Pronunciation of the word *plus*, the nasal vowels [ã] [ē], intonation for expressing obligation.

**Vocabulary:** Words related to description of a linguistic stay, administrative formalities, means of travel: car pool, describe an accommodation, words to describe an unfamiliar place, places in the city, touristic activities in your city.

**Cultural:** Visiting Paris, France, complete your cultural report card.

## **Dossier 2 Lessons 1-6 + Project (12 hours)**

**Reading Comprehension:** Read and understand contents of an article , brochure, testimonials, flyer, travel testimonial and answer questions based on them.

**Writing:** Write about your trip to an unfamiliar place in your city that you may propose to francophone tourists, read the programme of a travel agency, present a touristic activity of your city for francophone tourists, give advices, make a guide book, write a testimonial: choose the theme of your testimonial(travel memory, public speaking etc.) and express your emotions and sentiments related to this testimonial, prepare a flyer for a sports activity , present travel to an unfamiliar place.

**Grammar:** Accord of past participle with the verb *être* in *passé composé*, express an obligation, prohibition and give advices, use of present subjunctive to express an obligation, *passé composé* and *imparfait* to narrate past events , memories, *c'est ... qui*, *c'est... que* in order to highlight, gender of nouns, expressions of time: *il y a*, *pendant*, *depuis*, *dans*.

**Listening comprehension:** Listen to a musical piece on an internet website , a conversation on a travel plan in a café of languages, radio chat show.

**Speaking:** Narrate an experience, understand the advices and safety instructions, talk about your emotions and sentiments, plan a weekend, describe a travel to an unfamiliar place, describe one's journey.

**Phonetics:** Nasal vowels [ã] [ɜ], the pronunciation of *passé composé* and *imparfait*, *liaison* with sounds [z], [t] and [n].

**Vocabulary:** Words to describe a touristic activity, verbs and structures for expressing rules and giving recommendations, expressing sentiments and

emotions, words to describe an unusual sports activity, the characteristics of informal french, words related to professional and personal journey.

**Cultural:** Intercultural meeting , a cultural exchange.

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

**Reading Comprehension:** Read and understand contents of a job offer, a message for job search, website offering services near you, testimonials, different sections of a CV, read an article in a magazine meant for francophone readers and answer questions based on them.

**Writing:** Create a job offer for your center of languages , write your speculative CV, write an advertisement offering your services, give advices to a francophone who is looking for a job in your country/ city, present a CV(classic or unique) and a motivation letter, write a short testimonial about your professional or educational journey.

**Grammar:** Logical connectors for structuring a speech, adverbs: regular and irregular to give precision, hypothesis with *si* for giving advices and indicating consequences, *plus que parfait* for describing past events, asking questions in a formal situation, indefinite adjectives for expressing quantities ex- *quelques, plusieurs* .

**Listening comprehension:** Listen to a job interview, conversation on an internet website, radio chat show, radio interview on testimonials.

**Speaking:** Understanding a job offer, searching for a job, offering services, giving advices, talking about one's professional journey, replying to formal questions and preparing for a professional interview.

**Phonetics:** Sounds [s] and [z], denasalisation, pronunciation of *tous* and *tout*.

**Vocabulary:** Words to describe professional competencies and qualities, words related to a professional interview, professional application ( speculative/ telephonic interview), words related to exchange of services, studies, professional experience(CV), words related to a professional interview (description of an internship, professional qualities).

**Cultural:** Fren speaking community on television: TV5 monde, television shows such as: Destination francophony, ERASMUS program, importance of bilingual education.

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

**Reading Comprehension:** Read and understand contents of an article on a forum about a television series, read the account of an event , article in a newspaper about an author of a comic script and answer questions based on them.

**Writing:** Present your favourite series, describe a cultural event, prepare a survey about different cultural practices in your country, write an article to present an art form (painting,theatre, circus etc.) and famous artists related to each art form, present an author of a francophone comic script and write questions to ask from this author, give advices and suggestions to be given to the creative guide of the show *Cirque du Soleil* to plan a similar event in your country.

**Grammar:** Place of adverbs( simple and complex tenses), *ce que/ce qui... c'est/ce sont...* for highlighting, interrogative pronouns (*lequel , laquelle, lesquels, lesquelles*) for asking an information or a precision, the superlative for expressing superiority or inferiority, interrogation for asking question in oral and written form (inverted question ), conditional present to express a wish and give an advice.

**Listening comprehension:** Listen to an interview, radio show on cultural forum, radio chat show on infographic survey.

**Speaking:** Present, modify and explain facts, give account of an event, reply to a survey, give appreciation, ask for explanations, express desires and give advices.

**Phonetics:** Sounds [r],[y], [o] and [u] , pronunciation in imparfait and conditional present.

**Vocabulary:** Words related to television series, words and expressions that describe professional success, festive (musical festival) and cultural events, present the results of a survey, describe an age group, words related to cultural life, to the world of showbiz, words related to comic strip, live performances, words and expressions for giving advices and expressing wishes.

**Cultural:** A new king at Versailles, French cinema abroad.

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

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 1-6.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Airelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFL), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFL) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 1-4.
9. Chanéac-Knight Laëtitia : « *Odyssée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito- A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 1-6.

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

**Category I**

**BA (HONOURS) GERMAN**

**DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7)  
Language in Context: Intermediate Reading and Writing Skills (1)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (1)	4	3	1	0	12 <sup>th</sup> pass	NIL

**Learning Objectives**

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

**Learning outcomes**

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**SYLLABUS OF DSC-7**

**Unit I**

**9 hours**

Understand information about people

Understand and narrate a story

Justify something

Make guesses about something

Answer questions about a text

- Possessive article with dative
- Model particle “doch”

- Conjunction “weil”
- Vocabulary related to cuisines and eating habits

**Unit II** **9 hours**

Read about others school experiences  
 Write comments on others school experiences  
 Get to know a city through brochures  
 Read about schools in German speaking countries

- Past tense of model verbs
- Two-way prepositions
- Verbs related to position and action

**Unit III** **9 hours**

Read texts about media  
 Write about one’s opinion about different media  
 Engage with a film review

- Comparison with “als” and “wie”
- Conjunction “dass”
- Superlative degree of comparison

**Unit IV** **9 hours**

Read different texts about festivals  
 Write about any Indian festival  
 Describe a city  
 Read and write a blog entry

- Conjunction “wenn”
- Adjective endings after definite articles
- Adjective endings after indefinite articles

**Unit V** **9 hours**

Read texts about different professions  
 Read newspaper articles  
 Write about a trip

- Prepositions “ohne” and “mit”
- Indirect questions
- Prepositions related to location

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

**Essential/recommended readings**

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.

2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8)**  
**Language in Context: Intermediate Listening and Speaking Skills (1)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.1 of the Common European Framework (CEF).

## Learning Outcomes

- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment

## SYLLABUS OF DSC-8

### Unit I 9 hours

Talk about food  
Introduce oneself and others  
Talk about emotions

### Unit II 9 hours

Talk about one's school experiences  
Talk about one's habits  
Talk about the Indian school system

### Unit III 9 hours

Discuss the pros and cons of different media  
Watch a short film  
Talk about films

### Unit IV 9 hours

Express gratitude and good wishes  
Listen to a song  
Recite a poem

### Unit V 9 hours

Simulate buying a ticket from the ticket counter  
Talk about one's dream job  
Listen to travel related announcements

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

## Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.



4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
6. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
7. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9)**  
**Engaging with Literary Texts (1)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

Enable students to read, understand and analyse short literary texts (prose, poetry, films, songs etc.) adapted for students of level A2 and to answer questions on the same.

**Learning outcomes**

**SYLLABUS OF DSC-9**

**UNIT – I (9 hours)**

The students will read short stories of level A2, and learn to summarise the content as well as answer basic comprehension questions on it.

**UNIT – II (9 hours)**

The students will get familiar with various components of literary analysis like narrator, character, tone etc. as well as with various forms of short prose. The students will learn to answer more analytical questions.

**UNIT – III (9 hours)**

The students will learn to read and analyse poetry while gaining knowledge about various poetic devices.

#### **UNIT – IV (9 hours)**

The students will learn to listen to and analyse various German songs and try to apply knowledge of poetic devices on the song texts, while also learning more about intonation, melody, rhythm etc.

#### **UNIT – V (9 hours)**

The students will learn to comprehend and do a basic analysis of short visual texts like shorts films, advertisements, skits etc.

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

#### **Suggestive readings**

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

1. Rosmarie Thee Morewedge. (2008). Mitlesen - Mitteilen Literarische Texte zum Lesen, Sprechen, Schreiben und Hören. Boston: Thomson Heinle. 4th Edition
2. Habersack, Charlotte. (2010). Der Tote im See. Hueber
3. Schwenninger, Marion. (2016). Träume beißen nicht. Hueber
4. Baier, Gabi. (2015). Verschollen in Berlin. Hueber
5. List of Films  
<https://www.goethe.de/ins/pl/de/spr/unt/kum/dfj/fil.html>
6. List of Songs  
<https://www.goethe.de/prj/stg/de/mat/mmu.html>

Additional material may be provided by the Department.

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

## Pool of Discipline Specific Electives (DSEs)

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1):**  
Introduction to the History of Germany and the German-speaking World.(1)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Germany and the German Speaking World	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to major social, political and cultural events in Germany and German-speaking countries.
- To study the impact of these social, political and cultural events in the German-speaking world and in Europe.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To familiarise students with the major social, political and cultural events from the medieval to contemporary period.
- To provide a good understanding of contemporary Germany and German-speaking countries and their standing in the world.

### SYLLABUS OF DSE-1

#### UNIT – I (9 hours)

Reformation and Counter-Reformation.  
Thirty Years' War  
Enlightenment

#### UNIT – II (9 hours)

1848 Revolution  
Unification of Germany under Bismarck.

Weimar Republic

**UNIT – III (9 hours)**

Habsburg Empire

World War I.

Division of Germany

**UNIT – IV (9 hours)**

Basic Law, Economic Miracle

1968 student revolt

**UNIT – V (9 hours)**

Fall of the Berlin Wall in 1989, Reunification

Germany in the European Union

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

**Essential/recommended readings**

1. Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
2. Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
3. Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
4. Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
5. Stern, C., Winkler, H.A. (Hrsg.). (1994). *Wendepunkte deutscher Geschichte 1848-1990*. Frankfurt am Main: Fischer-Verlag.

Additional material will be provided by the Department.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1):

Life in German speaking Countries.

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life in German-Speaking Countries	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learner to various aspects of contemporary culture (films, art, education system etc.) in Germany and German-speaking countries.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To initiate learners to the culture and civilization of Germany and German-speaking countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and German-speaking countries.
- To introduce the students to the great thinkers of Germany and German-speaking countries in the areas of literature, cinema, art etc.
- To enable students to understand and analyse cultural aspects of Germany and German-speaking countries and develop an intercultural competence among students.

### SYLLABUS OF DSE-1

#### UNIT – I (9 hours)

Detailed contents

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, home, family, leisure activities, festivals etc.

#### UNIT – II (9 hours)

Basic knowledge of education systems, politics etc.

#### UNIT – III (9 hours)

Basic knowledge of tourism, physical geography etc.

## UNIT – IV (9 hours)

Great thinkers of Germany and other German speaking countries.

## UNIT – V (9 hours)

Introduction to literature, cinema, art of Germany and other German speaking countries.

## Practical component (if any) - NIL

### Essential/recommended readings

1. Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
2. Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
3. Kolb, E., Schumann, D. (2012). *Die Weimarer Republik. 8. erw. Aufl.* München/Wien: Oldenbourg.
4. Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
5. Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung*. Köln: Böhlau Verlag.
6. Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das "Denkmal für die ermordeten Juden Europas"*. Berlin/Wien: Philo.
7. Rumpler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
8. Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Fantom ? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
9. Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
10. Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS.

Additional material will be provided by the Department.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1):

### Different Text Types

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce and familiarise the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyse the form and content of literary and non-literary texts.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Develops skills to study different text types in order to familiarise oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

### SYLLABUS OF DSE-1

#### UNIT – I (9 hours)

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple shorter narrative genres, (Ex. short story, fable, chronicle, myth, tales, anecdote etc.)

#### UNIT – II (9 hours)

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple longer narrative genres, (Ex. novella, autobiography, biography, novel, play etc.)

#### UNIT – III (9 hours)

**Poetry:** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

#### UNIT – IV (9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels etc.

#### UNIT – V (9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

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

### **Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.

Additional texts will be provided by the Department.

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

### **DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1): Debating and Presentation Techniques**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	12 <sup>th</sup> Pass	NIL

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



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

### GENERIC ELECTIVES (GE-3)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative German (3)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

#### Learning outcomes

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.
- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment

#### SYLLABUS OF GE-3

##### Unit I

**9 hours**

Understand information about people  
Understand and narrate a story  
Justify something

Make guesses about something  
Answer questions about a text  
Talk about food  
Introduce oneself and others  
Talk about emotions

- Possessive article with dative
- Model particle “doch”
- Conjunction “weil”
- Vocabulary related to cuisines and eating habits

## **Unit II**

**9 hours**

Read about others school experiences  
Write comments on others school experiences  
Get to know a city through brochures  
Read about schools in German speaking countries  
Talk about one’s school experiences  
Talk about one’s habits  
Talk about the Indian school system

- Past tense of model verbs
- Two-way prepositions
- Verbs related to position and action

## **Unit III**

**9 hours**

Read texts about media  
Write about one’s opinion about different media  
Engage with a film review  
Discuss the pros and cons of different media  
Watch a short film  
Talk about films

- Comparison with “als” and “wie”
- Conjunction “dass”
- Superlative degree of comparison

## **Unit IV**

**9 hours**

Read different texts about festivals  
Write about any Indian festival  
Describe a city  
Read and write a blog entry  
Express gratitude and good wishes  
Listen to a song  
Recite a poem

- Conjunction “wenn”
- Adjective endings after definite articles
- Adjective endings after indefinite articles

## Unit V

9 hours

Read texts about different professions  
Read newspaper articles  
Write about a trip  
Simulate buying a ticket from the ticket counter  
Talk about one's dream job  
Listen to travel related announcements

- Prepositions “ohne” and “mit”
- Indirect questions
- Prepositions related to location

### Essential/recommended readings

#### Essential/recommended readings/Suggestive readings

##### Learning/Teaching Material:

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs.* Klett Verlag.
- Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos.* Klett Verlag
- Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch.* Hueber Verlag.
- Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch.* Max Hueber Verlag
- Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch.* München: Hueber Verlag.
- Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1.* Berlin: Langenscheidt.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch.* Klett Verlag.
- Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch.* Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

## BA (PROG.) WITH GERMAN AS NON-MAJOR

### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Intermediate Level – 1

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Intermediate Level – 1	4	3	1	Nil	12 <sup>th</sup> Pass	German Basic Level- 2

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 3, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level A 2.1 of the Common European Framework (CEF).

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A 2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC-3

##### Content

**Listening:** Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

##### Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

**Reading:** Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

**Writing:** Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

**Morphosyntax and Vocabulary:** Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

#### **UNIT I** **9 hours**

To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.

#### **UNIT II** **9 hours**

To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.

#### **UNIT III** **9 hours**

To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system

#### **UNIT IV** **9 hours**

describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions,

#### **UNIT V** **9 hours**

Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.

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

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

Any of the following textbooks may be prescribed and will be partially completed.

9. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwe neu A 2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.

10. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
11. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
12. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
13. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
14. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
15. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
16. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**Category I**

**B.A.(Hons) Spanish**

**DISCIPLINE SPECIFIC CORE COURSE – 7:**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (1)	4	3	1	0	12 <sup>th</sup> Pass	Nil

**Learning Objectives**

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

**Learning Outcomes**

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**Content:**

**Reading:** Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

**Writing:** Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

**Morphosyntax and Vocabulary:** standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related

to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

**Intercultural and cocultural:** Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

## **SYLLABUS OF DSC-7**

### **UNIT – I (9 hours)**

#### **Spanish language and you**

Read a text related to the topic.

Write about habits and difficulties.

Write suggestions for improving your Spanish.

Read a text on how to learn Spanish better.

Write a questionnaire to know how your classmates learn and what their difficulties are.

### **UNIT – II (9 hours)**

#### **A life in pictures**

Read a text related to the topic.

Write a biography of an actor/director.

Write about your activities in the last weekend.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a biography of your favourite person.

### **UNIT – III (9 hours)**

#### **Home, sweet home**

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

### **UNIT – IV (9 hours)**

#### **How are things?**

Read a text related to a topic.

Write a note on greetings and goodbye.

What are they doing?

Difference between Dejar and Dar, estar+gerund

Write a brief note on your activities at present



## **UNIT –V (9 hours)**

### **Leisure time**

Read a text related to the topic.

Write about how to spend free time.

Préterito perfecto, todavía, ya, marcadores temporales: hoy, este año, esta mañana ir a +infinitivo etc.

Write on a series of pictures.

Read a text related to the topic.

Write a plan of a weekend for a particular group, students, retired persons, a couple etc.

## **UNIT VI (9 hours)**

### **I am vegetarian**

Read a text related to a topic.

Write the food items in the breakfast, in the lunch and at dinner.

Read a text on vegans and recipes

Write a recipe of your favorite food.

Read a text related to the topic.

Write a diet chart to lose some weight.

Se+tercera persona

Write on a dinner plan.

### **Essential/recommended readings**

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

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

### DISCIPLINE SPECIFIC CORE COURSE – 8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.1 of the Common European Framework (CEF).

#### Learning Outcomes

- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC- 8

##### UNIT – I (9 hours)

##### Spanish language and you

Listen to an audio activity related to the topic.

Talk about habits and difficulties.

Interact to know suggestions for improving your Spanish.

Listen to an audio related to the topic.

##### UNIT – II (9 hours)

### **A life in pictures**

Listen to an audio related to the topic.

Speak about a biography of an actor/director.

Exchange biography of your family member and learn to express your opinion.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

### **UNIT – III (9 hours)**

#### **Home, sweet home**

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

### **UNIT – IV (9 hours)**

#### **How are things?**

Read a text related to a topic.

Write a note on greetings and goodbye.

What are they doing?

Difference between Dejar and Dar, estar+gerund

Write a brief note on your activities at present

.

### **UNIT –V (6 hours)**

#### **Leisure time**

Listen to a text related to a topic.

Talk about your leisure time and activities you do.

Interview a person in the class about his/her activities in his/her leisure time and record the audio.

Exchange about how to spend free time.

Speak about a plan of a weekend for a particular group, students, retired persons, a couple etc.

### **UNIT VI (3hours)**

#### **I am vegetarian**

Listen to an audio related to the topic.

Speak about the food items in the breakfast, in the lunch and at dinner.

Listen to an audio related to the topic.

Exchange a recipe of your favorite food.

Invite at lunch and do role play.

### **Essential/recommended readings**

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

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

#### DISCIPLINE SPECIFIC CORE COURSE – 9:

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with literary texts (1)	4	3	1	0	12 <sup>Th</sup> Pass	NIL

**Learning Objectives:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.1 and to answer questions on the same.

#### Learning Outcomes

- Enable students to fully attain A2.1 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

## SYLLABUS OF DSC-9

### UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below)

Miguel de Cervantes, *Rinconete y Cortadillo*, European Language Institute.

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión: Ajendro Amenábar

El Che Guevara

Las nuevas caras del cine español

Casas únicas

Vida en las plazas

Espacios naturales

Denominación de origen

Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Rinconete y Cortadillo*, Miguel de Cervantes, adaptado por Raquel García Prieto

*Todas las voces*. Curso de cultura y civilización de N. Murillo

### UNIT II Journalistic Texts

(9 hours)

(A selection will be made from the list below)

*Hoy en clase* de Campus Difusión

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Con Frida en el altiplano -- Bolivia* de Dolores Soler-Espiauba

*Guantanameras – Cuba* de Dolores Soler-Espiauba

*Ojalá que te vaya bonito – México* de Dolores Soler-Espiauba

*Los espejuelos de Lennon – Cuba* de Dolores Soler-Espiauba

*Dos semanas con los ticos – Costa Rica* de Dolores Soler-Espiauba

### UNIT III Simple poems

(9 hours)

Poemas de Alfonsina Storni

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Francisco de Quevedo

Poemas de José Agustín Goytoso

Poemas de Rafael Alberti

Poemas de Antonio Machado

Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

### UNIT IV Simple Audio / Visual Texts/Songs

(9 hours)

**(A selection will be made from the list below)**

**Songs (A2)**

*Guantanamera*

*No me doy por vencido*

*Canciones de Audry Funk*

*Vida de Rubén Blades*

*Casas de Cartón de Marco Antonio Solís*

*Mi país de Ruben Rada*

*De donde vengo yo de ChocQuibTown*

**Documentaries**

Aldea Latinoamericana – Por la Geografía de América Latina

Historia del Arte en 10 minutos

Historia del imperio romano en 10 minutos

**UNIT V Advertisement**

**(9 hours)**

**Suggestive readings**

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantanameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina  
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,  
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

## DISCIPLINE SPECIFIC ELECTIVE - DSE 1

### Introduction to the History of Spain and the Spanish speaking World (1)

#### Learning Objectives:

To familiarize students with the major social, political and cultural events from the medieval to contemporary period

#### Learning Outcomes:

To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

#### Unit 1

Arab contributions to Spanish culture (711-1492).

#### Unit 2

The Catholic kings, discovery of America and the Spanish empire.

#### Unit 3

XIX century Spanish American Independence movements

#### Unit 4

XX century: Spanish Civil War, Latin American dictatorships

#### Unit 5

Contemporary Spain and Latin America

#### References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

Additional material will be provided by the Department

#### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

#### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

#### Keywords

*Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History*

## Life in Spanish speaking Countries

### Learning Objectives:

To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

### Learning Outcomes:

- To initiate learners to the culture and civilization of Spain and Latin American countries
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Spain and Latin American countries.
- To introduce the students to the great thinkers of Spain and Latin America in the areas of literature, cinema, art, etc.
- To Enable students to understand and analyse cultural aspects of Spain and Latin American Countries and develop an intercultural competence among students

### Unit 1

The 19th century phenomenon of the caudillo and cacique in Spain and Latin America. 20th century dictatorships (Franco - Spain, Trujillo - Dominican Republic, Pinochet - Chile, etc.) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).

### Unit 2

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

### Unit 3

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

### Unit 4

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy.

Operation Condor. Spain: Multiculturalism and Immigration.

### Unit 5

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

### References

#### Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

Additional material will be provided by the Department

### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned



## Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

## Keywords

*Culture, civilisation, Intercultural Competence, Spain, Latin America*

## Different text types

### Learning Objectives

- To introduce and familiarize the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts.

### Learning Outcomes

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

### Unit 1

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Ex. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

### Unit 2

**Poetry:** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

### Unit 3

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

## References

Any of the following textbooks may be prescribed and will be partially completed.

- Merino, José María. (1998). *Cien años de cuentos (1989-1998)* Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

### Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

### Keywords

Text types, Prose, poetry, intermedial and semi-literary texts, analytical study

### Debating and Presentation Techniques

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

### GENERIC ELECTIVES (GE-3)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative French (3)	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

### Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language

- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

#### Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

#### Unit 2: Reading

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

#### Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

#### Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

#### References

Any of the following textbooks may be prescribed and will be partially completed.

- Campo, Cristina, Melero, Pilar. et. al.(2017) *Protagonistas A2- Libro de alumno*.Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.

Additional material will be provided by the Department.

#### Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bítacora 2 Libro de alumno*. Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 2 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.

#### Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

#### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## B.A. PROGRAMME WITH SPANISH AS NON-MAJOR

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Spanish in Context: Intermediate Level – 1

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Intermediate Level – 1	4	3	1	nil	Pass in B.A. (Prog.) Sem. II	none

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 3, a student will be able to:

- Read texts on various social topics and answer questions on them.
- Write short texts on subjects pertaining to his/her environment.
- Attain Level A2.1 of the Common European Framework (CEF)

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her environment.

#### SYLLABUS OF DSC – 3

##### Content

**Listening:** Listen to and understand texts on various topics like fashion, professions, health, means of communication, environment, etc.

**Speaking,** which includes:

**Monologue:** Present orally one's views on various topics like health, professions, fashion, social media, etc.

**Dialogue:** Engage in conversations on various topics like clothes, health, professions, social media, etc.

**Reading:** Read and understand texts, emails, blogs on various topics like fashion, social media, professions, etc.

**Writing:** Guided writing activities. Writing a short text, an email, a formal and an informal letter, one's curriculum, etc.

**Morphosyntax and Vocabulary:** Grammatical structures and vocabulary used to talk and write on various topics like social media, fashion, health, professions, etc.

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

### **Unit 1**

**3 weeks**

Talking about fashion, clothes and related issues. Reading, comprehending and discussing blogs on fashion. Vocabulary related to purchase of clothes – “rebajas, gastar mucho/poco dinero, probarse/ponerse/llevar una prenda.” Clothes, shoes and accessories for different occasions. Reacting to different opinions using “de acuerdo”, “yo también”, “yo tampoco” “yo sí”, “yo no”, etc. Material and style of clothes, measurements, prices, places where one can buy clothes, shoes, etc. Use of “qué, cuál, cuáles” while selecting and purchasing clothes, shoes and accessories. Discussing what we can do with clothes we don’t need. Learning and using the “pronombres de objeto indirecto” and combining them with “pronombres objeto directo”. Using “pronombres posesivos – mío,mía, etc.”.

### **Unit 2**

**3 weeks**

Different professions and the work involved in them. Expressing positive and negative aspects at work. Vocabulary involved when talking about the workplace and work. The verb “soler”. Learning and using “el pretérito indefinido” of regular and irregular verbs. Learning time markers when speaking of the past like “ayer, el año pasado, hace tres años, etc.”. Talking of past actions and of special moments of life in the past. Forming a curriculum. Discussing the importance of work in one’s life and other aspects like salary, free time, motivation, etc. Reading and discussing the process of selection for a job. Talking of skills and capabilities. Discussing the preferred profession of the students.

### **Unit 3**

**3 weeks**

Talking of health. Knowing the human body. Discussing about the daily habits which lead to a healthy life. Talking about health problems using “doler, tener + fiebre, estar + enfermo/cansado, etc.”. Giving advice in order to maintain good health using “es necesario/importante, etc.”. Relating to others in a formal and informal way using “tú” and “usted”. Discussing one’s food habits and exercise routine. Talking about the different states of mind. Discussing remedies if in bad health. Interview with a nutritionist. Discussion on naturopathic medicine. Connectors which connect parts of a sentence – “...y es que”, “ya que”, “porque”, “en primer lugar”, etc. Expressing actions one should or should not do using “hay que/no hay que + infinitivo, deber + infinitivo, tengo que + infinitivo”.

### **Unit**

**3 weeks**

Talking about the different means of communication – the newspaper, the radio, the television, the social network. Pointing out the differences in paper press and digital press. Talking about the various sections of a newspaper – sports, culture, etc. Forming News Headlines. Discussing the structure of a news item – the headline, the introduction and the body with all the details. The contrast between the “Pretérito Perfecto” and “Pretérito Indefinido”. Use of “ya”, “todavía no”. Reacting to news using “qué + adjetivo”, “qué + adverbio”, “qué + sustantivo”, “qué + sustantivo + tan/más + adjetivo”. Discussing the different social networking sites. Writing a formal letter and email and an informal letter and email.

Talking about environment and ecology. Discussing various issues related to environment like global warming, climatic change, natural resources, animals in danger of extinction. Expressing the cause of something using “porque”, “a causa de (que)”. Expressing the purpose for which something is done using “para + infinitivo”. Expressing opposition using “pero”, “sino (que)”, “sin embargo”. Expressing consequence using “por eso”. Using some nouns which are derived from verbs like “elevar...la elevación, cambiar...el cambio, etc.”. Expressing agreement/disagreement using “estar de acuerdo/en desacuerdo, etc.”. Expressing certainty using “estar seguro, etc.”. Structure of a conference. Expressions used in a debate.

**References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Alonso Encina, et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
  - Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
  - Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
  - Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
  - Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Additional material can be also used.

**DEPARTMENT OF SPANISHIC & ROMANCE STUDIES – ITALIAN**

**B.A. (HONOURS) ITALIAN**

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

**DISCIPLINE SPECIFIC CORE COURSE - 7 (DSC-7)  
Language in Context: Intermediate Reading and Writing Skills (1)**

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

<b>DSC-7 Language in Context: Intermediate Reading and Writing Skills (1)</b>	
<b>Learning Objectives:</b> Enable student to	
<ul style="list-style-type: none"> <li>• read and understand texts related to the learner’s field of interest.</li> <li>• answer questions on the text.</li> <li>• write texts describing and relating events, expressing one’s feelings and opinion.</li> <li>• attain Level A 2.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Enable learners to attain A2.1 Level of reading and writing skills in the concerned language</li> <li>• Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>• Equip the learners to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.</li> <li>• Develops skills to read and understand journalistic texts</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading and understanding relevant information in everyday material such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognize significant points and line of argument in the treatment of the issue presented</li> </ul>	
<b>UNIT II</b>	<b>(9 hours)</b>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Writing personal letters describing experiences, feelings and events in some detail.</li> </ul>	

<ul style="list-style-type: none"> <li>• Writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</li> </ul>	
<b>UNIT III</b>	<b>(9 hours)</b>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Comparing headlines and presentation of news in different newspapers.</li> <li>• Analysing an editorial.</li> <li>• Writing a short story/anecdote.</li> <li>• Writing about feelings/impressions.</li> </ul>	
<b>UNIT IV</b>	<b>(9 hours)</b>
<b>Lexical, Morphosyntactic and Phonological Competences</b> <ul style="list-style-type: none"> <li>• Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu.</li> <li>• Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</li> <li>• Developing sufficient understanding of phonological specificity of Italian to help learners articulate and read more independently predicting pronunciation of unknown words.</li> </ul>	
<b>UNIT V</b>	<b>(9 hours)</b>
<b>Co-cultural and Inter-Cultural Competence</b> <ul style="list-style-type: none"> <li>• Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.</li> </ul>	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Balboni, Paolo E.. (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni.</li> <li>• Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni.</li> <li>• Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>, Firenze: Alma Edizioni.</li> <li>• Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.</li> <li>• Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>. Guerra edizione, Perugia.</li> </ul>	
Additional material may be provided by the Department. <b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	



**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8)**  
**Language in Context: Intermediate Listening and Speaking Skills (1)**

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

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

<b>DSC-8</b>	
<b>Language in Context: Intermediate Listening and Speaking Skills (1)</b>	
<b>Learning Objectives:</b> Enable student to	
<ul style="list-style-type: none"> <li>• listen to and understand texts related to the learner’s field of interest.</li> <li>• answer questions on the text.</li> <li>• describe and relate events, to express one’s feelings and opinion.</li> <li>• ask and answer questions related to one’s field of interest.</li> <li>• attain Level A 2.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Enable learners to attain A2.1 Level of listening and speaking skills in the concerned language</li> <li>• Equip learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li> <li>• Develop the capacity to present and discuss topics, moving out of the immediate environment of the learners.</li> <li>• Prepare to cope with less routine situations in public spaces while obtaining goods and availing services.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Listening</b>	
<ul style="list-style-type: none"> <li>• Understanding the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear</li> </ul>	
<b>UNIT II</b>	<b>(9 hours)</b>
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>• Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one’s field with some confidence</li> </ul>	

<p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> <li>• discussing film/book/advertisement, TV radio programmes,</li> <li>• current issues</li> <li>• preparing and conducting an opinion poll</li> </ul> <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> <li>• returning an unsatisfactory purchase</li> </ul>	
<b>UNIT III</b>	<b>(9 hours)</b>
<p><b>Speaking</b></p> <p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> <li>• conducting an interview</li> <li>• working with songs, etc.</li> </ul> <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> <li>• making a complaint</li> <li>• dealing with most situations likely to arise when making travel arrangements or when actually travelling.</li> </ul>	
<b>UNIT IV</b>	<b>(9 hours)</b>
<p><b>Lexical, Morphosyntactic and Phonological Competences</b></p> <ul style="list-style-type: none"> <li>• Developing a repertoire of sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events.</li> <li>• Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</li> <li>• Developing sufficient understanding of phonological specificities of Italian to help learners articulate and read more independently predicting pronunciation of unknown words.</li> </ul>	
<b>UNIT V</b>	<b>(9 hours)</b>
<p><b>Co-cultural and Intercultural Competences</b></p> <ul style="list-style-type: none"> <li>• Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.</li> </ul>	
<p><b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	

**DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9)**  
**Engaging with Literary Texts (1)**

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

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

<b>DSC-9</b> <b>Engaging with Literary Texts (1)</b>	
<b>Learning Objectives:</b> At the end of Semester 3, a student will	
<ul style="list-style-type: none"> <li>• be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A2.1, and answer questions on them;</li> <li>• be able to analyse, express their underlying meaning and answer questions based on them;</li> <li>• attain Level A 2.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows:	
<ul style="list-style-type: none"> <li>• Enable students to attain A2.1 Level of reading, understanding, analysing and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to analyse, express their underlying meaning and answer questions based on them;</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Literary Texts (Prose)</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT II</b>	<b>(9 hours)</b>
<b>Literary Texts (Poetry)</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT III</b>	<b>(6 hours)</b>
<b>Semi-literary / Journalistic Texts</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT IV</b>	<b>(6 hours)</b>
<b>Audio / Visual Texts – Songs / Music Videos</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	

<b>UNIT V</b>	<b>(9 hours)</b>
<b>Audio / Visual Texts – Films / Video Clips</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT VI</b>	<b>(6 hours)</b>
<b>Advertisements – Print / Electronic</b>	
<b>A selection will be made from the following list:</b>	
Various ads from newspapers, social media, YouTube etc.	
<b>Practical component (if any) - NIL</b>	
<p><b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore.</li> <li>• Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DISCIPLINE SPECIFIC ELECTIVE (DSE-1)

### COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES OFFERED BY THE DEPARTMENTS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Italy (1)	4	3	1	0	Passed Class XII	Nil

<b>Introduction to the History of Italy (1)</b>	
<b>Learning Objectives:</b>	
<ul style="list-style-type: none"> <li>• To introduce students to major social, political and cultural events in Italy and Italophone countries.</li> <li>• To study the impact of these social, political and cultural events in the Italophone world and in Europe.</li> </ul>	
<b>Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Familiarize students with the major social, political and cultural events from the medieval to contemporary period.</li> <li>• Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	
<ul style="list-style-type: none"> <li>• The Gauls and the Franks.</li> <li>• The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy.</li> </ul>	<b>(15 hours)</b>
<b>UNIT II</b>	
<ul style="list-style-type: none"> <li>• Italian Revolution and the Napoleonic era.</li> <li>• Rise of Republican thought in the 19<sup>th</sup> century and the Third Republic with special emphasis on its policy towards education.</li> <li>• Italy and its colonies.</li> </ul>	<b>(15 hours)</b>
<b>UNIT III</b>	
<ul style="list-style-type: none"> <li>• Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration.</li> </ul>	<b>(15 hours)</b>
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> <li>• Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola.</li> </ul>	

- Del Boca, Angelo. (1992). *L’Africa nella coscienza degli Italiani*. Roma-Bari: Laterza.
- Pallotti, Gabriele. Cavadi, Giorgio. (2014). *Che Storia: la storia italiana raccontata in modo semplice*. Roma: Bonacci.
- Prosperi, Adriano. Viola, Paolo. (2004). 1. *Dalla peste del Trecento al Concilio di Trento*. 2. *Dalle guerre di religione alla guerra dei Trent’anni*. 3. *Dall’assolutismo alla rivoluzione francese*. 4. *Dal Congresso di Vienna al trionfo del capitalismo*. 5. *Dal 1870 alla seconda guerra mondiale*. Milano: Einaudi scuola.

Additional material may be provided by the Department.

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

Life in Italy	
<b>Learning Objectives:</b>	
<ul style="list-style-type: none"> <li>• To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries.</li> </ul>	
<b>Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Initiate learners to the culture and civilization of Italy and Italian speaking countries.</li> <li>• Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries.</li> <li>• Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc.</li> <li>• Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>• Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.</li> </ul>	
<b>UNIT II</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>• Great thinkers of Italy and other Italophone countries</li> </ul>	
<b>UNIT III</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>• Introduction to literature, cinema, art of Italy and other Italophone countries</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> <li>• Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori.</li> </ul>	

- Caprara, Mario. Semprini, Gianluca. (2007). *Destra estrema e criminale*. Rome: Newton Compton Editori.
- De Lutiis, Giuseppe. (1984). *Storia dei servizi segreti in Italia*. Roma: Editori Riuniti.
- De Rosa, Gabriele. et al. (2003). *L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni*. Soveria Mannelli: Rubbettino Editore.
- Ferraresi, Franco. (1995). *Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra*. Milano: Feltrinelli.
- <http://www.istat.it/it/archivio/129854>
- ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT.
- Rao, Nicola. (2009). *Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato*. Milano: Sperling & Kupfer.
- Viale, Guido. (1978). *Il Sessantotto: tra rivoluzione e restaurazione*. Rimini: Nda Press.
- Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjórigo, Tore. (1995). *Terror from the Extreme Right*. London: Routledge.

Additional material may be provided by the Department.

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	Passed Class XII	Nil

### Different Text Types

#### Learning Objectives:

- To introduce and familiarize the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificity of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts

#### Learning Outcomes:

- Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non literary texts.
- Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Help learners to identify different language registers, rhetoric and other compositional specificities of the texts.

#### Syllabus:

##### UNIT I

(15 hours)

##### Prose

Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres:

short story fable chronicle myth novella tales anecdote autobiography biography novel play	
<b>UNIT II</b>	<b>(15 hours)</b>
<b>Poetry</b>	
Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language.	
<b>UNIT III</b>	<b>(15 hours)</b>
<b>Intermediate and Semi-Literary Texts</b>	
Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) <i>Domani 3</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore.</li> <li>• Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni.</li> </ul>	
<p>Additional material may be provided by the Department.  <b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	



Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	Passed Class XII	Nil

<b>Debating and Presentation Techniques</b>	
<b>Learning Objectives:</b>	
<ul style="list-style-type: none"> <li>The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.</li> </ul>	
<b>Learning Outcomes:</b>	
<ul style="list-style-type: none"> <li>Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language</li> <li>Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language</li> <li>Equip students to read and write about opinions, plans, instructions related to one's immediate environment.</li> <li>Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Listening</b>	
Identifying the main points in short, clear, simple messages and announcements.	
<b>UNIT II</b>	<b>(12 hours)</b>
<b>Reading</b>	
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.	
<b>UNIT III</b>	<b>(15 hours)</b>
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.</li> <li>Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.</li> </ul>	
<b>UNIT IV</b>	<b>(9 hours)</b>
<b>Writing</b>	

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni.</li> <li>• Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010).</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.</li> <li>• Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009.</li> <li>• Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze.</li> <li>• Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore.</li> </ul>	
Additional material may be provided by the Department.	
<p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

## **DEPARTMENT OF LINGUISTICS**

### **B.A. (PROG.) WITH LINGUISTICS AS MAJOR**

#### **DSC - 5: MORPHOSYNTACTIC PROCESSES**

**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**

**Total Lectures: Theory-45, Tutorial-15, Practical-Nil**

**Duration: 15 weeks**

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

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To make learners aware about the structure word as a unit
- To make learner understand the word formation processes in languages
- To teach the fundamentals of syntactic structures of languages

#### **Learning Outcomes**

By participating in this course, the student will develop:

- an appreciation of the difference between sounds, words and sentences;
- skills to analyse structure of words and sentences from a linguistic perspective;
- experience of handling of language data at the word and sentence levels.

#### **Unit 1: Structure of words**

**(9 hours)**

Segmenting and Labeling constituents of words

- Morpho-phonological processes in languages
- Productivity

#### **Unit II: Processes of word formation**

(12 hours)

- Inflectional processes
- derivational processes
- Morphological Typology
- Morphological typology of languages

**Unit III:** Structure of simple sentences

(12 hours)

- Major parts of speech of languages.
- Structure, Constituency, & Word order.
- Structure of Noun phrase, Verb phrase, Adjectival phrase, Prepositional phrase.
- Structure of simple sentences in languages.

**Unit IV:** Structure of Complex sentences

(12 hours)

- Structure of embedded clauses, complex sentences.
- Types of embeddings.
- Embedding and the role of complementizers.
- Finiteness/ Non-finiteness.

### Readings

1. Bauer Laurie (1988). *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
2. Carnie, Andrew. 1999. *Sentence Structure: A Generative Introduction*. OUP
3. Haegeman, Liliane. 1991. *Introduction to GB Theory* (2<sup>nd</sup> Edition). Blackwell.
4. Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

## DSC - 6: MORPHOSYNTACTIC PROCESSES IN INDIAN LANGUAGES

**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**

**Total Lectures: Theory-45, Tutorial-15, Practical-Nil**

**Duration: 15 weeks**

Course title & Code	Credits (Hours)	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Morphosyntactic Processes in Indian languages (DSC-6)	4 (60 hours)	3 (45 hours)	1 (15 hours)	0	Class XII	NIL	Linguistics

### Learning Objectives

The Learning Objectives of this course are as follows:

- To make learners aware about word as a unit in Indian languages
- To make learner understand the word formation processes of Indian language
- To teach the fundamentals of syntactic structures of Indian languages

### Learning Outcomes

By participating in this course, the student will develop:

- an appreciation of the difference between sounds, words and sentences in the context of Indian languages;
- skills to analyse structure of words and sentences in Indian languages from a linguistic perspective;
- experience of handling of Indian language data at the word and sentence levels;

#### **Unit 1: Structure of words of Indian languages (9 hours)**

- Word segmentation of Indian languages.
- Labeling of word-level constituents of any Indian language.
- Word formation processes and Indian languages.

#### **Unit II: Processes of word formation and Indian languages (12 hours)**

- Inflectional processes of any Indian language.

- Derivational processes of any Indian language.
- Language Typology and Indian languages.

**Unit III: Structure of simple sentences in Indian languages (12 hours)**

- Parts of speech of any Indian language.
- Word order and the major language families of India.
- Structure of Noun phrase, Verb phrase, Adjectival phrase, Prepositional phrase and Indian languages.
- Structure of simple sentences in any one Indian language.

**Unit IV: Structure of Complex sentences in Indian languages (12 hours)**

- Sentence structure of embedded clauses in Indian languages.
- Types of embeddings and Indian languages.
- India as a linguistic area on the basis of complex sentence structures.
- The role of finiteness and complementizers.

**Readings**

1. Bauer Laurie (1988). *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
2. But, Miriam (2017). Hindi/Urdu and Related Languages. In Jessica Coon, Diane Massam, & Lisa Demena Travis (Eds.), *The Oxford handbook of ergativity*. Oxford: Oxford University Press.
3. Carnie, Andrew. 1999. *Sentence Structure: A Generative Introduction*. OUP
4. Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

## B.A. (PROG.) WITH LINGUISTICS AS NON-MAJOR

### DSC - 5: MORPHOSYNTACTIC PROCESSES

**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**

**Total Lectures: Theory-45, Tutorial-15, Practical-Nil**

**Duration: 15 weeks**

Course title & Code	Credits (Hours)	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Morphosyntactic Processes (DSC-5)	4 (60 hours)	3 (45 hours)	1 (15 hours)	0	Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To make learners aware about the structure word as a unit
- To make learner understand the word formation processes in languages
- To teach the fundamentals of syntactic structures of languages

### Learning Outcomes

By participating in this course, the student will develop:

- an appreciation of the difference between sounds, words and sentences;
- skills to analyse structure of words and sentences from a linguistic perspective;
- experience of handling of language data at the word and sentence levels.

#### **Unit 1: Structure of words (9 hours)**

- Segmenting and Labeling constituents of words
- Morpho-phonological processes in languages
- Productivity

#### **Unit II: Processes of word formation (12 hours)**

- Inflectional processes
- derivational processes

- Morphological Typology
- Morphological typology of languages

**Unit III: Structure of simple sentences (12 hours)**

- Major parts of speech of languages.
- Structure, Constituency, & Word order.
- Structure of Noun phrase, Verb phrase, Adjectival phrase, Prepositional phrase.
- Structure of simple sentences in languages.

**Unit IV: Structure of Complex sentences (12 hours)**

- Structure of embedded clauses, complex sentences.
- Types of embeddings.
- Embedding and the role of complementizers.
- Finiteness/ Non-finiteness.

**Readings**

5. Bauer Laurie (1988). *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
6. Carnie, Andrew. 1999. *Sentence Structure: A Generative Introduction*. OUP
7. Haegeman, Liliane. 1991. *Introduction to GB Theory* (2<sup>nd</sup> Edition). Blackwell.
8. Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.



## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-3): LANGUAGE AND MIND

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

Course title & Code	Credits (Hours)	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language and Mind (GE-3)	4 (60 hours)	3 (45 hours)	1 (15 hours)	0	Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop students' understanding of the connection between linguistic and cognitive concepts
- To develop students' understanding of how individuals produce and comprehend language
- To teach the fundamental characteristics of language acquisition as well as language disorders
- To make students appreciate the complexity of the processes underlying language use

#### Learning outcomes

By participating in this course, the student will develop:

- an appreciation of linguistic structures and mental architectures underlying language use;
- skills to analyse spoken and written language using linguistic tools in the contexts of language acquisition, language production, language comprehension and language disorders
- experience of handling complex data from different populations of language users and an understanding of the issues involved in collecting or analysing such data;

### SYLLABUS OF GE-3

#### UNIT – I (9 hours) : Language in the mind

- Behaviourism
- Cognitive Revolution
- Competence and Performance

## **UNIT – II (12hours) : Language Acquisition**

- Critical Period
- Phonetic & Phonological features
- Morphological features
- Syntactic features

## **UNIT – III (12 hours): Language Use**

- Nature of Linguistic Structures
- Production
- Comprehension

## **UNIT – IV (12 hours): Language disorders**

- Development language disorder
- Aphasia
- Dyslexia

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

### **Essential/recommended readings**

Carroll, D. W. (2008). *Psychology of Language*. 5<sup>th</sup> Edition. Thomson & Wadsworth.

Aitchison, J. (2007). *The articulate mammal: An introduction to psycholinguistics*.  
Routledge.

Pinker, S. (2003). *The language instinct: How the mind creates language*. Penguin UK.

### **Suggestive readings**

Chomsky, N. (1959). "A review of BF Skinner's *Verbal Behavior*". *Language*, 35(1), 26-58.

Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*.  
United States: MIT Press.

O'grady, W. (2005). *How children learn language*. Cambridge University Press.

Sedivy, J. (2019). *Language in Mind: An Introduction to Psycholinguistics*. United Kingdom:  
Oxford University Press.

Rescorla, M. (2020). "The Computational Theory of Mind" in Edward N. Zalta (ed.), *The  
Stanford Encyclopedia of Philosophy*.

<https://plato.stanford.edu/archives/fall2020/entries/computational-mind/>

Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.

Traxler, M. (2012). *Introduction to psycholinguistics: Understanding language science*.  
Malden, MA: Wiley-Blackwell.

## DEPARTMENT OF PHILOSOPHY

### BA (HONS.) PHILOSOPHY

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – Western Philosophy: Descartes to Kant

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Western Philosophy: Descartes to Kant DSC 7	4	3	1	0	12 <sup>th</sup> Pass	Sem 1 and II, UG, BA Hons, Philosophy

#### Learning Objectives

The Learning Objectives of this course are as follows:

- The paper introduces the seminal ideas of the western philosophers from the time of Descartes (1592-1650) onwards till David Hume (1711-1776)
- The readings will enhance the study of six philosophers grouped under two traditions of thought: Rationalism and Empiricism
- The course will aim at analysing the main arguments surrounding the reasons for accepting rationalism vs empiricism
- The course will increase an understanding of the genesis of modern debates in philosophy and allied disciplines like cognitive science, artificial intelligence.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- It will enable students to understand the debates between rationalism and empiricism through the reading of original texts
- Students will be able to critically analyse the arguments on each side of the rationalist-empiricist debate
- Students will be able to evaluate the modern significance of the historical debates that are still reverberating in contemporary research

## **UNIT 1: Introduction**

**(9 hours)**

1. Rationalism
2. Empiricism
3. The main aspects of the debate

### **Essential Readings**

Rationalism vs. Empiricism- Markie, Peter, *The Stanford Encyclopaedia of Philosophy*, 2017 ed. Zalta.N. Edward.

## **UNIT 2: Rationalism**

**(12 hours)**

1. Descartes: Method of Doubt
2. Spinoza : Concept of God
3. Leibniz : The concept of Monads

### **Essential Readings**

**Rene Descartes-** Meditations on First Philosophy, London: Penguin Classics, 1998.( Ch. 1 and 2)

**Spinoza-** Ethics, London, Penguin Classics, 2005 ( Book-1)

**G W Leibniz-** Refer to any secondary source for the concept of Monads.

## **UNIT 3: Empiricism**

**(12 hours)**

1. Locke: Critique of Innate Ideas
2. Berkeley: Immaterialism( denial of matter)
3. Hume : Ideas and Impressions ( brief description) and Causation

### **Essential Readings-**

**Locke, John:** An Essay Concerning Human Understanding, London, Penguin Classics, 1997 ( **Book-1**)

**Berkeley, George-** Three Dialogues between Hylas and Philonous, London, Penguin Classics, 1988. ( **First Dialogue only**)

**Hume, David :** An Enquiry Concerning Human Understanding, Oxford : Clarendon Press, 1975 ( **Part 1- section 2 &3 and Part 2- section 7**)

## **UNIT 4: Critical Philosophy**

**(12 hours)**

1. Classification of Propositions
2. Analytic, Synthetic,
3. Synthetic a priori

### **Essential Reading**

**Kant, Immanuel**, Critique of Pure Reason, Cambridge Ed. of the works of Immanuel Kant, Guyer, Paul and Wood, Allen, 1999, (Introduction- pp-127-152)

### Suggestive Readings

1. Copleston, F.J. History of Philosophy, USA, Image Books, 1993
2. Falkenberg, R. History of Modern Philosophy, USA, Jefferson Publications, 2015
3. Moore, Bruder, Philosophy: The Power of Ideas, New Delhi, Tata McGraw Hill, 2011
4. O'Connor, D.J. A Critical History of western Philosophy, USA, MacMillan, 1964
5. Steg Muller, W. Main Currents in Contemporary German, British and American Philosophy, Dordrecht; D. Riedel Publishing, 1969
6. Garrett, Thomson, An Introduction to Modern Philosophy, California: Wadsworth Publishing, 1993

## DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8) – Social and Political Philosophy

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social and Political Philosophy DSC-8	4	3	1	Nil	12 <sup>th</sup> Pass	Sem I and Sem II UG Philosophy Hons

### Course Objective

- This course aims at introducing the students to fundamental issues, and concepts in modern social and political philosophy.
- This course will enhance the understanding of social and political structures that govern our world, and understand the underlying theoretical frameworks.
- This course will discuss concept like liberty, justice, democracy, dignity, civilisation, and nationalism, inter alia.

## Course Learning Outcomes

- The student will learn to analyze political concepts and understand their critical role in our intellectual and practical lives
- The course will enable to the student to reflect on the theoretical presuppositions of our social and political structures
- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.

## UNIT-I: INTRODUCTION

(9 hours)

1. Understanding Political Philosophy.
2. Basic Concepts

Essential/Recommended Readings:

Strauss, L. (1957). What is Political Philosophy? *The Journal of Politics*, 19(3), 343–368.  
<https://doi.org/10.2307/2126765>

## UNIT-II: MODERN LIBERAL THOUGHT

(12 hours)

1. Fundamentals of Modern Western Liberal Thought.
2. Enlightenment, State of Nature, Slavery
3. The Beginning of Political Societies

**Essential/Recommended Readings:**

Kant, I. (2006). An Answer to the Question: What is Enlightenment? In Kleingeld, P., & Colclasure, D. L. *Toward Perpetual Peace and Other Writings on Politics, Peace, and History (Rethinking the Western Tradition)*. (pp. 17–23). Yale University Press.

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of Slavery. In Laslett, P. *Two Treatises of Government*. (sections 22- 24) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Rawls, J (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

### **UNIT- III: LIMITS OF MODERN WESTERN POLITICAL THOUGHT (12 hours)**

- 1) Social structures
- 2) The Possibility of a classless society

Essential/Recommended Readings:

Arendt, H. (1976). A Classless Society. In *The Origins of Totalitarianism*. (pp. 305-340). Harvest Book.

### **UNIT-IV: INDIAN POLITICAL THOUGHT (12 hours)**

- 1) Critique of Nationalism.
- 2) Critique of Modern Western Civilisation.
- 3) Democracy and Annihilation of Caste.
- 4) Radical Humanism.

Tagore, R. (2005). Nationalism in the West. In *Nationalism*. (Chapter 1) Rupa & Co. Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press. Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

### Suggestive Readings

Lof Der Zotheid Psychologenpraktijk. (2016). The Milgram Experiment 1962 Full Documentary [Video]. You Tube. <https://www.youtube.com/watch?v=rdrKCilEhC0>

I

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.

Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .

## DISCIPLINE SPECIFIC CORE COURSE – 9 (DSC-9): Applied Ethics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
AppliedEthics DSC 9	4	3	1	Nil	12 <sup>th</sup> Pass	Sem I and II UG Philosophy Hons



## **Learning Objectives**

- This course is about an evolving interdisciplinary domain dealing with ethical issues in diverse areas
- This incorporates social, political, normative, business, computer, medical, bioethics, and environmental ethics.
- The course will inculcate a sense of inquiry into new areas that students feel interested in but don't know how to inquire into systematically.

## **Course Learning Outcomes**

- This course will develop skills of comprehension of real life ethical situations
- This course will equip students with the intellectual ability to deal with dilemmas and problems faced in actual situations of ethical import
- This course will enhance the student's capacity to handle complex situations involving many variables of decision making in an ethical manner
- This course will create a better understanding of the complex world of decision making faced in professional life

### **Unit 1 An Introduction to Applied Ethics**

**(9 hours)**

1. Introduction
2. Basic concepts
3. Dilemmas and problems

### Essential/Recommended Readings

Singer Peter, Applied Ethics, Oxford University Press, 1986

### **Unit 2 Value of Human Life**

**(12 hours)**

1. Human Rights
2. Punishment

**Essential/Recommended Readings:**

Benn, S. I. (1958). An Approach to the Problems of Punishment. *Philosophy* 33 (127):325 - 341.

Ewing, Alfred C. (1929). *The Morality of Punishment : With Some Suggestions for a General Theory of Ethics*. Routledge.

Flew, Antony (1954). The Justification of Punishment. *Philosophy* 29 (111):291 - 307.

**Unit 3 Environmental Ethics****(12 hours)**

1. Nature as Means or End.
2. Respect for animals and ecology.

**Essential/Recommended Readings:**

Singer, Peter (2009). *Animal Liberation: The Definitive Classic of the Animal Movement*. Ecco Book/Harper Perennial.

Vibha Chaturvedi, Pragati Sahni (2019), Understanding ethics, Motilal Banarsidass Publishers, Private Limited, Delhi.

**Unit 4 Professional Ethics and Public Policy****(12 hours)**

1. Medical Ethics - Surrogacy, Euthanasia and Doctor-Patient Relationship
2. Privacy: The Public Interest and a Prurient Public in Media Ethics.

**Essential/Recommended readings**

Campbell, Alastair V. (2013). Clinical Ethics. In *Bioethics: The Basics*. New York: Routledge, pp. 79-114

Tong, R. (2005). Surrogate Motherhood. In *A Companion to Applied Ethics* (eds R.G. Frey and C. Heath Wellman). <https://doi.org/10.1002/9780470996621.ch27>

Archard, David (1998), Privacy, The Public Interest and a Prurient Public in Media Ethics, Ed. Kieran Mathew, Routledge, pp. 82-94

**Suggestive Readings**

Singer Peter, Applied Ethics, Oxford University Press, 1986

Pojman Louis, Pojman Paul, McShane Katie, Environmental Ethics: Readings in Theory and Application, Cengage Learning, 2017

Motilal Shashi (ed)(2010), Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications. London, Anthem Press

Cohen I. Cohen and Wellman Christopher Heath, Contemporary Debates in Applied Ethics, Wiley Blackwell, 2014  
Patterson and Lee Wilkins, Media Ethics: Issues and Cases, Rowman and Littlefield Publishers, 2018  
Rachel James, The Elements of Moral Philosophy, Oxford University Press, 2011

**BA (HONS.) PHILOSOPHY - DISCIPLINE SPECIFIC ELECTIVE**

**DISCIPLINE SPECIFIC ELECTIVE -1 (DSE-1) – Jainism**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1 Jainism	4	3	1	Nil	12 <sup>th</sup> Pass	

Learning Objectives.

- This course aims at providing students with a comprehensive understanding of Jain Philosophy.
- This course will bring out the various aspects of Jainism such as the origin of Jainism, their metaphysics, Epistemology and ethics. It will also discuss the doctrine of Ahimsa and aspects of Karma theory.
- This course will also have contain some glimpses into ecology as influenced by Jain thinking

Course Learning Outcomes

1. Students will learn a basic set of concepts and ideas relating to Jainism both from the perspectives of a lay man and monastic.
2. At the end of the course, a student should be able to demonstrate a clear understanding of the Jain philosophy.

3. Students will develop a sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in today's contemporary scenario and shall be able to go for further research in the subject.

### **Unit1 Jainism: An overview**

**(9 hours)**

1. Introduction to Jainism & Jain Studies (Film: Frontiers of Peace)
2. Symbols in Jainism and their implications

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

- Jain, J.P. (2005), *Fundamentals of Jainism*, Radiant Publishers, New Delhi, Chapter-1, pp, 1-19.
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University of Calcutta, Calcutta, Chapter-3, pp, 68-70.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 169-175

### **Unit 2: Jain Epistemology**

**(12 hours)**

1. Pramana and Naya
2. Syādvāda

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

- Jain, Veersagar, (2013). *Bharatiye Chintane Syadavada (Syadavada in Indian Thought)*, [SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA](#), New Delhi.
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University of Calcutta, Calcutta, Chapter-3, pp, 70-77.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy*, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 175-186.

### **Unit 3 Jain Metaphysics**

**(12 hours)**

1. Ahimsha and Anekāntavāda
2. Concept of Substance
3. Karma and rebirth

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

- Jaini, Padmanabh (2000). *Collected Papers on Jaina Studies*. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](#).
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University

of Calcutta, Calcutta, Chapter-3, pp,81-93.

- Dasgupta,S.N.(2004),A History of Indian Philosophy, vol.1,Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain,J.P.(2005),Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

#### Unit 4 Jain Ethics

(12 hours)

1. Triratna and Panchamahavrata
2. Ecology
3. Fear of Food: Jaina Attitudes on Eating

#### Essential/Recommended Readings:

- ChappleChristopher key. (2006). (ed) , Jainism and Ecology (Non-violence in the Web of Life), "The living earth of Jainism and the new story: rediscovering and reclaiming a functional cosmology", Motilal Banarasidass Pvt Ltd. pp.119 to 140.
- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta, Chapter-3, pp,94-103
- Jaini, Padmanabh S. 2000. *Collected Papers on Jaina Studies*. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](#).Ch. 16.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi,Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

#### Suggestive Readings

- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta.
- Dasgupta,S.N.(2004),AHistoryofIndianPhilosophy,Vol.1,MotilalBanarasiDass Publishers, Delhi.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan.

## DISCIPLINE SPECIFIC ELECTIVE -2 (DSE-2) – Information Ethics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 2 Information Ethics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	12th Pass	

#### Learning Objectives

- The course aims to give students a thorough understanding of the primary philosophical concepts and arguments of information ethics.
- Information Ethics deals with the ethical, legal, and social aspects of the use of information and information and communication technology.
- Students will learn the key ethical theories and frameworks that have shaped the field of information ethics. In addition to learning about a variety of ethical theories, students will have the opportunity to explore significant information ethics concerns linked to social justice, surveillance, the digital divide, privacy, and access to information.

#### Course Learning Outcomes

- This course will enable the students to have a comprehensive understanding of major ethical theories and frameworks that have shaped the field of information ethics.
- Students will get to explore ethical issues related to the design and use of information technology, thereby enabling them to acquire the requisite knowledge, skill, and attitude required for making informed ethical decisions about information production, management, and use.
- Students will also be able to explore and apply a wide range of ethical theories to examine critical ethical issues raised by recent information and communication technology advances.

## **UNIT 1: Introduction to Information Ethics**

**(9 hours)**

1. Historical root of Information Ethics
2. What is Information Ethics?
3. Nature and scope of information ethics
4. Ethical issues of Information Age

### Essential/Recommended Readings

Bynum, T. W. (2010). The Historical Roots of Information and Computer Ethics. In *Cambridge Handbook of Information and Computer Ethics* edited by Luciano Floridi, pp. 20 – 38. New York: Cambridge University Press.

Froehlich, T. (2005). A Brief History of Information Ethics. *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 11 – 13.

Floridi, L. (2006). Information ethics, its nature and scope. *Acm Sigcas Computers and Society*, 36(3), 21-36.

Mason, R. O. (2017). Four ethical issues of the information age. In *Computer ethics* (pp. 41-48). Routledge.

## **UNIT 2: Privacy, Accountability, and Surveillance Capitalism**

**(12 hours)**

1. Privacy, Security and Information Ethics
2. Transparency and Information Ethics
3. Surveillance Capitalism

### Essential/Recommended Readings

Brey, P. (2007). Ethical Aspects of Information Security and Privacy. *Security, Privacy, and Trust in Modern Data Management*, 21-36

Turilli, M., & Floridi, L. (2009). The Ethics of Information Transparency. *Ethics and Information Technology*, 11(2), 105-112.

Fuchs, Christian. (2016). Information Ethics in the Age of Digital Labour and the Surveillance-Industrial Complex. In *Information Cultures in the Digital Age: A Festschrift in Honor of Rafael Capurro* edited by Matthew Kelly & Jared Bielby, pp. 173 - 190. Springer

## **UNIT 3: Data, Digital Divide, and Information Ethics**

**(12 hours)**

1. Access to Information
2. Social justice
3. Digital divide

### Essential/Recommended Readings



Hongladarom, S. (2005). The digital divide, epistemology and global justice. In *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 5-6.

Johnson, J. A. (2014). From open data to information justice. *Ethics and Information Technology*, 16(4), 263-274.

Tavani, H. T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society*. MCB UP Ltd, pg 99-108

Floridi, L. (2002). Information ethics: an environmental approach to the digital divide. *Philosophy in the Contemporary World*, 9(1), 39-45.

Webster, F. (2007). Information and democracy: Jürgen Habermas. In *Theories of the Information Society* (pp. 169-210). Routledge.

#### Unit 4 Plurality in Information Ethics

(12 hours)

1. Global Information Ethics
2. Inter-cultural Information ethics
3. Future of Information Ethics

#### Essential/Recommended Readings

Ess, C. (2006). Ethical pluralism and global information ethics. *Ethics and Information Technology*, 8(4), 215-226.

Hongladarom, S. (2016). Intercultural information ethics: a pragmatic consideration. In *Information cultures in the digital age* (pp. 191-206). Springer VS, Wiesbaden.

Ess, Charles. (2010). Brave New Worlds? The Once and Future Information Ethics. *International Review of Information Ethics*, Vol 12, 37 - 44.

### DISCIPLINE SPECIFIC ELECTIVE (DSC-3): Indian Materialism

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 3 Indian Materialism</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	12th Pass	

### **Learning Objectives**

- The primary objective of this course is to familiarize the students with the nature, significance and import of Materialism as a strong philosophical motif present in the Indian philosophical knowledge systems
- This course will also critically evaluate the theoretical framework in the activity of philosophizing in Indian materialism
- This course will bring out the contemporary relevance of Indian materialism and throw fresh light on its historical role in Indian Philosophy and knowledge systems.

### **Course Learning Outcomes**

- The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of Materialism as a philosophical theory in the Indian context.
- The students will have understood a vital element in the Indian knowledge systems
- The student will be able to appreciate the plurality and diversity of Indian knowledge systems.

### **Unit 1: Introduction**

**(9 hours)**

1. Ancient Indian Materialism and Its sources.
2. Characteristic features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics

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

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, MotilalBanarasi Dass Publications, Delhi.

Bhattacharya, R. (2013), Development of Materialism in India”, *EserciziFilosofici* 8, pp. 1-12.

MadhavaAcarya(1904), “Sarvadarsana-samgraha: Section on ‘Carvaka’”, trans. E.B.Cowell& A.E. Gough, London, Kegan Paul, Trubner& co. ltd, pp. 2-11.

## **Unit 2: Shades of Materialism**

**(12 hours)**

1. The Materialistic view: Rational, Realistic
2. Naturalistic, Anti-dogmatic and Anti-ritualistic.

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

1. Franco, Eli (2011), “Lokayata” in Brill’s Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen, Lieden/Boston, Brill, pp. 629-642.
2. Dale, M Reipe (1961), “Naturalistic Traditions in Indian Thought.
3. Mills, Ethan (2015), “Jayarasi’s Delightful destruction of Epistemology”, Philosophy East & West, Vol. 65, pp. 498-54.

## **Unit 3: Influence on Contemporary Times**

**(12 hours)**

1. Indian Materialism and Its Influence in Contemporary Social Movements:
2. Marxist, Atheist, Rationalist

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

Quack, Jihannes (2012), “Disenchanted India- Organized Rationalism and Criticism of Religion in India, Oxford University Press, Delhi, pp. 3-21.

## **Unit 4: Contemporary Indian Materialists**

**(12 hours)**

1. Contemporary Thinkers of Indian Materialism: M.N.Roy, Periyar,  
a. D.P. Chattopadhyaya.

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

Roy, M.N. (1987), "Materialism", Ajanta Publications, Delhi.

Chattopadhyaya, Debiprasad (2008), "Lokayata- Study in Ancient Materialism", Peoples Publishing house, Bombay.

### **Suggestive Readings**

Chattopadhyaya, D.P., (1964), Indian Philosophy: A Popular Introduction, People's Publishing House, New Delhi.

Ewing, A.C. (1951), Fundamental Questions of Philosophy, Routledge & Kegan Paul Ltd., London.

Raju, P.T. (1985), Structural Depths of Indian Thought, Asian Publishers, New Delhi.

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

Gokhale, P.P. (1993), "Carvaka's Theory of Pramanas: A Restatement", Philosophy East & West, Vol. 43, pp. 675-682.

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

## Ba (Prog) with Philosophy as Major

### Category II

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

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Ethics

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

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

#### Learning Objectives

- The course is designed to grasp the traditional ethical (Western and Indian) theories
- This course will also ensure that students will be able to apply ethics on the practical front.
- It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

#### Course Learning Outcomes

- The student will be able to understand and analyse ethical theories
- The student will appreciate the role of reasoning in ethics
- The student will be able to evaluate different theories of ethics
- The student will be able to apply ethical theories in practical situations

#### UNIT 1: Introduction to Ethics

(9 hours)

1. Domain of Ethics
2. Conventional and Reflective Morality

#### Essential/Recommended Readings:

- 1) Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp.1-14.
- 2) Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-1, pp.1-13,

## **UNIT 2: Theories of Ethics**

**(12 hours)**

1. Virtue Ethics with especial reference to Aristotle's Eudemonia
2. Teleological Ethics with especial reference to Mill's Utilitarianism
3. Deontological Ethics with especial reference to Kant's Categorical Imperatives

### **Essential/Recommended Readings**

1. Aristotle, (1926) Nicomachean Ethics, Harvard University Press.
2. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed.1962.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London

## **UNIT 3 : Ethical Issues**

**(12 hours)**

1. I) Nature of Free-will and Responsibility
2. II) Deterrent and Retributive Punishment

### **Essential/Recommended Readings**

1. Thiroux, J. ETHICS: Theory and Practice, Chapter 6 pp.131-142
2. Thiroux, J. ETHICS: Theory and Practice, Chapter 5, pp.101-114

## **UNIT 4 : INDIAN ETHICS**

**(12 hours)**

1. Ethics of Gita
2. Buddhist Ethics

### **Recommended Readings**

1. Sharma, I.C. (1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII, and Chapter VII'
2. Keown, D. (2005). Buddhist Ethics: A very short introduction, OUP, Chapter 1 (Buddhist Morality)

### **Suggestive Readings**

3. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press.
4. Lillie, W. [1948], An Introduction to Ethics, Methuen & Co. Ltd. London.
5. Nuttall Jon, Moral Questions: An Introduction to Ethics, Polity Press, 1993
6. Sharma, Bhanu (2019) The Conceptual Analysis of Karma, Kohenoor Publications, Chapter 7, pp.223-248.

**DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6):**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Social and Political Philosophy DSC 6</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII</b>	<b>NIL</b>

**Learning Objective**

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

**Course Learning Outcomes**

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

**UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT**

**(15 hours)**

1. Social Contract
2. Liberty
3. Justice

**Essential/Recommended Readings**

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A*

*Restatement*. (pp. 1-38). Harvard University Press.

## **UNIT-II: INDIAN POLITICAL THOUGHT**

**(15 hours)**

1. Critique of Nationalism.
2. Critique of Modern Western Civilisation.
3. Democracy and Annihilation of Caste.
4. Radical Humanism.

### Essential/Recommended Readings

Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.  
Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.

Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

## **UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES**

**(15 hours)**

1. Communitarianism
2. Feminism

### Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10. <https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

### **Suggestive Readings**

- Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .
- Ghoshal, U.N. A History of Indian Political Ideas, Oxford University Press, 1950.
- Benn, S. I., Peters, R. S. *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.



**Ba (Prog) with Philosophy as Non-Major**  
**Category III**

**Courses for Undergraduate Programme of study with discipline of  
Philosophy as one of the Core Disciplines (Non-Major/Minor)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Social and Political Philosophy**

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

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

**Learning Objective**

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

**Course Learning Outcomes**

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

## **UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT**

**(15 hours)**

4. Social Contract
5. Liberty
6. Justice

### Essential/Recommended Readings

- Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.
- Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.
- Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.
- Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

## **UNIT-II: INDIAN POLITICAL THOUGHT**

**(15 hours)**

5. Critique of Nationalism.
6. Critique of Modern Western Civilisation.
7. Democracy and Annihilation of Caste.
8. Radical Humanism.

### Essential/Recommended Readings

- Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.
- Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.
- Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.
- Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.
- Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

## **UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES**

**(15 hours)**

1. Communitarianism
2. Feminism

Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10. <https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

**Suggestive Readings**

- a. Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- b. Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi :Oxford University Press, 2006 .
- c. Ghoshal, U.N. *A History of Indian Political Ideas*, Oxford University Press,1950.
- d. Benn, S. I.,Peters, R. S. *Social Principles and The Democratic State*, London:George Allen and Unwin LTD.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-9): Formal Logic

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Formal Logic GE 9	4	3	1	Nil	UG 1 <sup>st</sup> year	None	Philosophy

#### Learning Objectives

- This course is designed as an introductory course in logic which will bring out the standard forms of Formal reasoning.
- It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning.
- It equips students with the logical skills and techniques for formal testing of syllogistic arguments.

#### Course Learning Outcomes

- The student's reasoning skill will be enhanced. The student will learn ways for testing and recognizing strong arguments.
- After this course, the student will be able to construct good arguments and helps them develop skills with which they can discern the distinction between the valid and the invalid argumentation through several different methods.

#### UNIT I: BASIC LOGICAL CONCEPTS

(9 hours)

1. Sentence and Proposition
2. Classification of Categorical Propositions
3. Quality, Quantity and Distribution of Terms
4. Truth and Validity

### **Essential/Recommended Readings**

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 2-5.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 170-173.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 174-177.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 27-31.

### **UNIT II: - ARISTOTELIAN LOGIC**

**(12 hours)**

1. Translating ordinary sentences into Standard Form Categorical Propositions
2. Traditional Square of Opposition
3. Immediate Inference (Conversion, Obversion and Contraposition)
4. Mediate Inference: Standard Form Categorical Syllogism -Mood and Figure
5. Testing Validity/Invalidity of Syllogism by Syllogistic Rules

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

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 7, pp 259-268.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 180-184.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 184-192.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 211-216.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 230-240.

### **UNIT III: BOOLEAN LOGIC AND VENN DIAGRAM (12 hours)**

1. Existential Import and the Boolean Interpretation of Categorical Propositions
2. Boolean Square of Opposition
3. Symbolic Representation of Categorical Propositions
4. Testing Validity/Invalidity of Categorical Syllogism by Venn Diagram

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

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp. 193-199.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 201-202.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 203-206.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 219-230.

### **UNIT IV: PROPOSITIONAL LOGIC (12 hours)**

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Biconditional (Material Equivalence))
3. Symbolization of statements
4. Logical Status of Statements: Tautologous, Contingent, Contradictory
5. Proving Validity/Invalidity: Truth Table Method & Reductio ad absurdum

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

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 305-306.

Topics 2 and 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 306-327; pp. 344-345.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 343-344.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 332-334.

## Suggestive Readings

1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014.
2. Cavendish, A. P., and O'Connor, D. J., Introduction to symbolic logic. London: University Tutorial Press, 1959. Additional Resources: Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018.

### GENERIC ELECTIVES (GE-10):

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Readings in Western Philosophy GE 10	4	3	1	Nil	UG 1 <sup>st</sup> year	None	Philosophy

#### Learning Objectives

- This course will critically examine the basic text of some philosophers.
- This course will introduce students to selected themes in philosophy like existentialism, the value of philosophy, love, self, etc.
- The course will develop the student's curiosity to explore philosophy further in a more fruitful manner

#### Course Learning Outcomes

- After completing this course, the student will understand the central themes on which great philosophers have written
- The student will appreciate the genesis of the enlightenment and its reliance on reason
- The student will be able to connect ancient themes in philosophy with contemporary themes in a seamless way

#### Unit 1: Greek Philosophy

(9 hours)

1. Love
2. Madness

## **Essential/Recommended Reading**

“On Love and madness: *Phaedrus*” 227a-258 (in Plato’s *Phaedrus* translated by Walter Hamilton, Penguin Books, Harmondsworth 1973)

### **Unit 2: Modern Philosophy**

**(9 hours)**

1. The Enlightenment
2. Private and Public Reason

## **Essential/Recommended Reading**

“On Enlightenment” (in Immanuel Kant, *Perpetual Peace and Other Essays*, Hackett, 1983)

### **Unit 3: Post Kantian Theme**

**(9 hours)**

1. Thinking
2. Self and world

## **Recommended Reading:**

“On Thinking for Oneself” (in Schopenhauer, *Parerga and Paralipomena: Short Philosophical Essays*, Vol.2, trans. E.F.J. Payne, Oxford: Clarendon Press, 1974)

### **Unit 4: Contemporary Philosophy**

**(18 hours)**

1. Jean-Paul Sartre
2. Bertrand Russell

## **Essential/Recommended Readings**

1. “Existentialism is a Humanism” (in Walter Kaufmann, *Existentialism from Dostoevsky to Sartre*, Penguin USA, 1975)
2. “The Value of Philosophy” (in Russell, *The Problems of Philosophy*, 2<sup>nd</sup> edition, Oxford University Press, 1997)



**GENERIC ELECTIVES (GE-11): Philosophical Debates: Western**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Philosophical Debates: Western GE 11</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>12<sup>th</sup> Pass</b>	<b>None</b>	<b>Philosophy</b>

**Learning Objectives**

**Course Objective**

- The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the Greek world, as well as modern western and contemporary philosophy.
- It allows students to learn the main issues, arguments and counter-arguments in the entire spectrum of western philosophical debates.
- The syllabus comprises of philosophers grouped under several traditions of thought. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

**Course Learning Outcomes**

- It will develop skills of critical evaluation of key arguments of philosophers
- It will enable students to have a better understanding of how a philosopher develops and defends a theme
- It will create an understanding of philosophical themes and debates

**Unit 1 Epistemology**

**(9 hours)**

- 1) Knowledge and opinion/belief
- 2) Episteme and doxa

**Essential/recommended readings**

Plato, *Republic*, Translated by Lee (Penguin), Book VI & VII, pp. 502-521.

**Unit 2 Metaphysics**

**(12 hours)**

- 1) Descartes' Mind-Body dualism.
- 2) Gilbert Ryle on Descartes Myth.

### **Essential/Recommended Readings**

Rene Descartes, *Meditations Concerning First Philosophy, Meditation II*, in J J Blom (Ed), *Descartes; Essential Writings* (Harper Torch Books, 1977).

Gilbert Ryle, *The Concept of Mind* (Hutchinson, 1949), Chapter I.

### **Unit 3 Empiricism about substance**

**(3 weeks)**

- 1) John Locke's theory of material substance.
- 2) Berkeley's critique of Locke's material substance.

Essential/Recommended readings

John Locke, *An Essay Concerning Human Understanding* (London, 1706), Chapter XXIII.

George Berkeley, *The Principles of Human Knowledge* in G J Warnocke (Ed), (Fontana Press, 1985), Part I, Section 1-24.

### **Unit 4 Humanism; Emotion & God**

**(4 weeks)**

- 1) Jean Paul Sartre's theory of emotion.
- 2) Russell and Copleston debate on the existence of God.

### **Essential/Recommended readings**

- Jean Paul Sartre, *Sketch for a Theory of the Emotions* (London: Routledge).
- Bertrand Russell, *Why I am not a Christian?* (London: George Allen and Unwin), including the BBC debate between Russell and Copleston Broadcast in 1948.

### **Suggestive readings**

- T Z Lavine, *From Socrates to Sartre: The Philosophic Quest* (New York: Bantam Books, 1984).
- F C Copleston, *History of Philosophy* (Image Books, 1993).
- R Falkenberg, *History of Modern Philosophy* (Jefferson Publications, 2015).
- Bruder Moore, *Philosophy: The Power of Ideas* (New Delhi: Tata McGraw Hill, 2011).
- D J O'Connor, *A Critical History of Western Philosophy* (Macmillan, 1964).
- W Stegmuller, *Main Currents in Contemporary German, British and American Philosophy* (Riedel Publishing, 1959).
- Thomson Garrett, *An Introduction to Modern Philosophy* (California: Wadsworth Publishing, 1993).
- Y Masih, *A Critical History of Western Philosophy* (New Delhi: Motilal Banarsidas, 2016)

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

## DEPARTMENT OF PSYCHOLOGY

### Category I

### B.A. (HONS.) PSYCHOLOGY

(B.A. Honours in Psychology in three years)

#### DISCIPLINE SPECIFIC CORE (DSC) COURSES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-7 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Development of Psychological Thought	4	3	1	0	Class XII Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are:

- To understand and evaluate the historical events and key philosophical, pre-scientific and scientific developmental milestones that has shaped the discipline of contemporary psychology.
- To appreciate the polycentric history and diversity of interests and foci within psychology.
- To describe the perspectives and significant contributions of luminaries in the history of psychology.
- To understand the development of psychological thought from both the Indian and Western perspectives.

#### Learning outcomes

By studying the course students will be able to:

- Understand the historical events and key philosophical, pre- scientific and scientific developmental milestones that have shaped the discipline of contemporary psychology.
- Identify and appreciate the perspectives and significant contributions of luminaries in the history of psychology.
- Recognize the relevance of diversity of contexts and the pluralistic origin of significant ideas, concepts and theories which shaped the history of psychology.
- Compare and contrast the development of psychological thought from both the Indian and Western perspectives.

- Use critical thinking to question, debate and evaluate the guiding assumptions of psychological theories, concepts and principles and to apply these effectively, both at an individual level and in diverse settings.

## **SYLLABUS OF DSC-7**

### **UNIT – I: (11 Hours)**

Polycentric History of Psychology- Psychology of Consciousness: Eastern (Yoga and Vedant); and Western views (Wundt, James, Phenomenology) on Consciousness; applications of Yoga & Vedant.

### **UNIT – II: (11 Hours)**

Psychology of Behaviour and Mind: Rise of Behaviourism (Watson), Shift from Behaviourism to neo-behaviourism (Tolman, Skinner); Transition from Behaviourism to Cognitive Psychology (Paradigms and Themes); Applications of Behaviourism and Cognitive psychology.

### **UNIT – III: (14 Hours)**

Psychology of the Unconscious: Classical Psychoanalysis (Freud), Sociological Shift in Psychoanalysis (Horney, Erikson), Object Relations Perspective (Key Concepts); Existentialist & Humanist Perspective (Tenets and Concepts).

### **UNIT – IV: (9 Hours)**

Psychology of Subjective Experience: Humanist Psychology (Tenets), Rogerian Self Psychology; Existential Psychology (Tenets), Transpersonal Psychology (Themes & Contributions).

**Tutorial Component – 15 Hrs.**

#### **Suggestive Tutorial Activities:**

- Literature Review to trace polycentric history of Psychology
- Class debates to develop critical thinking e.g. Skinner-Chomsky debate
- Working timeline on the History of Psychology including History of Psychology in India
- Mapping a timeline of Psychology with popular culture movements to see convergences between the two.
- Role plays to demonstrate concepts e.g. operation of defense mechanisms.
- Discussions on topics of contemporary relevance e.g. artificial intelligence.
- Essays on philosophical debates
- Movie screenings and discussions e.g. Wild Strawberries

**This is a suggestive and not an exhaustive list of tutorial activities.**

**Practical Component – NIL**

#### **Essential readings**

Brock, A. C. (2014). What is a polycentric history of psychology? *Estudosem Psicologia* 14 (2), 646-659.

- Cornilissen, R.M. Misra, G. & Varma, S. (Eds.), (2013). *Foundations and applications of Indian psychology*. New Delhi: Pearson
- Davis, J. (2003). An overview of transpersonal psychology. *The Humanist Psychologist* 31 (2-3), 6-21.
- Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London : Wadsworth, Cengage Learning.
- Kakar, S. (1997). Culture in Psychoanalysis. In S. Kakar (Ed.) *Culture and psyche: Selected essays* ( pp. 1-19). New Delhi: OUP.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.
- Leahey, T.H. (2005). *A history of psychology: Main currents in psychological thought*. Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Pickren, W.E. (2009). Indigenization and the history of psychology. *Psychological Studies* 54, 87-95.
- Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology*. Wadsworth: Cengage Learning.

### **Suggestive readings**

- Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.
- Cunningham, P. F. (2021). *Introduction to transpersonal psychology: Bridging spirit and science*. NY: Routledge.
- Danzinger, K. (2013). Psychology and its history. *Theory & Psychology* 23(6), 829-83.
- Marsh, T. (2020). Neo Freudians. In V. Zeigler-Hill & T.K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*.
- Paranjpe, A. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India (pp.56-74). In A.C. Brock (Ed.), *Internationalizing the history of psychology*. NY: New York University Press.
- Rao, K, R. & Paranjpe, A.C. (Eds.), (2017). *Psychology in the Indian tradition*. New Delhi: Springer.
- Rao, K.R. (2011). Trisula: Trident Model of Indian Psychology (pp.1-20). In G. Misra (Eds.), *Oxford handbook of psychology in India*. New Delhi: Oxford University Press.
- Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*, London: Wadsworth, Cengage Learning.
- St. Clair, M. (1999). *Object relations and self-psychology: An introduction*. Belmont, California: Wadsworth Publishing.
- Thomas, T. (2005). *The critique of psychology: From Kant to post colonial theory*. NY: Springer-Verlag.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-8 Paradigmatic Foundations of Psychological Inquiry</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII Pass</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint students with the concept of paradigms as a basis for psychological inquiry
- To introduce the basic assumptions of the key paradigms that inform knowledge generation in psychology
- To give an overview of the quantitative and qualitative traditions of inquiry
- To acquaint students with the different methods of data collection for psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry

### Learning outcomes

After doing this course, the students will be able to

- Appreciate and critically analyse the paradigmatic foundations and assumptions of different theories in Psychology
- Appreciate and use the different traditions of psychological inquiry
- Identify and use the suitable methods of data generation for different psychological inquiries

### SYLLABUS

#### UNIT – I Paradigmatic Assumptions of Psychological Inquiry (12 hours)

- Paradigms of Inquiry: Positivist, Post-positivist, Critical, Constructivist and Participatory

#### UNIT – II Traditions of Inquiry (18 hours)

- Quantitative and qualitative approaches- overview, differences and convergences in mixed methods
- Issues and techniques of sampling in quantitative and qualitative approaches
- Issues of quality and ethics in quantitative and qualitative approaches
- Role of reflexivity in knowledge generation

### **UNIT – III Techniques of data generation (15 hours)**

- Survey
- Interview
- Observation
- Focus Group Discussion
- Case study
- Use of secondary data sources

### **Suggestive Practicals– (30 hours)**

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with suitable method/s.

### **Essential/recommended readings**

- Bansal, P. (2019). *Psychology: Debates and controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.
- Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

### Suggestive readings

Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke.* 5 th Ed. Sage Publications Inc.

Schweigert, W. A. (2020). *Research methods in psychology: A handbook.* Illinois. Waveland Press, Inc.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Social Psychology in Applied Contexts	4	3	0	1	Class XII Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the importance of applied social psychology in various domains.
- To appreciate the applications of the field in various contexts of life.

#### Learning outcomes

The student at the end of this course should be able to:

- Understand the key issues and concepts related to social inequalities and environmental concerns, especially in the Indian context.
- Understand the importance of interventions in dealing with social problems.
- Design and execute a study based on any relevant intervention/participatory method.

#### UNIT – I (15 Hours)

##### Introduction

Nature of Applied Social Psychology, Overview of Participatory Research Methods, Process of Intervention, Applying Social Psychological Principles in the Indian Context - Case Studies.

#### UNIT – II (15 Hours)

##### Social Diversity and its Challenges

Economic, Religious, Gender, Linguistic, Caste based Diversity

Challenges (discrimination, stereotypes and prejudice)



## UNIT – III (15 Hours)

### Applying Social Psychology to the Environment

Resource dilemmas, Natural Disasters, Culture and Environment, Pro-environmental Behaviour and Dealing with Natural Disasters

### Practical component- (30 Hours)

- Case Studies in the Indian context related to the topics in unit 2 and 3.
- Focus Group discussions based on relevant social issues (diversity, discrimination, environment etc.)
- Analysis of Designing interventions for relevant social issues (diversity, discrimination, environment etc.)
- Analysis of films, other media and other secondary data sources (e.g relevant social policies)
- Interview based /observational inquiry in relevant social settings (e.g NGOs, rural settings etc.)
- Questionnaire based surveys on relevant topics in unit 2 and 3

### Recommended readings

Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology, 9th edition*, Delhi: Pearson.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18(4)*, 317-325.

Jaspal, R. (2011). Caste, social stigma and identity processes. *Psychology and Developing Societies, 23(1)*, 27-62.

Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies, 59(4)*, 427-435. (ISSN: 0033-2968)

Kool, V. K., & Agrawal, R. (2020). *Gandhi and the Psychology of Nonviolence, Volume 2*. Springer International Publishing.

Mangal, S.K. & Mangal, S. (2022) *Essentials of Social Psychology: An Indian Perspective*. Routledge

Mohanty, A. K., (2010). Languages, Inequality and Marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language, 205*, 131-154

- Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Misra, G., & Tripathi, K. N. (2004). Psychological dimensions of poverty and deprivation. In J. Pandey (Ed.), *Psychology in India revisited – Developments in the discipline (Applied social and organizational psychology, Vol. 3, pp. 118–215)*. New Delhi: Sage.
- Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology, 40*(4), 239-253.
- Priya, K. R. (2002). Suffering and healing among the survivors of Bhuj earthquake. *Psychological Studies, 47*(1-3), 106–112.
- Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage Publications.
- Schultz, P. W. (2014). Strategies for promoting pro-environmental behaviour. *European Psychologist, 19*(2), 107–117
- Vindhya, U. (2007). Quality of women's lives in India: Some findings from two decades of psychological research on gender. *Feminism & Psychology, 17*(3), 337-356.

### **Additional Readings (if any)**

- Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality, 66*(6), 746-768. DOI: 10.1080/00918369.2018.1484230
- Apollo, M., Wengel, Y., Schänzel, H., & Musa, G. (2020). Hinduism, ecological conservation, and public health: What are the health hazards for religious tourists at Hindu temples?. *Religions, 11*(8), 416.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities*. Boston, MA: Cengage Learning.
- Nandy, A. (2002). The beautiful, expanding future of poverty: popular economics as a psychological defense. *International Studies Review, 4*(2), 107-121.
- Preston, J. L., & Baimel, A. (2021). Towards a psychology of religion and the environment. *Current Opinion in Psychology, 40*, 145-149.
- Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture, 4*(1), 1-3.
- Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology*. Cambridge University Press.

Tripathi, R. C., Kumar, R., & Tripathi, V. N. (2019). When the advantaged feel victimised: The case of Hindus in India. *Psychology and Developing Societies*, 31(1), 31-55.

Vindhya, U., Swain, S., Kapse, P., & Sule, N. (2022). Farmers' Suicides and Psychosocial Intervention. *Psychology and Developing Societies*, 34(1), 104-124

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE-1 Social Behaviour and Group Interactions</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of verbal and nonverbal communication in the social context and appreciate the role of culture in social behavior.
- To develop conceptual knowledge of interpersonal relationships and prejudiced attitudes.
- To understand how social influences affect the behavior of individuals,
- To introduce the concept of group behavior and group decision making.

### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing the course, the students will be able to:

- Understand the importance of verbal and nonverbal communication.
- Develop an awareness about underlying factors for interpersonal attraction and targets and effects of prejudice.
- Understand the effect of social influences on individuals' behaviour.
- Locate social thought and behaviour in the cultural context.
- Acquire knowledge about the concept of group, as well as interaction and decision making in groups.

## SYLLABUS OF DSE-1

### UNIT – I (4 Weeks)

Communication: language and nonverbal communication; Culture: locating culture in social psychology, culture and history, culture, thought, and behavior, contact between cultures.

### UNIT – II (5 Weeks)

Interpersonal Relationship: evolution and attraction, what increases liking, attraction, and rewards; Prejudice: Nature and dimensions, prejudiced attitudes, targets of prejudice, effects of prejudice.

### UNIT – III (3 Weeks)

Social Influence Processes: obedience, compliance, and conformity

### UNIT – IV (3 Weeks)

Group Processes and Decision Making: basic features of groups (status, norms, roles, cohesiveness), group interaction (facilitation, loafing); group decision making: rules governing group decisions, brainstorming, group memory, groupthink, group polarization.

**Tutorial Component – 15 Hrs.**

### **Suggestive Tutorial Activities**

- Group Discussions
- Presentations of latest research reviews related to the topics covered in the syllabus.
- Role play
- Study of social behaviour and group interactions through observation, interviews, surveys etc.
- Examination of social phenomena in real life through case study analyses
- Understanding of social behaviour and group processes through media analyses, such as, movies, advertisements, cartoons, serials, songs, etc.
- Problem solving exercises for the existing social issues.
- Quizzes and creative writing.

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

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

### **Essential/recommended readings**

Branscombe, N.R., & Baron, R.A., (2023). *Social Psychology*, 15th Ed. New Delhi: Pearson.  
Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.  
Hogg, M. & Vaughan, G.M. (2022). *Social Psychology*, 9<sup>th</sup> Ed. Pearson  
Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

### **Suggestive readings**

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.  
Forsyth, D. R. (2019). *Group Dynamics*, 7<sup>th</sup> Edition, Boston, Cengage.  
Mishra, A.K., Akoijam, A.B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (ed.) *Psychology in India*, Vth ICSSR Survey of Psychology. New Delhi: Pearson.  
Smith, P. B., & Bond, M. H. (1999). *Social psychology: Across cultures* (2nd Ed.). Allyn & Bacon.

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Development of Indian Psychological Thought	4	3	1	0	Class XII Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of the concepts of Indian psychological thought.
- To understand the process of self and personality from a developmental perspective and its involvement in health and healing.
- To facilitate an understanding into mapping selfhood in the context of relationships, motivation, action and agency.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To formulate strategies to address issues in therapeutic, educational and organizational settings from the indigenous Indian perspective.

## SYLLABUS OF DSE-2

### UNIT – I

**(12 Hours)**

Introduction: Core Components of Indian Psychological Thought, Consciousness, Self in Indian Psychology: *Upanishadic* view.

### UNIT – II

**(15 Hours)**

Self Development: Evolution of self. Emotions and their transformation in Indian Psychology, Meaning in Life: Indian perspective.

### UNIT – III

**(9 Hours)**

Karma Theory: Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana* and *Bhakti Yoga*.

### UNIT – IV

**(9 Hours)**

Applications of Indian Psychology: Counselling, education, health & organizations.

**Tutorial Component – 15 Hrs.**

### Suggestive Tutorial Activities

- Literature review

- Yoga and meditative exercises
- Using secondary data sources

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

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

### **Essential/recommended readings**

Bhawuk, D, (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad Gita. New Delhi: Springer.

Cornelisson, M., Misra, G. & Varma, S. (2013). Foundations and Applications of Indian Psychology. New Delhi: Pearson.

Rao, K, R. & Paranjpe, A.C. (2017). Psychology in the Indian Tradition. New Delhi: D.K. Printworld.

Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press.

Rama, S. (2007). Perennial Psychology of the Bhagad Gita. New Delhi: Himalayan Institute Press.

### **Suggestive readings**

Dalal, A. S. (Ed.) (2001). Living Within. Pondicherry: Sri Aurobindo Ashram Trust.

Hiriyanna, M. (2000). The Essentials of Indian Philosophy. New Delhi: Motilal Banarsidas Publishers.

Yogananda (146/1975). Autobiography of a Yogi. Bombay: Jaico.

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

# COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

## Offered by Department of Psychology

### GENERIC ELECTIVE (GE) COURSES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-9 Basics of Social Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

#### Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

#### Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

#### SYLLABUS OF GE-9

##### Unit I (11 Hours)

**Introduction to Social Psychology:** Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

##### Unit II (11 Hours)

**Person Perception & Social Cognition:** Social Schemas, Heuristics, Attribution: Types and theories.



### Unit III

(11 Hours)

**Attitudes:** Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

### Unit IV

(12 Hours)

**Social Influence Processes:** Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

#### Tutorial Component – 15 Hrs.

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

#### Practical Component – NIL

#### Essential/recommended readings

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*. Pearson Education Limited.

Dalal, A. & Misra, G. (2002) *Social Psychology in India : Evolution and Emerging trends in New Directions in Indian Psychology (vol. 1: Social Psychology)*. In A. K. Dalal & G. Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*, Vol 4. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) *Social psychology in India: Social roots and development*. *International Journal of Psychology*, 40(4), 239-253.

#### Suggested Readings

Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical, Methodological, and Future Perspectives*. Springer

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-10 Youth and Mental Health	4	3	1	0	Class XII Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

## SYLLABUS OF GE-10

### UNIT – I (12 Hours)

**Mental Health Determiners in Youth** – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

### UNIT – II (12 Hours)

**Internalizing Problems amongst Youth** – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

### UNIT – III (11 Hours)

**Externalizing Problems amongst Youth** – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

### UNIT – IV (10 Hours)

**Positive Youth Development** –5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development

### **Tutorial Component – 15 Hrs.**

- Presentation of research review to understand the bio-psychosocial etiology of disorders
- Watching documentaries/films to understand the lived experience of psychological problems
- Group discussions on selected texts (fiction/non fiction) to understand mental health problems
- Self exploration and self enhancement exercises

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

### **Practical Component – NIL**

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

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-11 Foundations of Inquiry in Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the paradigmatic foundations of psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry
- To acquaint students of the quantitative and qualitative approaches of inquiry
- To give an overview of the different methods of data generation for psychological inquiry

### Learning outcomes

After doing this course, the students will be able to

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Understand the ways in which the issues of ethics and rigour are addressed while engaging in psychological inquiries
- Appreciate the nuances of the quantitative and qualitative approaches of psychological inquiry
- Select and use the suitable methods of data generation for psychological inquiries

#### **Unit – I : Foundational Assumptions of Psychological Inquiry (18 Hours)**

- Positivist & Post-positivist, Interpretivist, and Critical Paradigm
- Quantitative & Qualitative approaches to inquiry
- Integrating paradigms to advance interdisciplinarity

#### **UNIT – II: Fundamentals of Design in Inquiry (12 Hours)**

- Types of designs in psychological inquiry-experimental, correlational, cross-sectional, longitudinal, observational
- Ethics- Balancing scientific rigour with ethical considerations, Guidelines for ethical inquiry

#### **UNIT – III: Data Gathering Techniques (15 Hours)**

- Field Experiments
- Survey
- Interview
- Case Study

- Using secondary data and documents

### **Suggestive Practicals**

**(30 hours)**

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with field experiment/interview/ case study as a method of data collection. The data obtained could be analysed using a suitable technique of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with a suitable method of data analysis.

### **Essential/recommended readings**

- Bansal, P. (2019). *Psychology: Debates and Controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction (8th ed.)*. New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

### **Suggestive readings**

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

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

**B.A. (HONS.) APPLIED PSYCHOLOGY**  
Category I  
**(B.A. Honours in Applied Psychology in three years)**

**DISCIPLINE SPECIFIC CORE COURSE 07: Psychology Of Positive Living**

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

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
<b>DSC- 07 PSYCHOLOGY OF POSITIVE LIVING</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class 12 Pass</b>	<b>Nil</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- Understanding the meaning and emergence of the field of positive psychology in the west and in the east.
- Learning the various pathways through which cognitive states and processes like optimism, Hope and mindfulness influence well-being.
- Understanding the applications of positive psychology in various context.

**Learning Outcomes**

The learning outcomes of this course are as follows:

- After the completion of the course the students will be able to:
- Gain deeper insights into the emergence of the field of Positive Psychology and its progression in the west and east, particularly in India.
- Have a better understanding of cognitive states like Optimism, Hope and Mindfulness in Positive Psychology.
- Comprehend, appreciate and implement the positive psychological concepts in real world.

**SYLLABUS OF DSC- 07**

**UNIT-I**

**(15 Hours)**

Introduction: Meaning and goals of Positive Psychology; Historical development and culturally embedded understanding of the field [An overview of Hinduism, Buddhism and Sufism].

**UNIT– II**

**(15 Hours)**

Positive Cognitive States and Processes: Optimism [Seligman theory and Scheier and Carver’s perspective; scales of measurement and outcomes] and Hope[Snyder theory, scales for measurement and outcomes], Mindfulness [Jon Kabat-Zinn perspective and Vipassana meditation].

**UNIT- III**

**(15 Hours)**

Applying Positive Psychology in real life: Positive psychology in education (components, care, trust & respect

for diversity), Positive psychology at workplace (gainful employment), Community (Me/We balance).

**Practical component –**

**30 Hrs.**

1. One practicum based upon Experiential exercise/s on any of the units given above
2. One practicum based on field study or Lab study/experiment from any of the units given Above

**Tutorial component – NIL**

**Essential/Recommended Readings:**

- Cassaniti, J.L. (2014). Buddhism and Positive Psychology. In: Kim-Prieto, C. (eds) Religion and Spirituality Across Cultures. Cross-Cultural Advancements in Positive Psychology, vol 9. Springer, Dordrecht.  
[https://doi.org/10.1007/978-94-017-8950-9\\_6](https://doi.org/10.1007/978-94-017-8950-9_6)
- Varma, S. (2009). Summary of Buddhism. Unpublished Paper
- Ghosh and Deb (2016). Positive Psychology Progress in India: Accomplishments and Pathways Ahead. Psychological Studies. Springer
- Pradhan, M (2019). Positive psychology in context with Indian Heritage. Indian Journal of Community Psychology
- Kumar, Kiran. (2015). Indian Perspectives and Positive Psychology. In Upadesh Kumar, Archana, & Vijay Prakash (Eds.) (2015). Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson India. Pp. 1-18
- Frager, Robert & Fadiman, James. (2013). Personality and Personal Growth. Pearson Education.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Snyder, C. R., & Lopez, S. (Eds.) (2002). Handbook of Positive Psychology. New York: Oxford University Press.

**Suggestive Readings:**

- Dhar, P.L. No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. Psychol Stud 56, 398 (2011).  
<https://doi.org/10.1007/s12646-011-0111-0>
- Dalal, A. K., & Misra, G. (2010). The Core and Context of Indian Psychology. Psychology and Developing Societies, 22(1), 121–155. <https://doi.org/10.1177/097133360902200105>
- Shirazi, B.A.K. (2014). The Sufi path of self-transformation. In Cornelissen, M, MisraG, Varma, S (Eds). Foundations and applications of Indian psychology. Pearson Education India. (Sufism)
- Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Eds.], Annals of Hindi Studies. New Delhi: JBS Publications India.
- Baumgardner, S.R., & Crothers, M.K. (2010). Positive Psychology. Upper Saddle River, New Jersey: Prentice Hall.
- Snyder, C.R., & Lopez, S.J.(2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. Thousand Oaks, CA: Sage.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

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

**DISCIPLINE SPECIFIC CORE COURSE – 8: BIOPSYCHOLOGY**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC- 8 Biopsychology</b>	4	3	1	0	<b>Passed Class 12<sup>th</sup></b>	Nil

This DSC is offered in BA (H) Psychology of Semester-I. The syllabus of this DSC may be seen at the link mentioned below :

[du.ac.in/uploads/24-11-2022-Artsfaculty.pdf](http://du.ac.in/uploads/24-11-2022-Artsfaculty.pdf)



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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Basic Statistics in Psychology	4	3	0	1	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- The basic level course will assist the students in grasping the fundamental research and techniques of descriptive statistics used in social sciences. Additionally, it will aid them in developing the conceptual foundations of correlation, normal probability curve and acquiring appropriate computation skills.
- Calculate measures of central tendency, variability, and score transformations.
- Define and calculate correlation coefficients and understand the concepts of prediction and regression.
- Describe the normal curve and use the curve to solve various problems including probability.

### Learning outcomes

By studying this course, students will be able to:

- Understand fundamental research, statistical techniques and analyse simple data.
- Calculate the statistics necessary to solve problems using measures of central tendency, correlation coefficients and simple regression.
- Communicate the meaning of statistical analyses in everyday language and professional formats (e.g., graphs and tables).

## SYLLABUS OF DSC 06

### UNIT – I

**(15 Hours)**

Introduction to Descriptive Statistics: Level of measurement; Measures of central tendency: mean, median and mode (characteristics and computation); Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation)

### UNIT – II

**(15 Hours)**

Score transformations: standard scores and percentile ranks (characteristics and computation); Normal probability curve: Characteristics and application of normal probability curve.

### UNIT – III

**(15 Hours)**

Analysis of relationships: Meaning, direction and degree of correlation; Factors affecting Pearson's correlation; Computation of correlation: Pearson's coefficient correlation and Spearman's rank order correlation; Prediction and Simple Regression (Concept and calculation)

**Practical component (if any) -**

**(30 Hours)**

Total of two practicums based on statistical analysis of data:

- One practicum from Unit I based on any one of the statistics: measures of central Measures of central tendency: mean, median and mode; Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation)
- One practicum from Unit III based on analysis of relationship (correlation or prediction)

Data sets available online or those from other sources can be used for this purpose. The Practicum should focus on conceptual understanding of the statistical techniques used.

**Essential/recommended readings**

Aron, A., Aron, E.N. & Coups, E.J. (2007). *Statistics for Psychology*. (4<sup>th</sup> Ed.) India: Pearson Education

King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences*. (7th Ed.) USA: John Wiley.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

**Suggestive readings**

Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Ltd.

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## DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-1 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE-1 Youth Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To define youth psychology and emphasize upon studying the relevance and concerns of the youth in the contemporary world.
- To gain a deeper understanding for the various issues and challenges faced by the youth.
- To discuss the positive aspects of youth development.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Appreciate the term ‘youth’, ‘youth psychology’ in the light of various socio-cultural influences; about the phases in the development of youth identity; and the need for study in the present day world.
- Develop an understanding for the risk behaviors youth engage in, the challenges they face related to employment, education; health, body image and being in transition.
- Understand about the positive aspects of youth development and its related constructs of Responsibility, social capital, Citizenship and political engagement.

### SYLLABUS OF DSE-1

#### UNIT – I

**(15 Hours)**

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

#### UNIT – II

**(15 Hours)**

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition.

#### UNIT – III

**(15 Hours)**

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement.

#### Practical component

**(30 Hours)**

Any Two Practicum based on above mention topics.

## **Tutorial Component- NIL**

### **Essential/recommended readings**

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). *The world's youth: Adolescence in eight regions of the globe*. New York: Cambridge University Press. (Unit 1: Chapter 1)

Edward Elgar, Rew, L. (2005). *Adolescent health: A multidisciplinary approach to theory, research and intervention*. India, Sage. (Unit 3: Chapter 6)

Furlong, A. (2013) *Youth Studies: An Introduction*. Routledge, New York. (Unit 1: Chapter 1 & Chapter 6) Unit 3 Chapter 10, Chapter 12)

Furlong, A. (2013) *Hand Book of Youth and young adulthood*. Routledge, New York. (Unit 3: Chapter 9, Chapter 36 & 37),

### **Suggestive readings**

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). *Social capital and wellbeing in developing countries: An introduction*. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. *Social capital and economic development: Well-Being in developing countries*. Northampton, MA (Unit 3)

Lernere, R.M; Napolitano, C.M; Boyd, M.J; Muller, M.K., & Callina K.S. (2014) *Mentoring Positive Youth Development in Bous, D; and Karcher, M. j. (Eds.) Handbook of Youth Mentoring (Second edition)* Sage.

Dyck, R. (2015). *Youth Education and Social Responsibility*. *Systems Research and Behavioral Science Syst. Res.* 32, 168–174 (2015) Published online 24 March 2014 in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/sres.2256

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE-2 Introduction to Indian Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint the student with the nature and scope of Indian Psychology.
- To acquaint the student with significant schools of Indian Psychology and its applications.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to apply the knowledge of Indian Psychology in making sense of lived experience in India, and understand the deeper psycho-spiritual significance of the deeper meaning of various customs and rituals.
- Students will be able to benefit personally from specific practices which are essential to Indian Psychology, such as meditation.
- Students will be able to apply principles of Indian Psychology in various fields such as Counseling, Organizational Behaviour, and Education.

## SYLLABUS OF DSE-2

### UNIT – I

**(15 Hours)**

Definition, nature and scope of Indian Psychology, Historical foundations and growth of the discipline.

### UNIT – II

**(15 Hours)**

An overview to Three major schools of Indian Psychology: Yoga as a path to self transformation, Buddhism as a way out of suffering, and Sufism as a path of love and self transformation.

### UNIT – III

**(15 Hours)**

Indian Psychology in the folk tradition: Sant Kabir Das - Social critique, inclusiveness: equality & justice. *Bhakti*: love & healing.

### UNIT – IV

**(15 Hours)**

Some applications of Indian Psychology –Psychotherapy (mainstream as well as folk traditions, Organizational Behaviour, and Education

## **Tutorial Component - 15 Hrs.**

- Psychological insight from alternative sources: text, songs, documentary, experiential, ancient sources
- Introducing Sufism through Music; Guided Meditation:
- Documentary by Shabnam Virmani- Had Anhad: Journeys of Ram and Kabir
- Discussion on cultural healing technique; Screening of Movie Crazy Wise showing Alternative ways of healing; Discussion on limitation of traditional teaching and move towards Integral Education

## **Practical component - Nil**

### **Essential/recommended readings**

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2011). Chapters 3, 4, 7 & 12. Foundations of Indian Psychology, Vol. 2: Practical Applications New Delhi: Pearson.

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2014). Introduction. Foundations and Applications of Indian Psychology. New Delhi: Pearson.

Fragar, R. & Fadiman, J. (2013). Chapters 13 & 15. Personality and Personal Growth. Pearson: Boston

Smith, Huston (1997). The world's religions. New Delhi: Harper Collins India

Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Ed.], Annals of Hindi Studies. New Delhi: JBS Publications India

### **Suggestive readings**

Cornelissen, M. (2011). What is human knowledge? A reflection based on the work of Sri Aurobindo. In M. Cornelissen, G. Misra, & S. Varma (Eds.), Foundations of Indian Psychology, Vol. I. New Delhi: Springer.

Hedayetullah, M. (2009). Kabir: The apostle of Hindu-Muslim unity. Delhi: Motilal Banarsidass.

Paranjpe, A.C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.

Peck, Scott M. (1978). The road less traveled. London: Arrow Books. Rogers, C. R. (1961). On becoming a person. Boston: Houghton Mifflin.

Shweder, R. A. & Haidt, J.(2000). The cultural psychology of emotions: Ancient and new. The cultural psychology of emotions. In M. Lewis & J. Hoviland, (Eds.) Handbook of emotions. (pp. 397-414). New York: Guilford Press.

Sinha, J. (1961). Indian psychology: Emotion and will (vol. 3) Calcutta: Sinha Publishing

Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao, & S. M. Bhatt (Eds.), Towards a spiritual psychology. New Delhi: Samvad

Virmani, S. (2010). Walking with Kabir. Seminar, January Issue, # 605.

Ziad, H., Rao, V. & Virmani, S. (2008). In every body Kabir. Bangalore: Shrishti.

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

# COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

## Offered by Department of Psychology

### GENERIC ELECTIVE (GE) COURSES

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-9 Basics of Social Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Class XII Pass	Nil

#### Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

#### Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

#### SYLLABUS OF GE-9

##### Unit I (11 Hours)

**Introduction to Social Psychology:** Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

##### Unit II (11 Hours)

**Person Perception & Social Cognition:** Social Schemas, Heuristics, Attribution: Types and theories.

##### Unit III (11 Hours)

**Attitudes:** Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change



## Unit IV

(12 Hours)

**Social Influence Processes:** Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

### Tutorial Component – 15 Hrs.

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

### Practical Component – NIL

### Essential/recommended readings

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*. Pearson Education Limited.

Dalal, A. & Misra, G.(2002 )*Social Psychology in India : Evolution and Emerging Trends in New Directions in Indian Psychology (vol. 1: Social Psychology)*. In A. K. Dalal & G.Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments (ICSSRSurvey of Advances in Research)*, Vol 4. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) *Social psychology in India: Social roots and development*.*International Journal of Psychology*, 40(4), 239-253.

### Suggested Readings

Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical, Methodological, and Future Perspectives*. Springer

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-10 Youth and Mental Health</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

## SYLLABUS OF GE-10

### UNIT – I (12 Hours)

**Mental Health Determiners in Youth** – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

### UNIT – II (12 Hours)

**Internalizing Problems amongst Youth** – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

### UNIT – III (11 Hours)

**Externalizing Problems amongst Youth** – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

### UNIT – IV (10 Hours)

**Positive Youth Development** –5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development

### **Tutorial Component – 15 Hrs.**

- Presentation of research review to understand the bio-psychosocial etiology of disorders
- Watching documentaries/films to understand the lived experience of psychological problems
- Group discussions on selected texts (fiction/non fiction) to understand mental health problems
- Self exploration and self enhancement exercises

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

### **Practical Component – NIL**

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

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-11 Foundations of Inquiry in Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the paradigmatic foundations of psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry
- To acquaint students of the quantitative and qualitative approaches of inquiry
- To give an overview of the different methods of data generation for psychological inquiry

### Learning outcomes

After doing this course, the students will be able to

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Understand the ways in which the issues of ethics and rigour are addressed while engaging in psychological inquiries
- Appreciate the nuances of the quantitative and qualitative approaches of psychological inquiry
- Select and use the suitable methods of data generation for psychological inquiries

#### **Unit – I : Foundational Assumptions of Psychological Inquiry (18 Hours)**

- Positivist & Post-positivist, Interpretivist, and Critical Paradigm
- Quantitative & Qualitative approaches to inquiry
- Integrating paradigms to advance interdisciplinarity

#### **UNIT – II: Fundamentals of Design in Inquiry (12 Hours)**

- Types of designs in psychological inquiry-experimental, correlational, cross-sectional, longitudinal, observational
- Ethics- Balancing scientific rigour with ethical considerations, Guidelines for ethical inquiry

#### **UNIT – III: Data Gathering Techniques (15 Hours)**

- Field Experiments
- Survey
- Interview
- Case Study
- Using secondary data and documents

## Suggestive Practicals

(30 hours)

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with field experiment/interview/ case study as a method of data collection. The data obtained could be analysed using a suitable technique of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with a suitable method of data analysis.

### Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and Controversies*. SAGE Publications India Pvt, Limited.

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold

Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. 5th Ed. Sage.

Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education

Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

### Suggestive readings

Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.

Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

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

## Category II

(B. A. Programme with Psychology as Major discipline)

### DISCIPLINE SPECIFIC CORE COURSE DSC-05 UNDERSTANDING MENTAL DISORDERS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 05 Understanding Mental Disorders	4	3	0	1	Passed Class 12 <sup>th</sup>	Nil

#### Learning Objectives

The Learning Objectives of this course are:

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

#### Learning Outcomes

By studying this course, students will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

#### SYLLABUS OF DSC-05

##### UNIT – I

(15 Hours)

**Introduction:** Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment.

##### UNIT – II

(15 Hours)

**Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics):** Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder.

## UNIT – III

(15 Hours)

**Depressive Disorder and Bipolar Disorders (Clinical Picture and Dynamics):** Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia.

## PRACTICUM

(30 Hours)

### Practical Component:

Suggestive list of practicals:

1. Visual Media and/or text analysis as an approach to understanding mental disorders.
2. Using the case study approach to understanding clinical picture of mental disorders.
3. Assessment of anxiety using any psychometric test.
4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.
5. Assessment of depression using any psychometric test.

**Tutorial component: NIL**

### Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17<sup>th</sup>Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

### Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (Modern abnormal psychology - Hindi), Motilal Banarsidass Pvt.Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

**DISCIPLINE SPECIFIC CORE COURSE– 06: BIOPSYCHOLOGY**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-06 Biopsychology</b>	4	3	1	0	<b>Passed Class 12<sup>th</sup></b>	Nil

This DSC is offered in BA (H) Psychology of Semester-I. The syllabus of this DSC may be seen at the link mentioned below :

[du.ac.in/uploads/24-11-2022-Artsfaculty.pdf](https://du.ac.in/uploads/24-11-2022-Artsfaculty.pdf)



### Category III

(B. A. Programme with Psychology as Non-Major discipline)

#### DISCIPLINE SPECIFIC CORE COURSE DSC-05 UNDERSTANDING MENTAL DISORDERS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 05 Understanding Mental Disorders	4	3	0	1	Passed Class 12 <sup>th</sup>	Nil

#### Learning Objectives

The Learning Objectives of this course are:

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

#### Learning Outcomes

By studying this course, students will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

#### SYLLABUS OF DSC-05

##### UNIT – I

(15 Hours)

**Introduction:** Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment.

##### UNIT – II

(15 Hours)

**Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics):** Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder.

## UNIT – III

(15 Hours)

**Depressive Disorder and Bipolar Disorders (Clinical Picture and Dynamics):** Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia.

## PRACTICUM

(30 Hours)

### Practical Component:

Suggestive list of practicals:

1. Visual Media and/or text analysis as an approach to understanding mental disorders
2. Using the case study approach to understanding clinical picture of mental disorders.
3. Assessment of anxiety using any psychometric test.
4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.
5. Assessment of depression using any psychometric test.

**Tutorial component: NIL**

### Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17<sup>th</sup>Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

### Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) *आधुनिक असामान्य मनोविज्ञान (Modern abnormal psychology - Hindi)*, Motilal Banarsidass Pvt.Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

## DEPARTMENT OF PUNJABI

### Category I

Discipline Specific Courses offered by Department of Punjabi for the UG Programme with  
Punjabi as the Single Core Discipline

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

### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7)

### SAHIT DE ROOP

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sahit de Roop (DSC-7)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course is designed to analyse various genres of literature and understand their significance to culture.
- The course will develop a critical attribute of each genre to appreciate the artistry of the writer.
- It will encourage the students to appreciate the significance of stylistic and rhetorical features of the text.
- It will help them to explain and discuss the importance of different types of literary genres.

#### LEARNING OUTCOMES:

- The students will be able to compose various types of essays and narratives dependent on reader, purpose, and message.
- They will be able to recognize formal characteristics of various literary genres.
- They will perceive and appreciate the significance of the historical and cultural context of various genres.

**Unit- I ਸਾਹਿਤ ਬਾਰੇ ਬੁਨਿਆਦੀ ਸਮਝ (Sahit bare Buniadi Samajh) (12 Hours)**

- ਸਾਹਿਤ: ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ  
Sahit: Parkirti ate Paryojan
- ਸਾਹਿਤ ਦੇ ਤੱਤ  
Sahit de Tatt
- ਸਾਹਿਤ ਅਤੇ ਭਾਸ਼ਾ: ਅੰਤਰ ਸੰਬੰਧ  
Sahit ate Bhasha: Antar Sambandh
- ਸਾਹਿਤ ਅਤੇ ਸਮਾਜ: ਅੰਤਰ ਸੰਬੰਧ  
Sahit ate Samaj: Antar Sambandh

**Unit-II ਕਾਵਿ ਰੂਪਾਕਾਰ (Kaav Roopakar) (11 Hours)**

- ਕਵਿਤਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Kavita: Paribhasha ate Tatt
- ਨਜ਼ਮ, ਗੀਤ  
Nazam, Geet
- ਰੁਬਾਈ, ਗ਼ਜ਼ਲ  
Rubai, Ghazal
- ਖੁੱਲ੍ਹੀ ਕਵਿਤਾ  
Khuli Kavita

**Unit-III ਆਧੁਨਿਕ ਗਲਪ ਤੇ ਨਾਟ ਰੂਪਾਕਾਰ (Adhunik Galap te Naat Roopakar) (11 Hours)**

- ਨਾਵਲ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Novel: Paribhasha ate Tatt
- ਨਿੱਕੀ ਕਹਾਣੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Nikki Kahani: Paribhasha ate Tatt
- ਨਾਟਕ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Natak: Paribhasha ate Tatt
- ਇਕਾਂਗੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Ikangi: Paribhasha ate Tatt

**Unit- IV ਵਾਰਤਕ ਰੂਪਾਕਾਰ (Vartak Roopakar) (11 Hours)**

- ਨਿਬੰਧ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Nibandh: Paribhasha ate Tatt
- ਸਵੈ-ਜੀਵਨੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Swai-Jeevni: Paribhasha ate Tatt
- ਸਫ਼ਰਨਾਮਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Safarnama: Paribhasha ate Tatt
- ਰੇਖਾ-ਚਿੱਤਰ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Rekha-Chittar: Paribhasha ate Tatt

**ESSENTIAL READINGS:**

- Brahamjagdish Singh (2011) **Samalochna Shastar**, Waris Shah Foundation, Amritsar.
- Jaggi, Ratan Singh (2005) **Sahit de Roop**, Punjabi University, Patiala.

#### **SUGGESTED READINGS:**

- Phul, Gurdial Singh (1990) **Punjabi Ikangi: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Phul, Gurdial Singh (2011) **Punjabi Natak: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Piara Singh (Prof.) (2004) **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Mai Hiran Gate, Jalandhar.

#### **MAGAZINES/RESEARCH JOURNALS:**

- Khoj Patrika, **Nibandh Ank (Vol. 29)**, Punjabi University, Patiala.

#### **ENCYCLOPEDIAS:**

- Jaggi, Ratan Singh, (ed.) (2011) **Sahit Kosh**, Punjabi University, Patiala.

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

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

## DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8)

### PUNJABI NOVEL

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Novel (DSC-8)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course is designed to develop skills in narrative analysis, including character-sketch, point of view, theme and plot.
- The course will help the students to gain an appreciation of different literary styles, voices and approaches depicted in Punjabi Novel.
- It will nurture ethical values, social concerns and awareness among the students.

#### LEARNING OUTCOMES:

- The students will develop the ability to apply critical and theoretical approaches to the reading and analysis of Punjabi Novel.
- They will be able to identify, analyze, interpret and describe the critical ideas, values, and themes in the prescribed texts.
- They will understand the narrative techniques through which ideas, values, and themes incorporated in the societies.

#### Unit-I ਪੰਜਾਬੀ ਨਾਵਲ: ਸਿਧਾਂਤਕ ਪੱਖ (Punjabi Novel: Sidhantak Pakh) (12 Hours)

- ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ  
Punjabi Novel da Sankhep Itihas
- ਪੰਜਾਬੀ ਨਾਵਲ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ: ਆਦਰਸ਼ਵਾਦੀ, ਸੁਧਾਰਵਾਦੀ, ਯਥਾਰਥਵਾਦੀ  
Punjabi Novel dian Parmukh Parvirtian: Adarshvadi, Sudharvadi, Yathartvadi
- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਨਾਵਲਕਾਰਾਂ ਨਾਲ ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Punjabi de Parmukh Novelkaran naal Sankhep Jaan-Pachhan

- ਪੰਜਾਬੀ ਨਾਵਲ ਦੀਆਂ ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ  
Punjabi Novel dian Birtantak Jugtan

**Unit- II ਸੁੰਦਰੀ: ਭਾਈ ਵੀਰ ਸਿੰਘ (Sundri: Bhai Vir Singh)**

**(11 Hours)**

- ਭਾਈ ਵੀਰ ਸਿੰਘ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhai Vir Singh: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਕਲਾ ਪੱਖ  
Kala Pakh

**Unit- III ਪਵਿੱਤਰ ਪਾਪੀ: ਨਾਨਕ ਸਿੰਘ (Pavitar Papi: Nanak Singh)**

**(11 Hours)**

- ਨਾਨਕ ਸਿੰਘ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Nanak Singh: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਕਲਾ ਪੱਖ  
Kala Pakh

**Unit-IV ਪਿੰਜਰ: ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ (Pinjar: Amrita Pritam)**

**(11 Hours)**

- ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Amrita Pritam: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਕਲਾ ਪੱਖ  
Kala Pakh

**ESSENTIAL READINGS:**

- Bhai Vir Singh (2013) **Sundri**, Bhai Vir Singh Sahitya Sadan, Delhi.
- Nanak Singh (2015) **Pavitar Papi**, Lok Sahit Parkashan, Amritsar.
- Pritam, Amrita (2013 2<sup>nd</sup> Edition) **Pinjar**, Shri Parkashan, Delhi.

**SUGGESTED READINGS:**

- Daweshwar, Surinder Kumar (Dr.) (2006) **Samaj Satta te Samkali Novel**, Lokgeet Parkashan, Chandigarh.

- Harbhajan Singh (Dr.) (2010) **Rachna Sanrachna**, Guru Nanak Dev University, Amritsar.
- Jagbir Singh. (1999) **Punjabi Galap Sansar**, Wellwish Publishers, New Delhi.
- Karanjit Singh (ed.) (2010) **Punjabi Galap Adhiyan De Badalde Paripekh**, Sahit Akademi, New Delhi.
- Piara Singh (Prof.) (2004) **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Mai Hiran Gate, Jalandhar.
- Sandhu, Gurpal Singh (2005) **Punjabi Novel da Itihaas**, Punjabi Academy, Delhi.

#### **MAGAZINES/RESEARCH JOURNALS:**

- Khoj Patrika (1999) **Veehvi Sadi da Punjabi Galap**, Vishesh Ank, Punjabi University, Patiala.

#### **WEBSITES:**

- <https://www.punjabikahani.punjabi-kavita.com/PunjabiNovels.php>

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

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



## DISCIPLINE SPECIFIC CORE COURSE -9 (DSC-9)

### PUNJABI NATAK

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Natak (DSC-9)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course will prepare the students to understand and appreciate Drama as a literary genre.
- It will help them to demonstrate ideas elaborated in various kinds of dramatic scripts.
- The course is designed to make them aware about the relevance of Punjabi drama and theatre.
- It will educate them to understand the social and political concerns of society reflected in Punjabi Drama.

#### LEARNING OUTCOMES:

- Students will demonstrate an understanding of terms, themes, strategies, and issues of Punjabi Drama.
- They can express their understanding of the relationship between Punjabi Drama and the historical/cultural contexts.
- They will be able to read and analyse various socio-political issues and concerns depicted in Punjabi Drama.

#### Unit-I: ਪੰਜਾਬੀ ਨਾਟਕ: ਸਿਧਾਂਤਕ ਪੱਖ (Punjabi Natak: Sidhantak Pakh) (12 Hours)

- ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ  
Punjabi Natak da Sankhep Itihas
- ਪੰਜਾਬੀ ਨਾਟਕ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਨਾਟ-ਸ਼ੈਲੀਆਂ: ਯਥਾਰਥਵਾਦੀ, ਐਬਸਰਡ, ਐਪਿਕ  
Punjabi Natak dian Parmukh Naat-Shallian: Yatharthvadi, Absurd, Epic
- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਨਾਟਕਕਾਰਾਂ ਨਾਲ ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Punjabi de Parmukh Natakkanan naal Sankhep Jaan-Pachhan

- ਪੰਜਾਬੀ ਰੰਗਮੰਚ: ਚੁਣੌਤੀਆਂ ਅਤੇ ਸੰਭਾਵਨਾਵਾਂ  
Punjabi Rangmanch: Chunoutian ate Sambhavnavan

**Unit- II: ਮਿਰਜ਼ਾ ਸਾਹਿਬਾਂ: ਬਲਵੰਤ ਗਾਰਗੀ (Mirza Sahiban: Balwant Gargi) (11 Hours)**

- ਬਲਵੰਤ ਗਾਰਗੀ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Balwant Gargi: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ  
Rangmanchi Sarthakta

**Unit- III: ਚੰਦਨ ਦੇ ਓਹਲੇ: ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ (Chandan de Ohle: Pali Bhupinder Singh) (11 Hours)**

- ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Pali Bhupinder Singh: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ  
Rangmanchi Sarthakta

**Unit-IV: ਨਾਟ ਧਾਰਾ (ਨਾਟ-ਸੰਗ੍ਰਹਿ): (ਸੰਪਾ.) ਮਨਜੀਤ ਪਾਲ ਕੌਰ, ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ (Naat Dhara (Naat-Sangreh): (ed.) Manjit Pal Kaur, Satish Kumar Verma (11 Hours)**

- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਦਾ ਵਿਸ਼ਾ ਪੱਖ  
Sambandhat I Kangiyan da Visha Pakh
- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਦਾ ਕਲਾ ਪੱਖ  
Sambandhat I Kangiyan da Kala Pakh
- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਵਿਚ ਪਾਤਰ ਉਸਾਰੀ  
Sambandhat I Kangiyan vich Patar Usari
- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਦੀ ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ  
Sambandhat I Kangiyan di Rangmanchi Sarthakta

**ESSENTIAL READINGS:**

- Gargi, Balwant (2020) **Mirza Sahiban**, Tarakbharti Parkashan, Barnala.
- Manjit Pal kaur, Verma, Satish Kumar (ed.) (1998) **Naat Dhara (Naat-Sangreh)**, Punjabi University, Patiala.
- Pali, Bhupinder Singh (2008) **Chandan de Ohle**, Chetna Parkashan, Ludhiana.

### **SUGGESTED READINGS:**

- Behl, Navnindra (2001) **Nataki Sahit**, Punjabi University, Patiala.
- Bhatia, Harbhajan Singh (2015) **Ikkiveen Sadi da Punjabi Natak**, Guru Nanak Dev University, Amritsar.
- Dhaliwal, Kewal (2015) **Swarajbir: Sirjak ate Sirjana**, Chetna Parkashan, Ludhiana.
- Dheer, Kuldip Singh (2000) **Natak, Stage ate Darshan**, Punjabi University, Patiala.
- Kazak, Kirpal (2015) **Lok Dharmi Rangmanch: Sidhant ate Vihar**, Chetna Prakashan, Ludhiana.
- Phull, Gurdial Singh (1990) **Punjabi Ikangi: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Phull, Gurdial Singh (2011) **Punjabi Natak: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Rawail Singh (2001) **Punjab di Lok-Naat Parampara ate Punjabi Natak**, Shilalekh, Delhi.
- Uppal, Kamlesh (2002) **T. V. ate Punjabi Rangmanch: Bahupakhi Adhiyan**, Punjabi University, Patiala.
- Uppal, Kamlesh (2004) **Punjabi Natak ate Rangmanch**, Punjabi University, Patiala.
- Verma, Satish Kumar (2004) **Punjabi Naatak da Itihaas**, Punjabi Academy, Delhi.

### **MAGAZINES/JOURNALS:**

- Khoj Patrika (1994) **Natak Vishesh Ank**, Punjabi University, Patiala.
- Khoj Patrika (1997) **Nat Shellian Vishesh Ank**, Punjabi University, Patiala.
- Samdarshi (2003) **Balwant Gargi Vishesh Ank**, Punjabi Academy, Delhi.

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

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

## Category II

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

**(B.A. Programmes with Punjabi as Major discipline)**

### **DISCIPLINE SPECIFIC CORE COURSE –5 (DSC-5) GURMAT KAAV**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Gurmat Kaav (DSC-5)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### **LEARNING OBJECTIVES:**

- To make students familiar with Gurmat Kaav.
- To familiarize students with major aspects of its compilation.
- To provide students with an understanding of the socio-cultural and political scenario of that period.
- To develop a better appreciation and understanding of the Gurbani and its message.
- To enhance awareness of students with regard to India's rich knowledge tradition.

#### **LEARNING OUTCOMES:**

- Students would be able to get familiar with the composition of Sri Guru Granth Sahib.
- They will get to know the basic ideas of Gurmat Kaav.
- They will develop positive outlook towards Indian thoughts and traditions.
- They would be able to relate traditional knowledge to the present context.
- Students will be able to understand the ideology and philosophy of Gurmat poetry.
- They would be able to learn about ethics, social concerns, humanity and environmental issues.

#### **Unit-I ਗੁਰਮਤਿ ਕਾਵਿ: ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ (Gurmat Kaav: Sidhantak Peripekh) (12 hrs.)**

- ਗੁਰਮਤਿ ਕਾਵਿ: ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Gurmat Kaav: Sankhep Jaan-Pachhan
- ਗੁਰਮਤਿ ਕਾਵਿ: ਵਿਚਾਰਧਾਰਾ

- Gurmat Kaav: Vichardhara
- ਗੁਰਮਤਿ ਕਾਵਿ: ਨੈਤਿਕਤਾ
- Gurmat Kaav: Naitikta
- ਗੁਰਮਤਿ ਕਾਵਿ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ
- Gurmat Kaav: Parkirti Chitran

**Unit-II ਗੁਰਮਤਿ ਕਾਵਿ: ਰੂਪਾਕਾਰ (Gurmat Kaav: Roopakaar) (11 hrs.)**

- ਅਸ਼ਟਪਦੀ
- Ashtapadi
- ਸ਼ਬਦ
- Shabad
- ਬਾਵਨ ਅਖਰੀ
- Bawan Akhri
- ਵਾਰ
- Vaar

**Unit- III ਬਾਰਹ ਮਾਹ ਮਾਝ: ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ (Barah Mah Majh: Guru Arjun Dev Ji)**

(11 hrs.)

- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ
- Barah Mah Majh: Vishegat Adhiyan
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ
- Barah Mah Majh: Adhiyatmak ate Smajak Sarokaar
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ
- Barah Mah Majh: Parkirti Chitran
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
- Barah Mah Majh: Parsang Sahit Viyakhiya

**Unit-IV ਸਲੋਕ: ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ (Salok: Guru Tegh Bahadur Ji) (11 hrs.)**

- ਸਲੋਕ: ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ
- Salok: Vishegat Adhiyan
- ਸਲੋਕ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ
- Salok: Adhiyatmak ate Smajak Sarokaar
- ਸਲੋਕ: ਵੈਰਾਗ ਦੀ ਭਾਵਨਾ
- Salok: Varaag di Bhawna
- ਸਲੋਕ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
- Salok: Parsang sahit viyakhiya

**ESSENTIAL READINGS:**

- Jagbir Singh (2004) **Gurmat Kaav da Itihas**, Panjabi Academy, Delhi.
- Jaggi, Rattan Singh (Dr.) & Gursharan Kaur Jaggi (Dr.) (2011) **Guru Tegh Bahadur: Bani Vishleshan**, Gurmat Prakashan, Patiala.

- Matharoo, Rajwant Kaur (Dr.) (2008) **Bani Guru Arjan Dev: Vichardhara ate Kav Mulankan**, Ruhi Parkashan, Amritsar.

#### SUGGESTED READINGS:

- Beant Kaur (Dr.) (2010) **Sikh Dharam Shastar da Tatsaar (Utter Adhunik Paripekh)**, Chetna Parkashan, Ludhiana.
- Bhathal, Ravinder Singh (Prof.) and Dr. Surjit Singh (ed.) (2005) **Shri Guru Granth Sahib: Vibhin Pasar**, Punjabi Sahitya Akademi, Ludhiana.
- Dil, Balbir Singh (Dr.) (2009) **Guru Tegh Bahadur: Jeevan te Rachna**, Punjabi Bhasa Vikas, Punjabi University, Patiala.
- Gurmukh Singh (2008) **Guru Arjun Dev Ji: Jivan, Darshan ate Bani**, Ruhi Parkashan, Amritsar.
- Jagbir Singh (1997) **Gurbani: Vishavdrishti te Vichardhara**, Wellwish Publishers, New Delhi.
- Jagbir Singh (1989) **Madhkali Shabad Sabhyachar**, Ravinder Parkashan, Delhi.
- Jagbir Singh (Dr.) (2011) **Gurmat Kav: Sidhant te Vihar**, Chetna Parkashan, Ludhiana.
- Jagbir Singh (2012) **Guru Granth Sahib di Samkalin Sarthakta te Prasangikta**, Punjabi University, Patiala.
- Manmohan Singh (Dr.) (1975) **Guru Tegh Bahadur Ji Da Darshnik Chintan**, Mandeep Parkashan, Delhi.
- Narang, C.L.(Prof.) (1976) **Novey Nanak Guru Tegh Bahadur**, Madan Publishers, Patiala.
- Sahib Singh (2015) **Gurbani Vyakaran**, Singh Brothers, Amritsar.
- Sarbjinder Singh (ed.) (2006) **Sri Guru Granth Sahib ate Ikivin Sadi**, Publication Bureau, Punjabi University, Patiala.
- Taran Singh (Dr.) (1995) **Guru Tegh Bahadur-Jiwan te Sikhiya**, Publication Bureau, Punjabi University, Patiala.

#### JOURNALS:

- Khoj Patrika (2003) **Bani Kaav- Roop Vishes Ank-58**, Publication Bureau, Punjabi University, Patiala.
- Khoj Patrika (1985) **Gurmit Kaav Ank-26**, Publication Bureau, Punjabi University, Patiala.

#### INTERNET RESOURCES:

- [www.searchgurbani.com](http://www.searchgurbani.com)

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

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

## DISCIPLINE SPECIFIC CORE COURSE –6 (DSC-6) BHAGATI KAAV

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bhagati Kaav (DSC-6)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To analyze and evaluate the socio-cultural and religious conditions of medieval period related to Bhagti Lehar which reflect diverse genres, time periods and cultures.
- To analyze the relationship of language and literature to class, culture, ethnicity, gender, histories, race etc. during the medieval period.
- To familiarise students with Bhakti Lehar and Bhagti Kaav.
- To give them an understanding of the socio-cultural and political scenario of that period.
- To develop better appreciation and understanding of the Bhagti Kaav and its moral and ethical values.

#### LEARNING OUTCOMES:

- Students will get to know about India's rich Bhagti movement.
- Students will be able to analyze major medieval Bhagat poets, their works and their representations of the human experiences.
- Students will be able to understand various concepts of Bhagats.
- Students will be able to interpret medieval Bhagti literature within its historical and social contexts and its importance in the present context.
- Students will learn about ethics, ecology, social behaviours and concerns.
- Students will be able to deal with the contemporary challenges and solutions through the knowledge acquired.

#### Unit-I ਭਗਤੀ ਕਾਵਿ: ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ (Bhagti Kaav: Sidhantak Peripekh) (12 hrs.)

- ਭਗਤ, ਭਗਤੀ ਅਤੇ ਭਗਤੀ ਕਾਵਿ  
Bhagat, Bhagati ate Bhagati Kaav

- ਭਗਤੀ ਕਾਵਿ: ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ  
Bhagati Kaav: Itihasak Peripekh
- ਭਗਤੀ ਕਾਵਿ-ਰੂਪ: ਨਿਰਗੁਣ ਅਤੇ ਸਰਗੁਣ  
Bhagati Kaav-Roop: Nirgun ate Sargun
- ਭਗਤੀ ਕਾਵਿ: ਸਮਕਾਲੀ ਪ੍ਰਸੰਗਿਕਤਾ  
Bhagti Kaav: Samkali Parsangikta

**Unit-III ਭਗਤਾਂ ਦਾ ਜੀਵਨ ਅਤੇ ਰਚਨਾ (Bhagatan da Jeevan ate Rachna)**

**(11 hrs.)**

**(11 hrs.)**

- ਭਗਤ ਕਬੀਰ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Kabir: Jeevan ate Rachna
- ਭਗਤ ਧੰਨਾ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Dhana: Jeevan ate Rachna
- ਭਗਤ ਤ੍ਰਿਲੋਚਨ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Tarlochan: Jeevan ate Rachna
- ਭਗਤ ਸੈਣ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Sain: Jeevan ate Rachna

**Unit-III ਭਗਤ ਨਾਮਦੇਵ (Bhagat Namdev)**

**(11 hrs.)**

- ਭਗਤ ਨਾਮਦੇਵ : ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Namdev: Jeevan ate Rachna
- ਭਗਤ ਨਾਮਦੇਵ ਬਾਣੀ: ਵਿਚਾਰਧਾਰਾ  
Bhagat Namdev Bani: Vichardhara
- ਭਗਤ ਨਾਮਦੇਵ ਬਾਣੀ: ਨੈਤਿਕਤਾ  
Bhagat Namdev Bani: Naitikta
- ਭਗਤ ਨਾਮਦੇਵ ਬਾਣੀ: ਸਮਕਾਲੀ ਪ੍ਰਸੰਗਿਕਤਾ  
Bhagat Namdev Bani: Samkali Parsangikta

**Unit-IV ਭਗਤ ਰਵਿਦਾਸ (Bhagat Ravidas)**

**(11 hrs.)**

- ਭਗਤ ਰਵਿਦਾਸ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Ravidas: Jeevan ate Rachna
- ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ: ਵਿਚਾਰਧਾਰਾ  
Bhagat Ravidas Bani: Vichardhara
- ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ: ਨੈਤਿਕਤਾ  
Bhagat Ravidas Bani: Naitikta
- ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ: ਸਮਕਾਲੀ ਪ੍ਰਸੰਗਿਕਤਾ  
Bhagat Ravidas Bani: Samkali Parsangikta

**ESSENTIAL READINGS:**

- Sahib Singh (1986) **Bhagat Bani Steek**, Singh Brothers, Amritsar.



- Singal, Dharampal (Ed.) (1994) **Bhagtan di Bani**, National Book Trust, India, Delhi.

#### SUGGESTED READINGS:

- Badan, Baldev Singh (2007) **Bani Bhagat Ravidas: Ik Vivechan**, Manpreet Parkashan, Delhi.
- Bedi, Gurnam Kaur (1985) **Guru Granth Sahib vich Darj Kabir Bani da Alochnatmik Adhiyan**, Guru Nanak Dev University, Amritsar.
- Bhai Jodh Singh (1971) **Bhagat Kabir Ji: Jeevni ate Sikhiya**, Punjabi University, Patiala.
- Braham, Jagdish Singh (2006) **Sant Kabir: Jeevan, Darshan ate Bani**, Waris Shah Foundation, Amritsar.
- Gumtala, Charanjit Singh (2012) **Bhagat Ravidas: Jeevan ate Rachna**, Punjabi Writers Cooperative Society Limited, Ludhiana/Amritsar.
- Harmeet Singh (Ed.) (1987) **Banikar Bhagat Nam Dev**, Punjabi Academy, Delhi.
- Iqbal Kaur (Prof.) (2009) **Bhagat Namdev: Jiwan ate Bani**, Waris shah Foundation, Amritsar.
- Jaggi, Rattan Singh (1984) **Bani Guru Ravidas, Bhasha Vibhag**, Punjab, Patiala.
- Jog, Lakshman Ganesh (1988) **Namdev**, National Book Trust, New Delhi.
- Jodh Singh (1978) **Bhagat Namdev tatha hor Bhagat: Jeevni ate Rachna**, Punjabi University, Patiala.
- Nirbhai Singh (1998) **Madhkaleen Bhagatan Da Bharati Darshan Vich Yogdan**, Punjabi University, Patiala.
- Ranju Bala (2015) **Bhagat Ravidas Bani: Sankalap ate Sarokar**, Twentyfirst Century Publications, Patiala.

#### JOURNALS:

- Nanak Parkash Patrika (1995) **Bhagat Namdev Vishesh Ank-1**, Publication Bureau, Punjabi University, Patiala.

#### INTERNET RESOURCES:

- [www.searchgurbani.com](http://www.searchgurbani.com)

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

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

### Category III

#### Discipline Specific Core Courses for Undergraduate Programme of study with Punjabi as one of the Core Disciplines

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Gurmat Kaav (DSC-5)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To make students familiar with Gurmat Kaav.
- To familiarize students with major aspects of its compilation.
- To provide students with an understanding of the socio-cultural and political scenario of that period.
- To develop a better appreciation and understanding of the Gurbani and its message.
- To enhance awareness of students with regard to India's rich knowledge tradition.

#### LEARNING OUTCOMES:

- Students would be able to get familiar with the composition of Sri Guru Granth Sahib.
- They will get to know the basic ideas of Gurmat Kaav.
- They will develop positive outlook towards Indian thoughts and traditions.
- They would be able to relate traditional knowledge to the present context.
- Students will be able to understand the ideology and philosophy of Gurmat poetry.
- They would be able to learn about ethics, social concerns, humanity and environmental issues.

#### Unit-I ਗੁਰਮਤਿ ਕਾਵਿ: ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ (Gurmat Kaav: Sidhantak Peripekh) (12 hrs.)

- ਗੁਰਮਤਿ ਕਾਵਿ: ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Gurmat Kaav: Sankhep Jaan-Pachhan
- ਗੁਰਮਤਿ ਕਾਵਿ: ਵਿਚਾਰਧਾਰਾ  
Gurmat Kaav: Vichardhara

- ਗੁਰਮਤਿ ਕਾਵਿ: ਨੈਤਿਕਤਾ  
Gurmat Kaav: Naitikta
- ਗੁਰਮਤਿ ਕਾਵਿ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ  
Gurmat Kaav: Parkirti Chitran

**Unit-II ਗੁਰਮਤਿ ਕਾਵਿ: ਰੂਪਾਕਾਰ (Gurmat Kaav: Roopakaar)**

**(11 hrs.)**

- ਅਸ਼ਟਪਦੀ  
Ashtapadi
- ਸ਼ਬਦ  
Shabad
- ਬਾਵਨ ਅਖਰੀ  
Bawan Akhri
- ਵਾਰ  
Vaar

**Unit- III ਬਾਰਹ ਮਾਹ ਮਾਝ: ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ (Barah Mah Majh: Guru Arjun Dev Ji)**

**(11 hrs.)**

- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ  
Barah Mah Majh: Vishegat Adhiyan
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ  
Barah Mah Majh: Adhiyatmak ate Smajak Sarokaar
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ  
Barah Mah Majh: Parkirti Chitran
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ  
Barah Mah Majh: Parsangh Sahit Viyakhiya

**Unit-IV ਸਲੋਕ: ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ (Salok: Guru Tegh Bahadur Ji)**

**(11 hrs.)**

- ਸਲੋਕ: ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ  
Salok: Vishegat Adhiyan
- ਸਲੋਕ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ  
Salok: Adhiyatmak ate Smajak Sarokaar
- ਸਲੋਕ: ਵੈਰਾਗ ਦੀ ਭਾਵਨਾ  
Salok: Varaag di Bhawna
- ਸਲੋਕ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ  
Salok: Parsangh Sahit Viyakhiya

**ESSENTIAL READINGS:**

- Jagbir Singh (2004) **Gurmat Kaav da Itihas**, Panjabi Academy, Delhi.
- Jaggi, Rattan Singh (Dr.) & Gursharan Kaur Jaggi (Dr.) (2011) **Guru Tegh Bahadur: Bani Vishleshan**, Gurmat Prakashan, Patiala.

- Matharoo, Rajwant Kaur (Dr.) (2008) **Bani Guru Arjan Dev: Vichardhara ate Kav Mulankan**, Ruhi Parkashan, Amritsar.

#### **SUGGESTED READINGS:**

- Beant Kaur (Dr.) (2010) **Sikh Dharam Shastar da Tatsaar (Utter Adhunik Paripekh)**, Chetna Parkashan, Ludhiana.
- Bhathal, Ravinder Singh (Prof.) and Surjit Singh (Dr.), (ed.) (2005) **Shri Guru Granth Sahib: Vibhin Pasar**, Punjabi Sahitya Akademi, Ludhiana.
- Dil, Balbir Singh (Dr.) (2009) **Guru Tegh Bahadur: Jeevan te Rachna**, Punjabi Bhasa Vikas, Punjabi University, Patiala.
- Gurmukh Singh (2008) **Guru Arjun Dev Ji: Jivan, Darshan ate Bani**, Ruhi Parkashan, Amritsar.
- Jagbir Singh (1997) **Gurbani: Vishavdrishti te Vichardhara**, Wellwish Publishers, New Delhi.
- Jagbir Singh (1989) **Madhkali Shabad Sabhyachar**, Ravinder Parkashan, Delhi.
- Jagbir Singh (Dr.) (2011) **Gurmat Kav: Sidhat te Vihar**, Chetna Parkashan, Ludhiana.
- Jagbir Singh (2012) **Guru Granth Sahib di Samkalin Sarthakta te Prasangikta**, Punjabi University, Patiala.
- Manmohan Singh (Dr.) (1975) **Guru Tegh Bahadur Ji Da Darshnik Chintan**, Mandeep Parkashan, Delhi.
- Narang, C.L.(Prof.) (1976) **Novey Nanak Guru Tegh Bahadur**, Madan Publishers, Patiala.
- Sahib Singh (2015) **Gurbani Vyakaran**, Singh Brothers, Amritsar.
- Sarbjinder Singh (Ed.) (2006) **Sri Guru Granth Sahib ate Ikivin Sadi**, Publication Bureau, Punjabi University, Patiala.
- Taran Singh (Dr.) (1995) **Guru Tegh Bahadur-Jiwan te Sikhiya**, Publication Bureau, Punjabi University, Patiala.

#### **JOURNALS:**

- Khoj Patrika (1985) **Gurmit Kaav Ank-26**, Publication Bureau, Punjabi University, Patiala.
- Khoj Patrika (2003) **Bani Kaav-Roop Vishes Ank-58**, Publication Bureau, Punjabi University, Patiala.

#### **INTERNET RESOURCES:**

- [www.searchgurbani.com](http://www.searchgurbani.com)

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

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

## Category IV

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

#### GENERIC ELECTIVE (GE-10) PUNJABI JEEVNI SAHIT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Jeevni Sahit  (GE-10)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To learn about the concepts, forms and history of biography that helps in understanding the documented life of great personalities.
- To learn about the value of struggle and hard work to succeed.
- To sensitize students about the rich heritage of humanity through different successful persons life stories.
- To develop a keen interest in literature related to biography so that the students can inspire their self to serve their surroundings and motivate others to live a better life.

#### LEARNING OUTCOMES:

- Students will demonstrate the knowledge of various forms of biography in Punjabi language.
- Students will be able to know the theoretical aspect of the biography.
- Students will be able to understand the struggle of life and can try to find the appropriate way to serve his/her community as a member of the society.
- Students will learn about different great personalities.
- Students will learn the history of Punjabi biographical literature and its relation with its geography and language.

**Unit-I ਜੀਵਨੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Jeevni: Sidhantak Pakh)**

**(12 hrs.)**

- ਜੀਵਨੀ : ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਸਰੂਪ  
Jeevni: Pribhasha, Prkriti ate Saroop
- ਪੰਜਾਬੀ ਜੀਵਨੀ ਸਾਹਿਤ: ਸੰਖੇਪ ਇਤਿਹਾਸ  
Punjabi Jeevni Sahit: Sankhep Itihas
- ਅੰਸ਼ਿਕ ਜੀਵਨੀ ਅਤੇ ਜੀਵਨੀ ਲੇਖ ਵਿਚ ਅੰਤਰ  
Anshik Jeevni ate Jeevni Lekh Vich Antar
- ਜੀਵਨੀ ਅਤੇ ਸਵੈ-ਜੀਵਨੀ ਵਿਚ ਅੰਤਰ  
Jeevni ate Swai-Jeevni vich Antar

**Unit-II ਲਘੂ-ਆਕਾਰੀ ਜੀਵਨੀ ਸਾਹਿਤ {ਪੰਜਾਬ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਹਸਤੀਆਂ (ਚੋਣਵੀਆਂ ਜੀਵਨੀਆਂ)} Laghu-Akari Jeevni Sahit {Punjab Dian Pramukh Hastian (Chonvian Jeevnian)}**

**(11 hrs.)**

- ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ  
Shahid Bhagat Singh
- ਮੁਹੰਮਦ ਰਫੀ  
Muhammad Rafi
- ਮਹਿੰਦਰ ਸਿੰਘ ਰੰਧਾਵਾ  
Mahinder Singh Randhawa
- ਨੇਕ ਚੰਦ  
Nek Chand

**Unit-III ਵੱਡ-ਆਕਾਰੀ ਜੀਵਨੀ ਸਾਹਿਤ {ਅੱਜ ਦੀ ਵੀਰਾਂਗਣਾ ਮਲਾਲਾ ਯੂਸਫਜ਼ੈਈ (ਚੋਣਵੇਂ ਅੰਸ਼)} Vadd-Akari Jeevni Sahit {Ajj di Veerangna Malala Yousafzai (Chonven Ansh)}**

**(11 hrs.)**

- ਮਹਾਂਸ਼ਕਤੀਆਂ ਦੀ ਖਿੱਚੋਤਾਣ ਦਾ ਸ਼ਿਕਾਰ: ਅਫਗਾਨਿਸਤਾਨ ਤੇ ਮਲਾਲਾ ਵੀ  
Mahan Shaktian di Khichotan da Shikaar: Afganistan te Malala vi
- ਮਲਾਲਾ ਦੀ ਜਨਮ ਭੂਮੀ: ਸਵਾਤ ਘਾਟੀ  
Malala di Janam Bhoomi: Swaat Ghati
- ਇਕ ਬੱਚੀ ਦਾ ਵੀਰਾਂਗਣਾ ਬਣਨਾ  
Ik Bachi da Veerangna Banna
- ਆਲਮੀ ਭਾਈਚਾਰੇ ਅੱਗੇ ਮਲਾਲਾ ਦੀ ਬਾਲੜੀ ਲਲਕਾਰ  
Aalmi Bhaichare Agge Malala di Baalrhi Lalkar

**Unit-IV ਸਾਖੀ ਮੂਲਕ ਜੀਵਨੀ ਸਾਹਿਤ (Sakhi Moolak Jeevni Sahit)**

**(11 hrs.)**

- ਮਨਸੂਰ  
Mansoor
- ਕੋਹਿਨੂਰ ਦਾ ਪਾਰਖੂ, ਰਾਇ ਬੁਲਾਰ ਖਾਨ ਸਾਹਿਬ  
Kohenoor Da Paarkhu, Rai Bulaar Khan Sahib

- ਭਾਈ ਮਰਦਾਨਾ ਜੀ  
Bhai Mardana Ji
- ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ  
Maharaja Ranjit Singh

#### ESSENTIAL READINGS:

- Abhai Singh (2014) **Ajj di Veeragana Malala Yousafzai**, Lokgeet Parkashan, Chandigarh.
- Grover, Kamaljeet (Dr.) (2003) **Punjab Dian Parmukh Hastian**, Kastoori Lal and sons, Amritsar.
- Pannu, Harpal Singh (2014) **Gautam Ton Taski Tak**, Lahore Book Shop, Ludhiana.

#### SUGGESTED READINGS:

- Jaggi, Rattan Singh (2003) **Sahit De Roop**, Publication Bureau, Punjabi University, Patiala.
- Pannu, Harpal Singh (2012) **Pathar Ton Rang Tak**, Singh Brothers, Amritsar.
- Satinder Singh, (2006) **Adhunik Punjabi Vartak da Itihas**, Punjabi Academy, Delhi.

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

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## GENERIC ELECTIVES (GE-11) PUNJABI NIBANDH SAHIT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Nibandh Sahit (GE-11)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To theorize and conceptualize different forms of Punjabi essay.
- To understand philosophical and ideological background of Punjabi essay.
- To go through the available criticism on the subject.
- To identify different trends emerged/emerging in Punjabi essay.
- To learn practical analysis of literary texts of Punjabi essay.

#### LEARNING OUTCOMES:

- Students will understand the theoretical and philosophical debate available on Punjabi essay.
- It will broaden their vocabulary and develop aptitude for appreciation of language and its connotations and denotations.
- Students will learn to evaluate literary texts going through the available criticism on the subject.
- Students will learn to do practical analysis of literary texts with the help of different approaches, and it develops their writing skill also.

#### Unit-I ਨਿਬੰਧ: ਸਿਧਾਂਤਕ ਪੱਖ (Nibandh: Sidhantak Pakh)

(12 hrs.)

- ਨਿਬੰਧ: ਪਰਿਭਾਸ਼ਾ, ਸਰੂਪ ਅਤੇ ਲੱਛਣ  
Nibandh: Pribhasha, Saroop ate Lachhan
- ਨਿਬੰਧ ਸਾਹਿਤ: ਸੰਖੇਪ ਇਤਿਹਾਸ



Nibandh Sahit: Sankhep Itihas

- ਨਿਬੰਧ ਦੇ ਤੱਤ

Nibandh de Tatt

- ਨਿਬੰਧ ਦਾ ਵਰਗੀਕਰਨ

Nibandh da Vargikaran

## Unit-II ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਨਿਬੰਧ (Vichar Pradhan Nibandh)

(11 hrs.)

- ਕਿਰਤ-ਪ੍ਰੇ. ਪੂਰਨ ਸਿੰਘ

Kirat- Prof. Puran Singh

- ਪੁਰਾਣਾ ਪੰਜਾਬ- ਗਿਆਨੀ ਗੁਰਦਿੱਤ ਸਿੰਘ

Purana Punjab- Gyani Gurditt Singh

- ਜੰਟਲਮੈਨ-ਲਾਲ ਸਿੰਘ ਕਮਲਾ ਅਕਾਲੀ

Jantalman- Lal Singh Kamla Akali

- ਪੁਤਲੀਆਂ ਦਾ ਤਮਾਸ਼ਾ- ਬਲਵੰਤ ਗਾਰਗੀ

Putlian Da Tamasha- Balwant Gargi

## Unit-III ਭਾਵ ਪ੍ਰਧਾਨ ਨਿਬੰਧ (Bhav Pradhan Nibandh)

(11 hrs.)

- ਘਰ ਦਾ ਪਿਆਰ-ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ

Ghar da Piyaar- Principal Teja Singh

- ਅੱਥਰੂ-ਬਲਰਾਜ ਸਾਹਨੀ

Athroo- Balraj Sahni

- ਸੜਕ ਪਾਰ ਕਰਦਾ ਬੁਢੇਪਾ- ਪ੍ਰੋ. ਕੁਲਬੀਰ ਸਿੰਘ ਕਾਂਗ

Sarhak Paar Karda Budhepa- Prof. Kulbir Singh Kaang

- ਦੇਸਤੀ ਦੀ ਮਹਿਕ: ਸਾਥੀ ਲੁਧਿਆਣਵੀ

Dosti di Mehak: Sathi Ludhianvi

## Unit-IV ਵਿਅਕਤੀਤਵ ਪ੍ਰਧਾਨ ਨਿਬੰਧ (Viaktitav Pradhan Nibandh)

(11 hrs.)

- ਗੰਗਾਦੀਨ- ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ

Gangadeen- Principal Teja Singh

- ਮੇਰੀ ਨੰਨ੍ਹੀ ਲਿਲਾਹ- ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ

Meri Nanhi Lilah- Gurbaksh Singh Preetlarhi

- ਮਾਂ-ਪ੍ਰੋ. ਅਮਰੀਕ ਸਿੰਘ

Maa- Prof. Amrik Singh

- ਫਲਾਈੰਗ ਸਿੱਖ-ਮਿਲਖਾ ਸਿੰਘ- ਪ੍ਰਿੰ. ਸਰਵਣ ਸਿੰਘ

Flying Sikh- Milkha Singh- Principal Sarwan Singh

## ESSENTIAL READINGS:

- Puar, Joginder Singh (Dr.), Parmjit Singh, Sidhu (Dr.), (ed.) (1995) **Chonve Punjabi Nibandh**, Punjabi University, Patiala.
- Thind, Karnail Singh (Ed.) (1998) **Nibandh Prakash**, (2017, 2<sup>nd</sup> ed.) Panjab University Publication Bureau, Chandigarh.

### **SUGGESTED READINGS:**

- Jaggi, Rattan Singh (2003) **Sahit De Roop**, Publication Bureau, Punjabi University, Patiala.
- Komal, Amar (2013) **Chonven Punjabi Nibandh**, atioal Book Trust, India.
- Satinder Singh (2006) **Adhunik Punjabi Vartak Da Itihas**, Punjabi Academy, Delhi.

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

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## GENERIC ELECTIVES (GE-12) DESH WAND DI FILMKARI

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Desh Wand di Filmkari (GE-12)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To learn about the various aspects of Partition of Punjab and its representation in Punjabi Cinema.
- To learn about representation of partition in different Punjabi films.
- To sensitize students about the pain of dislocated people from their homes and homeland.
- To understand the partition as well as cinema and its various aspects.

#### LEARNING OUTCOMES:

- Students will demonstrate the knowledge of various aspects of Punjab and its partition.
- Students will be able to examine the representation of partition in different Punjabi films.
- Students will be able to understand the problems of past as well as present related with fundamentalism.
- Students will learn the history of partition and its link with colonialism.

#### Unit-I ਦੇਸ਼ ਵੰਡ ਦੀ ਫਿਲਮਕਾਰੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Desh Wand di Filmkari: Sidhantak Pakh)

(12 hrs.)

- ਦੇਸ਼ ਵੰਡ: ਰਾਜਨੀਤਕ ਸਰੂਪ ਤੇ ਕਾਰਨ  
Desh Wand: Rajneetak Saroop te Kaaran
- ਦੇਸ਼ ਵੰਡ: ਧਾਰਮਕ ਤੇ ਸਮਾਜਕ ਪ੍ਰਭਾਵ

Desh Wand: Dharmak te Smajak Prabhav

- ਦੇਸ਼ ਵੰਡ ਦੀ ਫਿਲਮਕਾਰੀ: ਮਹੱਤਵ

Desh Wand di Filmkari: Mahattav

- ਫਿਲਮ-ਪਾਠ ਤੇ ਸਾਹਿਤ-ਪਾਠ: ਅੰਤਰ ਨਿਖੇੜ

Film-Path Te Sahit-Path: Antar Nikherh

## **Unit-II ਫਿਲਮ ‘ਸ਼ਹੀਦ-ਏ-ਮੁਹੱਬਤ ਬੂਟਾ ਸਿੰਘ’ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (1999) (Film ‘Shaheed-E-**

**Mohabbat Boota Singh’ da Vishleshan) (1999)**

**(11 hrs.)**

- ਵੰਡ ਦੀ ਪੇਸ਼ਕਾਰੀ

Wand di Peshkari

- ਵਿਸ਼ਾ ਤੇ ਮੰਤਵ

Visha te Mantav

- ਪ੍ਰਭਾਵਿਤ ਧਿਰਾਂ ਦਾ ਦੁਖਾਂਤ

Prabhavit Dhiran da Dukhaant

- ਪਾਤਰ ਉਸਾਰੀ

Patar Usaari

## **Unit-III ਫਿਲਮ ‘ਖ਼ਾਮੋਸ਼ ਪਾਣੀ’ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (2003) Film ‘Khamosh Paani’ da Vishleshan**

**(2003)**

**(11 hrs.)**

- ਵੰਡ ਦੀ ਪੇਸ਼ਕਾਰੀ

Wand di Peshkari

- ਵਿਸ਼ਾ ਤੇ ਮੰਤਵ

Visha te Mantav

- ਪ੍ਰਭਾਵਿਤ ਧਿਰਾਂ ਦਾ ਦੁਖਾਂਤ

Prabhavit Dhiran da Dukhaant

- ਪਾਤਰ ਉਸਾਰੀ

Patar Usaari

## **Unit-IV: ਫਿਲਮ ‘ਕਿੱਸਾ’ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (2013) Film ‘Qissa’ da Vishleshan (2013) (11 hrs.)**

- ਵੰਡ ਦੀ ਪੇਸ਼ਕਾਰੀ

Wand Di Peshkari

- ਵਿਸ਼ਾ ਤੇ ਮੰਤਵ

Visha te Mantav

- ਪ੍ਰਭਾਵਿਤ ਧਿਰਾਂ ਦਾ ਦੁਖਾਂਤ

Prabhavit Dhiran da Dukhaant

- ਪਾਤਰ ਉਸਾਰੀ

Patar Usaari

### **ESSENTIAL READINGS:**

- Brar, Rajinderpal Singh (Ed.) (2011) **Punjabi Bhasha, Sahit, Sabhyachar ate Media: Antar Samvad**, Publication Bureau, Punjabi University, Patiala.

- Ghuman, Kapoor Singh (Trans.) (1987) **Filmaan Kiven Bandiyan Han**, (Written by Khwaja Ahmad Abbas), NBT, India.
- Seetal, Sohan Singh (2012) **Punjab Da Ujarha**, Lahore Book Shop, Ludhiana.

#### SUGGESTED READINGS:

- Narender, Mohan (2010) **Vibhajan ki Trasadi Bhartiya Katha Drishti**, Bhartiya Gyanpeeth, Nayi Dilli.
- Deepak Manmohan Singh (1989) **Desh Wand de Punjabi Sahit te Paye Prabhav (Galap de Adhar te)**, Lahore Book Shop, Ludhiana.
- Kirpal Singh (Dr.) (1994) **Punjab da Batwara**, Punjabi University, Patiala.
- Ravinder Kaur (2007) **Since 1947: Partition Narratives Among Punjabi Migrants Old Delhi**, Oxford University Press, New Delhi.
- Khushwant Singh & Kuldip Nyiyar (1984) **Punjab da Dukhant**, Navyug Publishers, Delhi.
- Bhasker Sarkar (2009) **Mourning the Nation: Indian Cinema in the Wake of Partition**, Duke University Press Durham & London.
- Christian Metz (1990) **Film Language: A Semiotics of Cinema**, University of Chicago Press, Chicago.
- Satya M. Rai (1965) **Partition of the Punjab: A Study of Its effects on the Politics and Administration of the Punjab (1) 1947-56**, Asia Pub. House, London.
- Sinah, Kuldeep (2011) **Film Nirdeshan** Radha Krishan Prakashan Private Limited, Nayi Dilli.
- Paarkh, Jwarimal (2001) **Lokpriya Cinema Aur Samajik Yatharath**, Anamika Publishers and Limited, Delhi.
- Piyaar Singh (1974) **Cinema**, Bhasha Vibhag Punjab, Patiala.
- Sahni, Balraj (1974) **Cinema te Stage**, Nanak Singh Pustakmala, Amritsar.

#### INTERNET RESOURCES:

<https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/366035?mode=full>

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

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## GENERIC ELECTIVES (GE-13) PUNJAB DIAN LOK KALAVAN

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Punjab Dian Lok Kalavan (GE-13)</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The purpose of this course is to provide information about folk arts.
- The study of folk arts will help the students to enrich their cultural and creative aptitude.
- The course will develop a fundamental understanding of the basic nature, branches and history of Punjabi folk skills.
- It will help the students to understand and use methods of analysing the data from various forms of Punjabi folk arts.
- The course will provide them a broad interdisciplinary perspective of Punjabi folk arts.

#### LEARNING OUTCOMES:

- The students will obtain advanced knowledge of Punjabi folk arts.
- They will develop an insight about various forms of Punjabi arts.
- They will have in-depth knowledge of selected areas of Punjabi folk arts.
- They will understand the concepts of Punjabi folk arts.
- They will analyse the historical background Punjabi folk arts and their relation to Punjabi culture.

#### Unit-I ਲੋਕ ਕਲਾ: ਸਿਧਾਂਤਕ ਪੱਖ (Lok Kala: Sidhantak Pakh)

(12 hrs.)

- ਲੋਕ ਕਲਾ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਸਰੂਪ  
Lok Kala: Pribhasha, Prakirti ate Saroop
- ਲੋਕ ਕਲਾ: ਵੰਨਗੀਆਂ  
Lok Kala: Vangiyan

- ਲੋਕ ਕਲਾ: ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ  
Lok Kala: Visheshtavan
- ਲੋਕ ਕਲਾ: ਸਮਾਜਕ ਮਹੱਤਵ  
Lok Kala: Samajak Mahattav

## Unit-II ਮਿੱਟੀ ਨਾਲ ਸੰਬੰਧਤ ਲੋਕ ਕਲਾਵਾਂ (Mitti Naal Sambandhat Lok kalavan) (11 hrs.)

- ਹਥਵਾਰਾ ਨਾਲ ਵਾਧਾ ਕਰ ਕੇ ਵਿਸ਼ੇਸ਼ ਆਕਾਰ ਸਿਰਜਨਾ (Modelling): ਚੁੱਲ੍ਹਾ, ਭੜੋਲਾ  
Hathvara naal Vaadha kar ke Vishesh Aakaar Sirjana: Chullha, Bharhola
- ਵਿਸ਼ੇਸ਼ ਸਾਂਚੇ ਵਿਚ ਮਿੱਟੀ ਥੱਪ ਕੇ ਵਸਤੂ ਤਿਆਰ ਕਰਨਾ (Casting): ਅੰਗੀਠੀ, ਚੱਕਵਾਂ ਚੁੱਲ੍ਹਾ  
Vishesh Sanche vich Mitti thapp ke Vastu tyaar karna: Angithi, Chakvaan Chullha
- ਥੋਥੇ ਪੱਥ ਕੇ ਤਰਾਸ਼ਨ ਰਾਹੀਂ ਬਣਾਈਆਂ ਆਕ੍ਰਿਤੀਆਂ (Carving): ਹਾਰਾ, ਆਲਾ  
Thobe path ke Trashan rahin banayian aakritian: Haara, Aalaa
- ਲੋਕ ਕੰਧ ਚਿੱਤਰ (Wall Painting): ਕੰਧ ਉੱਤੇ ਰੰਗਾਂ ਨਾਲ ਚਿਤਰ, ਮਿੱਟੀ ਦੀਆਂ ਆਕ੍ਰਿਤੀਆਂ ਨੂੰ ਰੰਗਣਾ  
Lok Kandh Chittar: Kandh utte Rangan naal Chittar, Mitti dian aakritian nu rangana

## Unit-III ਲੋਕ ਬੁਣਨ ਕਲਾ (Lok Bunan Kala) (11 hrs.)

- ਘਰੇਲੂ ਵਸਤਾਂ ਵਜੋਂ: ਦਰੀ, ਪੱਖੀਆਂ  
Ghrelloo Vastan Vajon: Dari, Pakhiyan
- ਪਹਿਰਾਵੇ ਨਾਲ ਸੰਬੰਧਤ: ਕੱਪੜਾ, ਨਾਲੇ  
Pehraave naal Sambandhat: Kaprha, Naale
- ਖੇਤੀਬਾੜੀ ਨਾਲ ਸੰਬੰਧਤ: ਛਿੱਕਲੀ, ਟੋਕਰੇ  
Khetibaarhi naal Sambandhat: Chhikli, Tokre
- ਸਜਾਵਟੀ ਵਸਤਾਂ ਵਜੋਂ: ਦਰਵਾਜ਼ਿਆਂ ਦੀਆਂ ਲਟਕਣਾਂ, ਤਸਵੀਰਾਂ  
Sajawati Vastan Vajon: Darvajeyan dian Latkanan, Tasveeran

## Unit-IV ਕਸੀਦਾਕਾਰੀ (Kaseedakari) (11 hrs.)

- ਮਰਦਾਂ ਦੇ ਕੱਪੜੇ ਉੱਤੇ ਕਸੀਦਾਕਾਰੀ: ਕੁੜਤਾ, ਰੁਮਾਲ  
Mardan de Kaprhe Utte Kaseedakari: Kurhta, Rumal
- ਔਰਤਾਂ ਦੇ ਕੱਪੜੇ ਉੱਤੇ ਕਸੀਦਾਕਾਰੀ: ਮੇਮ ਅਤੇ ਚਿੜੀਆ ਫੁੱਲ, ਫੁਲਕਾਰੀ  
Auratan de Kaprhe Utte Kaseedakari: Meim ate Chidia Full, Fulkari
- ਘਰੇਲੂ ਵਰਤੋਂ ਦੀਆਂ ਵਸਤਾਂ ਉੱਤੇ ਕਸੀਦਾਕਾਰੀ: ਚਾਦਰਾਂ, ਝੋਲੇ  
Ghrelloo varton dian Vastan utte Kaseedakari: Chadran, Jhole
- ਸਜਾਵਟੀ ਵਰਤੋਂ ਲਈ ਕਸੀਦਾਕਾਰੀ: ਮੇਜ ਪੋਸ਼, ਤਸਵੀਰਾਂ  
Sajawati varton layi Kaseedakari: Mej Posh, Tasveran

### ESSENTIAL READINGS:

- Harjit Singh (2005) **Punjab Di Lok Kala**, Guru Nanak Dev University, Amritsar.
- Kehal, Harkesh Singh (2013) **Punjabi Virsa Kosh**, Unistar Books Pvt. Ltd., Chandigarh.
- Thind, Karnail Singh (Dr) (2007) **Punjab da Lok Virsa (Part-I)**, Punjabi University, Patiala.

### SUGGESTED READINGS:

- Bedi, Vanjara (1967) **Suhaj Prabodh**, National Book Shop, Delhi.
- Bhupinder Singh, Surjit Singh (Ed.) (2009) **Lokdhara Di Bhumika**, Punjabi University, Patiala.
- Chaman, Saroj (2009) **Saundarya Shaster**, Publication Bureau, Punjabi Univesity, Patiala.
- Gill, Harjeet Singh (1975) **Folk art of Punjab**, Publication Bureau, Punjabi Univesity, Patiala.
- Gill, Harjeet Singh (1977) **A Fulkari from Bathinda**, Publication Bureau, Punjabi Univesity, Patiala.
- Kang, Kanwarjit Singh (1998) **Punjab De Kandh Chittar**, Publication Bureau, Punjabi Univesity, Patiala.
- Noor, Jagir Singh (Dr) (2008) **Punjabi Sabhiyachar: Mool Pachhan**, National Book Trust, Delhi.
- Thind, Karnail Singh (1996) **Punjab Da Lok Virsa**, Publication Bureau, Punjabi Univesity, Patiala.

#### INTERNET RESOURCES:

<https://shodhganga.inflibnet.ac.in/handle/10603/103872?mode=full>

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

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



## Category V

### COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)

OFFERED BY THE DEPARTMENT OF PUNJABI

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-1)

#### DALIT JEEVAN DI PUNJABI

#### KAVITA

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dalit Jeevan Di Punjabi Kavita (DSE-1)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To introduce students with the political and cultural context of Dalit Poetry.
- To understand and trace the changes occurred in Dalit poetry during different time periods.
- To train students in parallel aesthetics created by Dalit literature.

#### LEARNING OUTCOMES

- Students will be able to form a distinct understanding of contemporary and historical understanding of the society created by Dalit poetry.
- They will be able to create a timeline of Dalit poetry in Indian and Punjabi literature.
- They will be able to analyse aesthetics and content of Punjabi Dalit poetry.

#### Unit-I ਦਲਿਤ ਚੇਤਨਾ ਤੇ ਪੰਜਾਬੀ ਕਵਿਤਾ (Dalit Chetna te Punjabi Kavita)

(12 hrs.)

- ਦਲਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਪਛਾਣ  
Dalit di Paribhasha te Pachhan
- ਪੰਜਾਬੀ ਦਲਿਤ ਸਾਹਿਤ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ  
Punjabi Dalit Sahit da Nikas ate Vikas
- ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿਚ ਦਲਿਤ ਦੇ ਆਰਥਕ-ਸਮਾਜਕ ਸਰੋਕਾਰਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ  
Punjabi Kavita vich Dalit de Arthak-Samajak Sarokaraan di Peshkari
- ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿਚ ਦਲਿਤ ਦੇ ਰਾਜਨੀਤਕ ਸਰੋਕਾਰਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ  
Punjabi Kavita vich Dalit de Rajnitak Sarokaraan di Peshkari

### Unit-II ਪਹਿਲੇ ਦੌਰ ਦੀ ਦਲਿਤ ਕਵਿਤਾ (Pehle Dour di Dalit Kavita)

(11 hrs.)

- ਬਾਬੂ ਮੰਗੂ ਰਾਮ ਮੁਗੋਵਾਲੀਆ: ਗੁਰਦੇਵ ਉਸਤਤੀ, ਪੰਜਾਬ ਦੇ ਅਛੂਤ ਪੰਥ ਨੂੰ ਵਧਾਈ  
Babu Mangu Ram Mugovaliya: Gurdev Ustati, Punjab de Achhoot Panth nu Vadhai
- ਚਰਨ ਦਾਸ ਨਿਧੜਕ: ਅਛੂਤ ਦੀ ਜਿੰਦਗੀ, ਦੇਸ਼ ਦੀ ਨਾਰੀ ਜਾਗੀ  
Charan Das Nidharak: Achhoot di Zindagi, Desh di Naari Jaagi
- ਗੁਰਦਾਸ ਰਾਮ ਆਲਮ: ਮਜ਼ਦੂਰ, ਇਨਸਾਨ  
Gurdas Ram Aalam: Mazdur, Insaan
- ਚਾਣਨ ਲਾਲ ਮਣਕ: ਨਾਮ ਅਮਰ ਹੈ ਗੁਰੂ ਰਵਿਦਾਸ ਤੇਰਾ, ਪੱਛੜੇ ਲੋਕਾਂ ਦਾ ਕਿਵੇਂ ਕਲਿਆਣ ਹੋਵੇ  
Chanan Lal Mnak: Naam Amar hai Guru Ravidas tera, Pachhre Lokan da kiven Kaliyan hove

### Unit-III ਦੂਜੇ ਦੌਰ ਦੀ ਦਲਿਤ ਕਵਿਤਾ (Duje Dour di Dalit Kavita)

(11 hrs.)

- ਚਰਨ ਸਿੰਘ ਸਫਰੀ: ਮਿਲਿਆ ਬੰਦੇ ਨੂੰ ਹੱਕ ਬਰਾਬਰੀ ਦਾ, ਜੇ ਭਾਰਤ ਦੀ ਧਰਤੀ ਉਤੇ  
Charan Singh Safri: Milya Bande nu Haq Brabari da, Je Bharat di Dharti utte
- ਪ੍ਰੀਤਮ ਰਾਮਦਾਸਪੁਰੀ: ਆਜ਼ਾਦੀ ਦੇ ਪਹਿਲੇ ਅਲੰਬਰਦਾਰ, ਬੇਗਮਪੁਰਾ  
Pritam Ramdasपुरी: Azaadi de Pehle Alambardaar, Begampura
- ਸਿਰੀ ਰਾਮ ਅਰਸ਼: ਸ਼ਕਤੀ ਹੀਣੇ ਲੋਕ, ਸੋਹੰ  
Sri Ram Arsh: Shakti Heene lok, Sonh
- ਸੰਤ ਰਾਮ ਉਦਾਸੀ: ਨਵੇਂ ਅਹਿਦਨਾਮੇ, ਗੀਤਾਂ ਦਾ ਵਾਰਸ  
Sant Ram Udasi: Naven Ahidname, Geetan da Vaaras

### Unit-IV ਤੀਜੇ ਦੌਰ ਦੀ ਦਲਿਤ ਕਵਿਤਾ (Teeje Dour di Dalit Kavita)

(11 hrs.)

- ਬਲਬੀਰ ਮਾਧੋਪੁਰੀ: ਸੁਨਾਮੀ ਲਹਿਰਾਂ, ਸੰਸਕ੍ਰਿਤੀ  
Balbir Madhopuri: Sunami Lehran, Sanskriti
- ਗੁਰਮੀਤ ਕੱਲਰ ਮਾਜਰੀ: ਮੁਸਾਫਿਰ, ਪੋਸਟਮੈਨ  
Gurmeet Kalar Majri: Musafir, Postman
- ਨਵਤੇਜ ਗੜ੍ਹਦੀਵਾਲਾ: ਸਿਰਨਾਵੇਂ ਦੀਆਂ ਜੜ੍ਹਾਂ, ਤਾਰੇ  
Navtej Garhdiwala: Sirnaave diyan Jarhan, Taaro
- ਮਦਨ ਵੀਰਾ: ਧੁੰਦ ਤੋਂ ਪਾਰ, ਪਿੰਡ  
Madan Veera: Dhund ton Paar, Pind

### **ESSENTIAL READING:**

- Gurmeet Singh Kalarmajri, Santokh Singh Sukhi (Kaav-Sangreh) (2022) **Zakhma da Haashiya**, Caliber Publications, Patiala.

### **SUGGESTED READING:**

- Chaman Lal (2001) **Dalit aur Avshet Sahitya: Kujh Vichar**, Bhartiye Uchh Adhiyan Sansthan, Shimla.
- Ravinder Kumar (2005) **Aurat te Dalit: Hashiyagat Parvachan Nav-Itihasvaadi Paripekh**, Lokgeet Parkashan, Chandigarh.
- Ronki Ram, (2004) **Dalit Sahit: Sarot te Saroop**, Lokgeet Parkashan, Chandigarh.
- Ronki Ram (2012) **Dalit Pachaan: Mukti ate Shaktikarn**, Publication Bureau, Punjabi University, Patiala.
- Sarabjeet Singh (Ed.) (2004) **Dalit Drishti**, Chetna Parkashan, Ludhiana.

### **MAGAZINES/JOURNALS:**

- Amarjeet Singh (Ed.) (2021) **Kaav-Shaster: Subaltern Studies Vishesh Ank 25-26**, Phagwara.

### **INTERNET RESOURCES:**

- <https://punjabipedia.org/>
- <https://pa.wikipedia.org/>

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

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE-2) ANUVADIT BHARTI KAVITA

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Anuvadit Bharti Kavita (DSE-2)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course is designed to introduce poetry from various languages of our country.
- To help students understand the theme, structure and style of poetry in various Indian languages.
- To help students realize the importance of translated poetry.

#### LEARNING OUTCOMES:

- Students will gain cultural and historic background related to the poetry being studied.
- Students will be able to deliver comparative insights into the different poetry styles and themes.
- Students will be able to reflective translation commentary, where they analyse the source text and reflect on their translation process.

#### Unit-I ਉੱਤਰੀ ਭਾਰਤ (Uttari Bharat)

(12 hrs.)

- **ਡੋਗਰੀ:** ਧਿਆਨ ਸਿੰਘ (ਲੋਅ ਦੀ ਆਸ), ਪਦਮਾ ਸਚਦੇਵ (ਅਮਨ)  
Dogri: Dhian Singh (Lo di Aas), Padma Sachdev (Aman)
- **ਉਰਦੂ:** ਗੁਲਜ਼ਾਰ (ਕਿਤਾਬਾਂ), ਨਿਦਾ ਫਾਜ਼ਲੀ (ਛੋਟਾ ਆਦਮੀ)  
Urdu: Gulzar (Kitaban), Nida Fazli (Chhota Aadmi)

- **ਸੰਸਕ੍ਰਿਤ:** ਡਾ. ਕੋਸ਼ਲ ਤਿਵਾੜੀ (ਗੋਲੀ), ਰਾਧਾ ਵੱਲਭ ਤ੍ਰਿਪਾਠੀ (ਨਿੱਕੀਆਂ ਮੱਛੀਆਂ ਦੀ ਵੱਡੀਆਂ ਮੱਛੀਆਂ ਨਾਲ ਗੱਲਬਾਤ)  
Sanskrit: Dr. Kaushal Tiwari (Goli), Radha Vallabh Tripathi (Nikkian Machhiya di Vaddiya Machhiya nal Galbaat)
- **ਕਸ਼ਮੀਰੀ:** ਸ਼ਾਇਸਤਾ ਮੁਬਾਰਕ ਬੁਖਾਰੀ (ਤੇਰੇ ਨਾਲ ਪਿਆਰ ਨਾ ਸਹੀ), ਮਹਾਰਾਜ ਕ੍ਰਿਸ਼ਨ ਸੰਤੋਸ਼ੀ (ਪ੍ਰਗਤੀ ਪ੍ਰਕਾਸ਼ਨ ਮਾਸਕੋ),  
Kashmiri: Shaista Mubarak Bukhari (Tere naal Pyaar Na Sahi), Maharaj Krishan Santoshi (Pragati Prakashan Moscow)
- **ਹਿੰਦੀ:** ਅਨਾਮਿਕਾ (ਰਾਬੀਆ ਅਨਵਰ: ਖੋਲੀ ਨੰਬਰ 73), ਕੁੰਵਰ ਨਰਾਇਣ (ਪ੍ਰੇਮ ਰੋਗ)  
Hindi: Anamika (Rabiya Anwar : Kholi No. 73), Kunwar Narayan (Prem Rog)

## Unit-II ਪੱਛਮੀ ਭਾਰਤ (Pachhami Bharat)

(11 hrs.)

- **ਸਿੰਧੀ:** ਹਰੀਸ਼ ਕਰਮਚੰਦਾਈ (ਬਾਪੂ ਵੀ ਰੋਂਦਾ ਹੈ), ਵੀਨਾ ਕਰਮਚੰਦਾਈ (ਗੁਲਾਬੀ ਰੰਗ)  
Sindhi: Harish Karamchandani (Bapu Vi Ronda Hai), Veena Karamchandani (Gulabi Rang)
- **ਕੋਂਕਣੀ:** ਸ਼ੰਕਰ ਪਰੁਲਕਰ (ਭਾਸ਼ਾ), ਨਯਨਾ ਆਰਕਰ (ਮੈਂ ਕੌਣ)  
Konkani: Shankar Parulkar (Bhasha), Nayna Aarharkar (Main Kaun)
- **ਮਰਾਠੀ:** ਪੀ. ਵਿੱਠਲ (ਮਨੁੱਖੀ ਭਾਸ਼ਾ ਦਾ ਆਦਮ ਦੁੱਖ), ਪ੍ਰਫੁੱਲ ਸ਼ਿਲੇਦਾਰ (ਪਿਆਰ)  
Marathi: P. Vitthal (Manukhi Bhasha da Adam Dukh), Praful Shiledar (Pyar)
- **ਗੁਜਰਾਤੀ:** ਸੰਜੂ ਵਾਲਾ (ਉਪਾਅ), ਜੈਯੰਤ ਪਾਠਕ (ਧੀ ਦੇ ਵਿਆਹ ਤੋਂ ਬਾਅਦ ਘਰ ਵਿੱਚ)  
Gujarati: Sanju Wala (Upaa), Jayant Pathak (Dhee de Viyah ton Baad Ghar Vich)

## Unit-III ਦੱਖਣੀ ਭਾਰਤ (Dakhni Bharat)

(11 hrs.)

- **ਤਮਿਲ:** ਆਰ. ਬਾਲਾਚੰਦਰਨ (ਸਰਕਸ), ਮੁੱਤੁਲਕਸ਼ਮੀ (ਏਥੇ ਸਭ ਰਾਜੀ-ਖੁਸ਼ੀ ਹੈ)  
Tamil: R. Balachandaran (Circus), MuttuLakshmi (Ethe Sabh Raazi-Khushi Hai)
- **ਤੇਲਗੂ:** ਕਾਂਚਨਪੱਲੀ ਰਾਜੇਂਦਰ ਰਾਜੂ (ਰਾਤ), ਡਾ. ਐੱਨ. ਗੋਪੀ (ਰੋਟੀ),  
Telugu: Kanchanpalli Rajendra Raju (Raat), Dr. N. Gopi (Roti)
- **ਮਲਿਆਲਮ:** ਕੇ. ਸੱਚਿਦਾਨੰਦਨ (ਭਾਸ਼ਾਵਾਂ), ਡਾ. ਜੋਇ ਵਾਸ਼ਿਅਲ (ਦਸ ਚੀਜ਼ਾਂ)  
Malayam: K. Sachidanandan (Bhashava), Dr. Joy Vashial (Das Cheeza)
- **ਕੰਨੜ:** ਚੰਦਰਸ਼ੇਖਰ ਪਾਟਿਲ (ਤਾਰਾ ਹੱਸ ਪਿਆ), ਡਾ. ਨਾ ਮੋਗਸਲੇ (ਇਹ ਨਹੀਂ ਇਹ ਨਹੀਂ)  
Kannad: Chandarshekhar Patil (Tara hass Piya), Dr. Na. Mogslay (Eh Nahi Eh Nahi)

## Unit-IV ਪੂਰਬੀ ਭਾਰਤ (Purbi Bharat)

(11 hrs.)

- **ਬੋਡੋ:** ਅਨਿਲ ਬੋਡੋ (ਜੇ ਤੂੰ ਕਦੇ ਆਉਂਦਾ ਹੈਂ), ਰਸ਼ਮੀ ਚੌਧਰੀ (ਹੰਝੂ)  
Bodo: Anil Bodo (Je Tu Kade Aunda Hain), Rashmi Chaudhary (Hanjhu)
- **ਬੰਗਾਲੀ:** ਸੁਨੀਲ ਗੰਗੋਪਾਧਿਆਇ (ਸਿਰਫ਼ ਕਵਿਤਾ ਦੇ ਲਈ), ਨਵਨੀਤਾ ਦੇਵਸੇਨ (ਉਹ ਕੁੜੀ)  
Bangali: Sunil Gangopadhyaya (Sirf Kavita De Iyi), Navneeta Devsen (Oh Kurhi)
- **ਮੈਥਲੀ:** ਤਾਰਾਨੰਦ ਵਿਯੋਗੀ (ਛੁੱਟਣਾ), ਦੇਵਸੰਕਰ ਨਵੀਨ (ਦੰਗਾਕਾਰੀਆਂ ਨੂੰ ਘਰ ਦੀ ਸਮਝ ਨਹੀਂ ਹੁੰਦੀ)

Maithili: Taranand Viyogi (Chhuttana), Devshankar Naveen (Dangakaariya nu Ghar di Samajh Nahi Hundi)

- **ਮਣੀਪੁਰੀ:** ਆਰ. ਕੇ. ਦੇਵਰਿਤਾ (ਇਕ ਫੁੱਲ ਦੀ ਜੀਵਨ ਕਥਾ), ਈ. ਵਿਜੇ ਲਕਸ਼ਮੀ (ਮਣੀਪੁਰ)

Manipuri: R. K. Devrita (Ik Phull di Jeevan Katha), E. Vijaylakshmi (Manipur)

- **ਨੇਪਾਲੀ:** ਕਾਲੂ ਸਿੰਘ ਰਨਪਹੇਲੀ (ਜਿੰਦਗੀ ਏਥੇ ਹੀ ਕਿਤੇ ਹੋਵੇਗੀ), ਪ੍ਰਵੀਨ ਰਾਈ ਚੁਮੇਲੀ (ਇਕ ਦਿਨ)

Nepali: Kalu Singh Ranpaheli (Zindagi Ethe hi Kite Hovegi), Praveen Rai Chumeli (Ik Din)

- **ਉੜੀਆ:** ਸੀਤਾਕਾਂਤ ਮਹਾਪਾਤਰ (ਪੱਥਰ), ਵਿਸ਼ਣੂ ਮਹਾਪਾਤਰ (ਪਰਤਾਂਗਾ ਇਕ ਦਿਨ)

Odiya: Sitakant Mahapatra (Pathar), Vishnu Mahapatra (Partanga Ik Din)

- **ਅਸਮੀ:** ਹਰੇਕ੍ਰਿਸ਼ਨ ਡੇਕਾ (ਪਿਆਰ ਦੇ ਲਈ ਦੋ ਸ਼ਬਦ), ਨੀਲਮਣੀ ਫੁੱਕਣ (ਅਕਾਸ਼)

Assami: Harekrishan Deka (Pyaar de Layi Do Shabad), Neelmani Phukan (Akaash)

- **ਸੰਥਾਲੀ:** ਚੰਦਰ ਮੋਹਨ ਕਿਸਕੂ (ਫੁੱਲਾਂ ਦੀ ਖੇਤੀ), ਨਿਰਮਲਾ ਪੁਤੁਨ (ਔਰਤ)

Santhali : Chandar Mohan Kisku (Phullan di Kheti), Nirmala Putun (Aurat)

#### ESSENTIAL READING:

- Tarsem, Satpal Bhikhi, Gurdeep Singh (Tr. & Ed.) (2022) **Kaav-Dishavan (Bharti Bhashavan diya kavitan)**, Caliber Publication, Patiala.

#### SUGGESTED READINGS:

- Bhola Nath Tiwari (1972) **Anuvaad Vigyan**, Kitabghar Prakashan, New Delhi.
- Mohit K. Roy (Ed.) (2000) **Studies in Translation**, Atlantic Publishers, Delhi.
- Sushil Kumar (2003) **Anuvaad de Samvaad**, Udaan Publications, Mansa.

#### INTERNET RESOURCES:

- <https://punjabipedia.org/topic.aspx?txt=%E0%A8%85%E0%A8%A8%E0%A9%81%E0%A8%B5%E0%A8%BE%E0%A8%A6>
- <https://pa.wikipedia.org/wiki/%E0%A8%85%E0%A8%A8%E0%A9%81%E0%A8%B5%E0%A8%BE%E0%A8%A6>
- <https://www.youtube.com/watch?v=qnLBS6d2RvM&t=790s/>

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

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE-3)

### JEEVNI TE SWAI-JEEVNI SAHIT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Jeevni te Swai-Jeevni Sahit (DSE-3)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To introduce the students to Punjabi Biography & Autobiography tradition.
- To acquaint the students with the technicalities involved in the genesis of biographies and autobiographies in general.
- To introduce them to certain biographical pieces of socio cultural, literary and moral significance.

#### LEARNING OUTCOMES:

- Students would have learnt the importance of memory in writing Biography & Autobiography.
- Students would have learnt good lessons by reading the Biography & Autobiographies of remarkable persons.
- Reading of Biography & Autobiographies would have helped them to refine their life and to make their life health

#### Unit-I ਜੀਵਨੀ ਤੇ ਸਵੈ-ਜੀਵਨੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Jeevni te Swai-Jeevni: Sidhantak Pakh)

(12 hrs.)

- ਜੀਵਨੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Jeevni: Paribhasha ate Tatt

- ਸਵੈ-ਜੀਵਨੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Swai-Jeevni: Paribhasha ate Tatt
- ਪੰਜਾਬੀ ਜੀਵਨੀ ਦਾ ਇਤਿਹਾਸ  
Punjabi Jeevni da Itihaas
- ਪੰਜਾਬੀ ਸਵੈ-ਜੀਵਨੀ ਦਾ ਇਤਿਹਾਸ  
Punjabi Swai-Jeevni da Itihaas

**Unit-II ਗਿਆਨੀ ਗੁਰਮੁਖ ਸਿੰਘ ਮੁਸਾਫਿਰ: ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ (Giani Gurmukh Singh Musafir-Kartar Singh Duggal) (11 hrs.)**

- ਪਾਤਰ ਚਿਤਰਣ  
Patar Chitran
- ਨਾਇਕ ਦੀ ਸ਼ਖਸੀਅਤ ਦਾ ਵਿਕਾਸ  
Naayak di Shakhsiyat da Vikas
- ਸਮਾਜਕ, ਧਾਰਮਕ ਤੇ ਰਾਜਨੀਤਕ ਪੱਖ  
Smajak, Dharmak te Rajnitak Pakh
- ਜੀਵਨੀ ਵਜੋਂ ਪਰਖ  
Jeevni Vajon Parakh

**Unit-III ਆਰਸੀ:ਤੇਜਾ ਸਿੰਘ (Aarsi:Teja Singh) (11 hrs.)**

- ਮੁੱਖ ਪਾਤਰ ਦਾ ਵਿਅਕਤੀਤਵ  
Mukh Patar da Vyaktitav
- ਸਹਾਇਕ ਪਾਤਰ  
Sahayak Patar
- ਪਰਿਵਾਰਕ ਤੇ ਸਮਾਜਕ ਮਾਹੌਲ  
Parivarak te Samajak Maahol
- ਸਵੈ-ਜੀਵਨੀ ਵਜੋਂ ਪਰਖ  
Swai-Jeevni Vajon Parakh

**Unit-IV ਪੰਜਾਬ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਹਸਤੀਆਂ: ਡਾ. ਕੰਵਲਜੀਤ ਗਰੋਵਰ (Punjab Diyan Pramukh**

- Hastiyen-Dr. Kanwaljit Grover) (11 hrs.)**
- ਸੋਭਾ ਸਿੰਘ  
Sobha Singh
  - ਬਲਰਾਜ ਸਾਹਨੀ  
Balraj Sahni
  - ਖੁਸ਼ਵੰਤ ਸਿੰਘ  
Khushwant Singh
  - ਹਰਗੋਬਿੰਦ ਖੁਰਾਣਾ  
Hargobind Khuranna

**ESSENTIAL READINGS:**

- Duggal, Kartar Singh (1983) **Giani Gurmukh Singh Musafir**, National Book Trust, Delhi.



- Grover, Kanwaljit (Dr.) (2003) **Punjab Diyan Pramukh Hastiyan**, Kasturi Lal and Sons, Hall Bazar, Amritsar.
- Teja Singh (1952) **Aarsi**, Sikh Publishing House, Amritsar.

#### SUGGESTED READINGS:

- Arvinderpal Kaur (1991) **Swai-Jeevni Shastar**, Waris Shah Foundation, Amritsar.
- Gurnaib Singh ate Charanjeet Kaur (Ed.) (2014) Ratan Singh Jaggi, **Jeevan Katha (Vartak Sidhant)**, Publication Bureau, Punjabi University, Patiala.
- Rajbir Kaur, (Ed.) (2009) **Puratan ate Naveen Punjabi Vartak: Sidhant te Vihar**, Waris Shah Foundation, Amritsar.
- Vatish, Dharamchand (1999) **Punjabi Swai-Jeevni**, Punit Publishers, Malerkotla.

#### INTERNET RESOURCES:

- <https://punjabipedia.org/topic.aspx?txt=%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80+%E0%A8%B8%E0%A9%8D%E0%A8%B5%E0%A9%88%E0%A8%9C%E0%A9%80%E0%A8%B5%E0%A8%A8%E0%A9%80++%E0%A8%B8%E0%A8%BE%E0%A8%B9%E0%A8%BF%E0%A8%A4&k=4>
- [https://pa.wikipedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80\\_%E0%A8%B8%E0%A8%B5%E0%A9%88\\_%E0%A8%9C%E0%A9%80%E0%A8%B5%E0%A8%A8%E0%A9%80](https://pa.wikipedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80_%E0%A8%B8%E0%A8%B5%E0%A9%88_%E0%A8%9C%E0%A9%80%E0%A8%B5%E0%A8%A8%E0%A9%80)

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

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE-4) DESH WAND DA PUNJABI SAHIT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Desh Wand da Punjabi Sahit (DSE-4)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To help students understand the difficult socio-political issues leading up to, and following from, the independence and partition of British India.
- To help them to realise the impact of partition on communities and individuals through the selected texts.
- To help them to learn about the crucial role played by literary and creative texts in making available to us the full dimensions of human tragedy.

#### LEARNING OUTCOMES:

- Students will be able to define circumstances before and after partition.
- They will be able to recognize the role played by partition in shaping the cultural, social and political realities of contemporary Punjab.
- Students will be able to recognize the various elements of conflict poetry in the selected texts.

#### Unit- I ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਸਾਹਿਤ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Desh Wand naal Sambhandit

**Sahit: Mudhli Jaan-Pachhan)**

**(12 hrs.)**

- ਦੇਸ਼ ਵੰਡ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ  
Desh Wand di Punjabi Kavita
- ਦੇਸ਼ ਵੰਡ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ  
Desh Wand di Punjabi Kahani
- ਦੇਸ਼ ਵੰਡ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ  
Desh Wand da Punjabi Novel

- ਦੇਸ਼ ਵੰਡ ਦਾ ਪੰਜਾਬੀ ਨਾਟਕ  
Desh Wand da Punjabi Natak

**Unit- II ਪਹਿਲੇ ਦੌਰ ਦੀ ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ (Pehle Dour di Desh Wand naal**

**Sambhandit Kavita)**

**(11 hrs.)**

- ਗੁਰਮੁੱਖ ਸਿੰਘ ਮੁਸਾਫਿਰ: ਰਾਵਲਪਿੰਡੀ  
Gurmukh Singh Musafir: Rawalpindi
- ਸ਼ਰੀਫ ਕੁੰਜਾਹੀ: ਫੁੱਲ ਕਿਉਂ ਹੋਏ ਕੰਡੇ  
Sharif Kunjahi: Phull Kyun Hoye Kande
- ਕਰਨੈਲ ਸਿੰਘ ਪਾਰਸ: ਪਹਿਲ ਪੰਜ ਬੰਦ  
Karnail Singh Paras: Pehl Panj Band
- ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ  
Amrita Pritam: Aj Akhaan Waris Shah Nu

**Unit- III ਦੂਜੇ ਦੌਰ ਦੀ ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ (Duje Dour di Desh Wand naal**

**Sambhandit Kavita)**

**(11 hrs.)**

- ਹਰਿਭਜਨ ਸਿੰਘ: ਸੌ ਜਾ ਮੇਰੇ ਮਾਲਕਾ  
Harbhajan Singh: So ja Mere Maalaka
- ਅਹਿਮਦ ਰਾਹੀ: ਦੇਸ਼ਾਂ ਵਾਲੀਏ  
Ahmed Rahi: Deshan Waliye
- ਸ਼ਿਵ ਕੁਮਾਰ : ਮੌਤ ਦੇ ਰਾਹ  
Shiv Kumar: Maut de raah
- ਸੁਰਜੀਤ ਪਾਤਰ: ਉਨ੍ਹਾਂ ਦਾ ਵਿਰਲਾਪ  
Surjit Patar: Unha da Virlaap

**Unit- IV ਤੀਜੇ ਦੌਰ ਦੀ ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ (Teeje Dour di Desh Wand naal**

**Sambhandit Kavita)**

**(11 hrs.)**

- ਅਮਿਤੋਜ: ਲਾਹੌਰ ਦੇ ਨਾਂ ਖਤ  
Amitoj: Lahore de naa khat
- ਨਿਰੁਪਮਾ ਦੱਤ: ਕਿੱਥੇ ਗਿਆ ਬੰਦਿਆ  
Nirupma Dutt: Kithe Gyea Bandiya
- ਜੁਬੈਰ ਅਹਿਮਦ: ਸ਼ਹਿਰ ਬਟਾਲੇ ਦੀ ਫੇਰੀ  
Zubair Ahmed: Shehar Batale di Pheri
- ਮਹਿਮੂਦ ਅਵਾਣ: ਪੀਰਾਂ ਆਲਾ ਬਾਗ  
Mahmood Avaan: Peeran Aala Baag

**ESSENTIAL READINGS:**

- Amarjeet Chandan (Ed.) (2018) **Sann Santaali (Punjab de Ujaarhe di Shayari)**, Navyug Publishers, Navi Delhi.

### SUGGESTED READINGS:

- Anita, Inder Singh (1987) **The Origin of the Partition of India 1936-1947**, Oxford University Press, Delhi.
- Bipan Chander ate Hor (1972) **Suntantrata Sangraam**, NBT, Delhi.
- Fauja Singh (1972) **A Brief Account of Freedom Movement in the Punjab**, Punjabi University, Patiala.
- Jolly, Jagjit Kaur (2008) **Pakistani Punjabi Kavita: Samaj Sabhiyacharak Adhian**, Lokgeet Parkashan, Chandigarh.
- Kaloti, Keval (1993) **Honi ik Desh Di**, Ravi Sahit Prakashan, Amritsar.
- Seekri, S.L. (2003) **Bharat da Rashtari Andolan ate Sanvidhanak Vikas (1858-1947)**, Punjabi University, Patiala.
- Seetal, Sohan Singh (2012) **Punjab da Ujaarha**, Lahore Book Shop, Ludhiana.

### INTERNET RESOURCES:

- <https://punjabipedia.org/>
- <https://pa.wikipedia.org/>

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

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

## DEPARTMENT OF SANSKRIT

### DSC-7: Classical Sanskrit Literature: Drama

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Classical Sanskrit Literature: Drama	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

This course is intended to acquaint the students with two of the most famous dramaturgical works of Sanskrit literature that represent the developmental phases of Sanskrit drama.

#### Learning outcomes

After the completion of this course, the students will be well informed about the vastness and richness of classical Sanskrit dramatic tradition. This course will enhance the ability of the learners for critical thinking on issues that relate to culture, polity, morality, religion etc. as reflected in the prescribed texts. The course will give the students a basic knowledge of the formal patterns and structures of Sanskrit drama in the tradition of Bharata's Natya Shastra.

#### Detailed Syllabus

##### Unit I

15Hrs

##### Abhijānaśākuntalam– Kālidāsa I & IV

Abhijānaśākuntalam : Act I and Act IV

(Text Reading ,Grammar, Translation, Explanation, Introduction to the Author, Purpose and design of Śākuntalam., Popular sayings about the Author, Poetic excellence, Drama's Plot, Timing of Action. Personification of nature, Linguistic style of Kālidāsa, Dhvani , Upamā of Kālidāsa, and other problems related to the text).

##### Unit II

15Hrs

##### Mudrārākṣasam –Act- I , Act- II and Act –III

Mudrārākṣasam: Act-I

Mudrārākṣasam: Act-II

Mudrārākṣasam: Act-III

(Text Readings ,Grammar, Translation, Explanation, Introduction, Author, Purpose and design of *Mudrārākṣasa*. Poetic excellence, Plot, Timing of Action, Thematic analysis and other problems related to text.)

**Note- Following verses are not to be taught and will not be asked in question-paper.**

Act I-11, 12, 13, 15, 16 and 22

Act II-2, 6, 12 and 14

Act III-7, 8, 9, 10, 11, 19, 25, 27, 28 and 30.

### Unit III

09Hrs

#### Critical survey of Sanskrit Drama

Origin and Development of Sanskrit Drama: Some prominent dramatists and their works:- Bhāsa, Śūdraka, ŚrīHarsa, Bhavabhūti, and Bhaṭṭanārāyaṇa.

### Unit IV

06Hrs

#### Some Dramaturgical Terms

Nāndī, Prastāvanā, Sūtradhāra, Pāripārśvika, Vidūśaka, Kañcukī, Viṣkambhaka, Praveśaka, Chūlikā, Āṅkāśya, Āṅkāvatāra, Prakāśa, Svagata, Barata-vākya,

### Essential/recommended readings

- अभिज्ञानशाकुन्तलम्, व्या०सुबोधचन्द्र पन्त मोतीलाल बनारसीदास, दिल्ली।
- अभिज्ञानशाकुन्तलम्, व्या० सुरेन्द्रदेव शास्त्री, रामनारायण बेनीप्रसाद,, इलाहाबाद।
- अभिज्ञानशाकुन्तलम्, व्या० नारायणराम आचार्य निर्णयसागर प्रेस।
- मुद्राराक्षसम् चौखम्बा विद्याभवन, वाराणसी।
- मुद्राराक्षसम् निरूपण विद्यालंकार, , साहित्य भण्डार मेरठ।
- मुद्राराक्षसम्, रमाशंकर त्रिपाठी, वाराणसी ।
- भगवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी।
- हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन.
- पंकज कुमार, मिश्र शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली
- Abhijñānaśākuntalam, C.R.Devadhar (Ed.), MLBD, Delhi.
- Abhijnanasakuntalam, M.R. Kale (Ed.), MLBD, Delhi.
- Gajendra Gadakar (Ed.), Bose, Ramendramohan, Abhijñanas Agency, 10 College, Square, Calcutta.
- Mudrārāksasam, M.R. Kale(Ed.),MLBD, Delhi.
- Mudraraksasam, K.T.Telang(Ed.), Nag Publishers, Delhi.

### Additional Resources:

1. Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
2. Ratnamayi Dikshit, *Women in Sanskrit Dramas*, Meherchand Lachhman Das, Delhi.
3. A.B. Keith, *Sanskrit Drama*, Oxford University Press London, 1970.

4. G. K. Bhat, *Sanskrit Drama*, Karnataka University Press, Dharwar 1975.

5. Henry W. Wells, *Six Sanskrit Plays*, Asia Publishing House, Bombay.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSC-8: Sanskrit Linguistics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Linguistics	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course intends to acquaint the students with basic knowledge of Sanskrit linguistics. The Primary objective of the course is to familiarise the learners with the concepts and theories of modern Linguistics and encourage them to analyse Sanskrit Linguistically.

### Learning outcomes

After the completion of this course, the students will be able to form a fundamental knowledge about the modern development of the subject of Linguistic and examine Sanskrit language in the light of the structures propounded by the modern Linguistics .

### Detailed Syllabus

#### Unit I

12Hrs

भाषा का स्वरूप, भाषा की परिभाषा, भाषा की विशेषताएँ, भाषाविज्ञान का स्वरूप, भाषाविज्ञान के मुख्य अङ्ग एवं भाषाविज्ञान की उपादेयता

#### Unit II

12Hrs

संस्कृत की दृष्टि से ध्वनिविज्ञान, पदविज्ञान, वाक्यविज्ञान एवं अर्थविज्ञान का सामान्य अवबोध

#### Unit III

12Hrs

मूल भारोपीय भाषा की संकल्पना एवं उसकी आधुनिक समीक्षा, भारोपीय भाषापरिवार एवं संस्कृत

#### Unit IV

09Hrs

संस्कृत एवं तुलनात्मक भाषाविज्ञान के इतिहास का सामान्य परिचय



### Essential/recommended readings

1. तिवारी, भोलानाथ, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974.
2. तिवारी, भोलानाथ, भाषाविज्ञान, किताबमहल, इलाहाबाद, 1992.
3. द्विवेदी, कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2001.
4. व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन, चौखम्बा विद्याभवन, 1957.
5. शर्मा, देवीदत्त, भाषिकी और संस्कृत भाषा, हरियाणा साहित्य अकादमी, चंडीगढ़
6. शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय (a Historical and Structural Introduction to Sanskrit), हरियाणा साहित्य अकादमी, चण्डीगढ़
7. शर्मा, देवेन्द्रनाथ, भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली, 2014
8. सिंह, कर्ण, भाषा विज्ञान (Comparative Philology and History of Linguistics), साहित्य भण्डार, सुभाष बाज़ार, मेरठ, 250002
1. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
2. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
3. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.
4. Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
5. Jespersen, Otto, Language: Its Nature, Development and Origin, George Allen & Unwin, London, 1954.
6. Murti, M., An Introduction to Sanskrit Linguistics, D.K. Srimannarayana, Publication, Delhi, 1984.
7. Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.
8. Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,
9. Woolner, A.C., Introduction to Prakrit, Bhartiya Vidya Prakashan, Varanasi.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSC-9: Indian Epigraphy I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy I	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course aims at acquainting the students with the basic knowledge of resources epigraphical in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course is also intended to help students know the different styles of Sanskrit writings.

### Learning outcomes

After the completion of this course, the learners will be aware of the different types of inscription. He will have a sound idea about the relationship of Epigraphy and Historiography.

### Detailed Syllabus

#### Unit I: Epigraphy 10Hrs

Introduction to Epigraphy and Types of Inscriptions  
Role of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture

#### Unit II 10Hrs

History of Epigraphical Studies in India  
History of Decipherment of Ancient Indian Scripts, Contribution of Indologists in the field of Epigraphy: Fleet, Cunningham, Prinsep, Buhler, D.C. Sircar, Gaurishankar Ojha, Rajbali Pandey, R.G. Bhandarkar.

#### Unit III: Palaeography 15Hrs

Antiquity of the Art of Writing  
Writing Materials, Inscribers and Libraries  
Introduction to Ancient Indian Scripts. Reading and writing skills of Asokan Brahmi Script  
Introduction to Gupatan Brahmi, Kharoshthi, Sharda, Kutil,

#### Unit IV: Chronology 10Hrs

General Introduction to Ancient Indian Chronology  
System of Dating the Inscriptions (Chronograms)  
Main Eras- Saptarshi, Kali, Veer Samvat, Bauddha Samvat, Maurya Samvat, Vikrama Era, Śaka Samvat, Gupta Samvat, Harsha Samvat, Solar Year and Lunar Year.

### Essential/recommended readings

1. अभिलेख-मंजूषा, रणजीत सिंह सैनी, न्यूभारतीय बुक कार्पोरेशन, दिल्ली, 2000.
2. उत्कीर्णलेखपञ्चकम्, झा बन्धु, वाराणसी, 1968.
3. उत्कीर्णलेखस्तबकम्, जियालाल काम्बोज, ईस्टर्न बुकलिकर्स, दिल्ली.
4. भारतीय अभिलेख, एस.एस. राणा, भारतीय विद्याप्रकाशन, दिल्ली, 1978.
5. भारतीय प्राचीन लिपिमाला, गौरीशंकरहीराचन्द ओझा, अजमेर, 1918.
6. Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
7. नारायण, अवध किशोर एवं ठाकुरप्रसाद वर्मा : प्राचीनभारतीय लिपिशास्त्र और अभिलेखिकी , वाराणसी, 1970.
8. पाण्डे, राजबली : भारतीय पुरालिपि, लोकभारती प्रकाशन, इलाहाबाद, 1978.
9. ब्यूलर, जॉर्ज : भारतीय पुरालिपि शास्त्र, (हिन्दीअनु०) मङ्गलनाथ सिंह, मोतीलाल बनारसीदास, दिल्ली, 1966.
10. मुले, गुणाकर : अक्षरकथा, प्रकाशनविभाग, भारतसरकार, दिल्ली, 2003.
11. राही, ईश्वरचन्द : लेखनकला का इतिहास (खण्ड 1—2), उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ, 1983.
12. सरकार, डी.सी. : भारतीय पुरालिपिविद्या, (हिन्दीअनु०) कृष्णदत्त वाजपेयी, विद्यानिधि प्रकाशन, दिल्ली, 1996.
13. सहाय, शिवस्वरूप : भारतीय पुरालेखों का अध्ययन, मोतीलाल बनारसीदास,दिल्ली. Dani, Ahmad Hasan: *Indian Paleography*, Oxford, 1963.
14. Mishra, Vinod K., Calenders of Indian Motilal Banarsidass, Delhi-110007, 2020.
15. Pillai, Swami Kannu& K.S. Ramchandran: *Indian Chronology (Solar, Lunar and Planetary)*, Asian Educational Service, 2003.
16. Satyamurty, K.: *Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## SANSKRIT AS MAJOR

### DSC-5: Sanskrit Theatre

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
(Discipline A-3) Indian Theatre	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

With its audio-visual characteristics, drama is considered to be the best among all forms of arts. The history of theatre in India is very old and the glimpses of the Theatre can be finding in the hymns of Rigveda. The dramaturgy was later developed by Bharat. The objectives of this curriculum are to help the students to identify the richness of drama and to become aware of the classical aspects of Theatre.

#### Learning outcomes

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and stage setting, acting, dress and makeup etc. Students also become familiar with the main principals of theatre performance and appreciation.

#### Detailed Syllabus

<b>Unit I</b>	15Hrs
Origin and development of stage in different ages: Pre-historic, Vedic age. Epic-puranic age	
<b>Unit II</b>	12Hrs
Theatre: Types and Constructions	
<b>Unit III</b>	10Hrs
Drama: Subject-Matter (vastu), Acting: Āṅgika, Vācika, Sāttvika and Āhārya	
<b>Unit IV</b>	08Hrs
Actor (netā), <i>Rasa</i> (Sentiment)	

### Essential/recommended readings

1. नाट्यशास्त्रम्, (सम्पा. एवं व्या.) डा. पारसनाथ द्विवेदी, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।
2. राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008
3. राधावल्लभ त्रिपाठी, भारतीय नाट्यः स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988
4. हजारी प्रसाद द्विवेदी (सं.), नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963
5. सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982
6. बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4 भाग), चौखम्भा संस्कृत संस्थान, वाराणसी, 1984
7. राधावल्लभ त्रिपाठी, नाट्यशास्त्र विश्वकोश (1-4 भाग), प्रतिभा प्रकाशन दिल्ली 1999
8. राधावल्लभ त्रिपाठी, भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन दिल्ली।
9. ब्रजमोहन चतुर्वेदी, नाट्यशास्त्रम्, विद्यानिधि प्रकाशन दिल्ली, 2003
10. केशवरामुसलगांवकर, संस्कृत नाट्य मीमांसा, परिमल प्रकाशन, दिल्ली ।
11. शिवशरण शर्मा, आचार्य भरत, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल ।

### Suggested Readings:

1. रामलखन शुक्ल, संस्कृत नाट्य कला, मोतीलाल बनारसीदास, नई दिल्ली, 1970
2. गोविन्द चन्द्र राय, नाट्यशास्त्र में रंगशालाओं के रूप, काशी, 1958
3. भानुशंकर मेहता, भरत नाट्यशास्त्र तथा आधुनिक प्रासंगिकता, वाराणसी ।
4. वाचस्पति मेहता, भारतीय नाट्य परम्परा एवं अभिनयदर्पण, इलाहाबाद, 1967
5. लक्ष्मी नारायण लाल, रंगमंच और नाटक की भूमिका, दिल्ली, 1965
6. लक्ष्मी नारायण गर्ग, भारत के लोकनाट्य, हाथरस संगीत कार्यालय, 1961
7. सीताराम चतुर्वेदी, भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, लखनऊ 1964
8. जगदीशचन्द्र माथुर, परम्पराशील नाट्य, बिहार राष्ट्रभाषा परिषद्, पटना, 1961
9. C.B. Gupta, Indian Theatre, Varanasi, 1954.
10. R.K. Yajnick, Indian Theatre, London, 1933.
11. Tarla Mehta, Sanskrit Play Production in Ancient India, MLBD, Delhi, 1999.
12. Allardyce Nicoll, The Theatre and Dramatic Theory, London, 1962.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSC-6: Gītā and Upaniṣad

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
(Discipline B-3) Gītā and Upaniṣad	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

Objective of this course is to get students to know about the principle thesis of the Gītā and the Upaniṣad.

### Learning outcomes

The course will enable the students to familiarize themselves with the II Chapter of the Gita and the general introduction to Upaniṣad philosophy. After the completion of this course the learner will be exposed to the Philosophy of Gita and Upaniṣad.

### Detailed Syllabus

#### Unit I 12Hrs

##### General introduction to Philosophy of Gita:

Jnana Yoga, Karmayoga and Bhakti Yoga.

##### Gītā: Chapter Two – (Verse: 09-30)

Nature of Atman, (Text Reading, Grammar, Translation, Explanation, Question based on Shlokas)

#### Unit II 12Hrs

##### Gītā: Chapter Two – (Verse: 31-54)

Karmyog, (Text Reading, Grammar, Translation, Explanation, Question based on Shlokas)

##### Gītā: Chapter Two – (Verse: 55-68)

Sthitaprajya, (Text Reading, Grammar, Translation, Explanation, Question based on Shlokas)

#### Unit III 09Hrs

##### General Introduction to Upaniṣadic Philosophy

General Introduction to Upaniṣadic Philosophy: ātman, brahman, īśvara, karma, srṣṭi.

#### Unit IV 12Hrs

##### Upaniṣad: Īśāvāsyopniṣad

Text Introduction to Īśāvāsyopniṣad

Text Reading of Īśāvāsyopniṣad

### **Essential/recommended readings**

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक- श्री हरिकृष्णदास गोयन्दका, गीता प्रेस गोरखपुर।
2. गीताभाष्यनवाम्बरा, डा. शिवनारायण शास्त्री।
3. श्रीमद्भगवद्गीता, साधकसञ्जीवनी टीका, रामसुखपरमदास, गीताप्रअस गोरखपुर।
4. हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।
5. शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।
6. शशि तिवारी, ईशावास्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली,
7. Radhakrushana, Gītā.
8. Gītā with Hindi Translation, Gita Press, Goraphpur

### **Suggested Readings:**

1. राजबली पाण्डेय, हिन्दू संस्कार ।
2. पी.बी. काणे, धर्मशास्त्र का इतिहास (खण्ड-1) ।
3. भारतीय दर्शन, आचार्य बलदेव उपाध्याय, चौखम्भा ओरियण्टलिया, वाराणसी।
4. भारतीय दर्शन की रूपरेखा, आचार्य बलदेव उपाध्याय, चौखम्भा ओरियण्टलिया, वाराणसी।
5. भारतीय दर्शन का इतिहास, डा. एस. एन. दासगुप्त, राजस्थान हिन्दी ग्रन्थ अकादमी।
6. Rajbali Pandey, Hindu Samskar.
7. शिवदत्त ज्ञानी, भारतीय संस्कृति ।
8. Allardyce Nicoll, the Theatre and Dramatic Theory, London, 1962.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## SANSKRIT AS MINOR

### DSC-3: Sanskrit Theatre

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
(Discipline A-3) Indian Theatre	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

With its audio-visual characteristics, drama is considered to be the best among all forms of arts. The history of theatre in India is very old and the glimpses of the Theatre can be find in the hymns of Rigveda. The dramaturgy was later developed by Bharat. The objectives of this curriculum are to help the students to identify the richness of drama and to become aware of the classical aspects of Theatre.

#### Learning outcomes

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and stage setting, acting, dress and makeup etc. Students also become familiar with the main principals of theatre performance and appreciation.

#### Detailed Syllabus

<b>Unit I</b>	<b>15Hrs</b>
Origin and development of stage in different ages: Pre-historic, Vedic age. Epic-puranic age	
<b>Unit II</b>	<b>12Hrs</b>
Theatre: Types and Constructions	
<b>Unit III</b>	<b>10Hrs</b>
Drama: Subject-Matter (vastu), Acting: Āṅgika, Vācika, Sāttvika and Āhārya	
<b>Unit IV</b>	<b>08Hrs</b>
Actor (netā), <i>Rasa</i> (Sentiment)	



## Essential/recommended readings

1. नाट्यशास्त्रम्, (सम्पा. एवं व्या.) डा. पारसनाथ द्विवेदी, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।
2. राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008
3. राधावल्लभ त्रिपाठी, भारतीय नाट्यः स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988
4. हजारी प्रसाद द्विवेदी (सं.), नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963
5. सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982
6. बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4 भाग), चौखम्भा संस्कृत संस्थान, वाराणसी, 1984
7. राधावल्लभ त्रिपाठी, नाट्यशास्त्र विश्वकोश (1-4 भाग), प्रतिभा प्रकाशन दिल्ली 1999
8. राधावल्लभ त्रिपाठी, भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन दिल्ली।
9. ब्रजमोहन चतुर्वेदी, नाट्यशास्त्रम्, विद्यानिधि प्रकाशन दिल्ली, 2003
10. केशव रामसुलगांवकर, संस्कृत नाट्य मीमांसा, परिमल प्रकाशन, दिल्ली ।
11. शिवशरण शर्मा, आचार्य भरत, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल ।

## Suggested Readings:

1. रामलखन शुक्ल, संस्कृत नाट्य कला, मोतीलाल बनारसीदास, नई दिल्ली, 1970
2. गोविन्द चन्द्र राय, नाट्यशास्त्र में रंगशालाओं के रूप, काशी, 1958
3. भानुशंकर मेहता, भरत नाट्यशास्त्र तथा आधुनिक प्रासंगिकता, वाराणसी ।
4. वाचस्पति मेहता, भारतीय नाट्य परम्परा एवं अभिनयदर्पण, इलाहाबाद, 1967
5. लक्ष्मी नारायण लाल, रंगमंच और नाटक की भूमिका, दिल्ली, 1965
6. लक्ष्मी नारायण गर्ग, भारत के लोकनाट्य, हाथरस संगीत कार्यालय, 1961
7. सीताराम चतुर्वेदी, भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, लखनऊ 1964
8. जगदीशचन्द्र माथुर, परम्पराशील नाट्य, बिहार राष्ट्रभाषा परिषद्, पटना, 1961
9. C.B. Gupta, Indian Theatre, Varanasi, 1954.
10. R.K. Yajnick, Indian Theatre, London, 1933.
11. Tarla Mehta, Sanskrit Play Production in Ancient India, MLBD, Delhi, 1999.
12. Allardyce Nicoll, The Theatre and Dramatic Theory, London, 1962.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## Pool of Discipline Specific Electives

### DSE-1: Indian System of Logic and Debate

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian System of Logic and Debate	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

This course aims at getting the students acquainted with the fundamental Indian principles of debate and its applications, not just in the philosophical discourse, but also in every area of knowledge. The course intends to bring the indigenous science of argumentation to the fore. It also intends to help the students develop logical faculty of discourse mind and to perceive the world in a more rational way in their day-to-day life situations.

#### Learning outcomes

At the end of this course, the learners will be able to form a comprehensive idea about different levels, layers and components of Indian science of debate .

#### Detailed Syllabus

##### Unit I

12Hrs

##### Fundamentals of the Science of Debate

Science of inquiry (Anvīkṣikī) & its importance, Growth of Anvīkṣikī into the art of Debate, The council of debate (Pariṣad) & its types, Discussant (Vādī), Opponent (Prativādī), Madhyastha (Judge) and Prāśnika.

**Note:** The definitions and concepts are to be taken from *Nyāyasūtra*, *Nyāyakośa* of Bhimacharya Jhalkikar and *A History of Indian Logic* by S. C. Vidyabhushan, Chapter III of Section I.

##### Unit II

12Hrs

##### Syllogistic Logic

Inference (Anumāna) & its key terms, viz. major term or probandum (Sādhyā), middle term or probans (Hetu), minor term (Pakṣa), illustration (Sapakṣa), contrary-illustration (Vipakṣa), basic understanding of invariable concomitance (Vyāpti) & its types, establishing Vyāpti through inductive method, demonstration of pervasion- Upādhi and Tarka, nature and variety of Tarka, Pañcāvayava-vākya.

**Note:** The definitions and concepts are to be taken from the *Tarkasaṁgraha*, *Tarkabhāṣā* and the *Nyāya Theory of Knowledge* by S. C. Chatterjee, Chapters XI-XIV.

**Unit III****09Hrs****Theory of Debate**

Basic understanding of the following terms: Example (Dṛṣṭānta), Tenet (Siddhānta), Ascertainment (Nirṇaya), Dialogue (Kathā) and its kinds, Discussion (Vāda), Wrangling (Jalpa), Cavil (Vitaṇḍā).

**Unit IV****12Hrs**

Quibble (Chala) & its kinds; Analogue (Jāti), Point of defeat (Nigrahasthāna) & its kinds- Hurting the proposition (Pratijñāhāni), Shifting of proposition (Pratijñāntara), Opposing the proposition (Pratijñāvirodha), Renouncing the Proposition (Pratijñāsannyāsa), Admission of an opinion (Matānujñā).

Note: The definitions and concepts are to be taken from the Nyāyasūtra, Nyāyakośa by Bhimacharya Jhalkikar and A History of Indian Logic by S. C. Vidyabhushan, Chapter II of Section II.

**Essential/recommended readings**

1. Vidyabhushan, Satish Chandra, A History of Indian Logic, MLBD, Delhi, 1962. (Chapter III of Section I & Chapter II of Section II only)
2. Potter, Karl H., Encyclopaedia of Indian Philosophies, Vol. II, Motilal Banarsidass, Delhi, 1977.
3. Jhalkikar, Bhimacharya, Nyāyakośaḥ, Bhandarkar Oriental Research Institute, Poona, 1997 (reprint of fourth edition)
4. Athalye & Bodas, Tarkasaṅgraha, Mumbai, 1920. (only introduction & exposition of anumāna)
5. Shastri, Kuppaswami, A Primer of Indian Logic, Madras, 1951 (only introduction & exposition of anumāna).
6. Tarkasaṅgraha of Annambhaṭṭa (with Dipika), (Ed. & Tr. in Hindi), Kanshiram & Sandhya Rathore, MLBD, Delhi 2007.
7. Bagchi, S. S. – Inductive Logic : A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga, 1951.
8. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also)
9. Chatterjee, S. C. – The Nyāya Theory of Knowledge, Calcutta, 1968.
10. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
11. Jha, Harimohan – Bhāratīya Darśana Paricaya, Vol. I (Nyāya Darśana), Darbhanga.
12. Matilal, B. K. – The Character of Logic in India, Oxford, 1998.
13. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-2: Fundamentals of Ayurveda

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

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Ayurveda	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

Āyurveda is the most ancient but still a living healthcare system of India. This course will introduce students to the basic concepts of the Science of Āyurveda. The major objective of the course is to make the learners understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda

### Learning outcomes

Graduates who read this course should be able to know the ancient tradition of Indian Medicine system, which talks about not only to the physical health but also a healthy lifestyle. After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system as enshrined in the Sanskrit texts like Charaka Saṁhitā, Śūśruta Saṁhitā, Aṣṭāṅga Hridaya etc. and they will also get the basic knowledge of eight departments of Āyurveda. Second section of this paper is related to ancient physiology.

### Detailed Syllabus

#### Unit I

15Hrs

#### Introduction to Āyurveda

History of Āyurveda in the pre-Charaka period, the two schools of Āyurveda: Dhanvantari and Punarvasu.

**Ācāryas of Āyurveda:** Charaka, Sushruta, Vagbhata, Madhava, Sharngadhara and Bhavamishra

#### Basic Principles of Āyurveda

1. **The Pancamahābhūtas:** Ākāśa (Space), Vāyu (Air), Tejas or Agni (Fire), Jala (Water) and Prithivī (Earth).

2. **The Triguṇas:** Sattva, Rajas and Tamas.

3. **The Tridoṣas:** Vāta, Pitta and Kapha.

4. **The Saptadhātus:** Rasa (fluid), Rakta (blood), Māmsa, Meda (fat) Asthi, Majjā and Śukra.

5. **The Trayodaśāgnis:** Jatharāgni (gastric fire), Saptadhātvaṅni and Pancabhūtāgni.

6. **The Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

## Unit II

10Hrs

### Eight branches of Āyurveda (Aṣṭāṅga Āyurveda):

1. Kāyçikitsā (General Medicine)
2. Kaumārabhṛtya (Pediatrics)
3. śalyatantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).
8. Vājīkaraṇa (Aphrodisiac).

## Unit III

10Hrs

### Lifestyle and Preventive Medicine:

1. Understanding Health and Disease in Āyurveda
2. Ayurvedic SvasthaVṛtta (Preventive Medicine): Seasonal regimen & Social Conduct and its effect on health.
3. **Carakasāhīhītā – Sūtra-sthānam (Tasyāśītiyādhyāya)**  
Regimen of Six Seasons (Ṛtucharyā) : Hemanta (Early Winter), Śīśira (Winter), Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

## Unit IV

10Hrs

### Diagnosis of illness (Roga-Parīkṣaṇa)

Eight ways of diagnosing illness-

Nāḍī (Pulse Examination), Mūtra (Urine Examination), Mala (Stool Examination), Jihvā (Tongue Examination), Śabda (Speech Examination), Sparśa (Touch Examination), Dṛk (Vision Examination), and Ākriti (Appearance).

### Pancha kosha

The holistic concept of body in Indian Medicine Based on Taittirīyopaniṣad - Bhriguvalli, Anuvāka- (1-6)

### Essential/recommended readings

1. आयुर्वेद का साहित्यिक इतिहास, हिन्दी साहित्य सम्मेलन, इलाहाबाद.
2. Singh R.H., Body, Mind, Spirit – Integrative Medicine in Ayurveda, Yoga and Nature Cure - Chowkhamba Surbharti Pratishthanam, Varanasi, I 2009
3. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
4. Priya Vrat Sharma, Essentials of Āyurveda: Sodashanghṛdayam, MotilalBanarsidass Publishers, 1999

### Suggested readings

1. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi, 1987.
2. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.

3. Charak Samhita E-text: <http://www.charakasamhita.com/> 7.  
[http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu\\_Principles.asp?GL=#q1](http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1)
4. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
5. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
6. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
7. Ravi DattaTripathi, Vāgbhāṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishtanam, Delhi., 2011.
8. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
9. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
10. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series]
11. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy
12. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
13. Susruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-3: Computational Linguistics for Sanskrit

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Computational Linguistics for Sanskrit	04	3	1	0	Semester II Passed	Basic knowledge of Computer and Sanskrit

### Learning Objectives

This course is supposed to familiarise the students with modern technology in the field of Computational linguistics and language technology and prepare the students for next level of Computational understanding in Sanskrit. After covering these topics in Computational Linguistics (CL), the students will learn the tools and techniques of CL and also do the detailed survey and learn various methodologies used in the field.

### Learning outcomes

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basics of Theoretical Concepts of Computational Linguistics.
- Learn the basic concepts of the various Applied Areas of Computational Linguistics e.g. Morphological Analyzer/Speech/Speaker Recognition, Speech Synthesis, Text to Speech, Language Analysis, Understanding, Generation, Natural Language Interface, Text Processing and Machine Translation etc.
- Learn the basic concept of databases for data Storage.
- Students will learn the Survey of Computational Linguistics.

### Detailed Syllabus

#### Unit I

12Hrs

#### Theoretical Concepts of Computational Linguistics:

Language and Communication, Levels of Language, Phonemes, Morphemes, POS, Lexicon, Syntax, Semantics, Discourse, Natural Language vs Artificial Language, Speech and Language, Grammars. Computer Intelligent Interaction (HCII), Human Processing of Languages vs Computer Processing of Natural Languages, Rule based vs Statistical Processing, Machine Learning, Annotation of Language, Standards, Unicode, and Language Resources.

#### Unit II

09Hrs

#### Survey of the Sanskrit Computational Linguistics

### Unit III

12Hrs

#### Applied Areas of Sanskrit Computational Linguistics

Morphological Analyzer  
Speech/Speaker Recognition  
Speech Synthesis,  
Text to Speech  
Language Analysis  
Language Understanding  
Language Generation  
Natural Language Interface  
Text Processing  
Machine Translation

### Unit IV

12Hrs

#### Data Storage:

An Introduction to Databases  
Databases and Database Systems,  
Architecture of Database Systems  
Historical Perspective of Database Systems.  
Basics of MS SQL Database

#### Essential/recommended readings

1. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
2. Chandra Subhash (2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidya Nidhi Prakashana, New Delhi, India, ISBN 978-93-85539-52-7.
3. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
4. Gazdar G. and C. Mellish, NLP in Prolog, Wokhingham: Addison Wesley, 1989.
5. Gazdar, G. and C. Mellish, NLP in Lisp, Wokhingham: Addison Wesley, 1989.
6. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
7. Grosz, Barbara J. (et al.) Readings in NLP, (ed.) LA: Morgan Kaufmann, 1990
8. Kenneth A. Lambert, 2011, Fundamentals of Python: First Programs, Cengage Learning.
9. Nath Jha, Girish (ed.), 2010, Sanskrit Computational Linguistics, Springer. Verlag, Germany, 2010.
10. Ruslan Mitkov, Oxford handbook of computational linguistics, Oxford University Press, 2005.
11. Dan Jurafsky, James H. Martin, 2000, Speech and Natural Language Processing, Prentice Hall.
12. R. Elmasri, S.B. Navathe, Fundamentals of Database Systems (5th Ed.), Pearson Education.

#### Suggested readings

1. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.



2. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
3. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
4. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-4: Web Application Development for Sanskrit

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Web Application Development for Sanskrit	04	3	1	0	Semester II Passed	Basic knowledge of Computer and Sanskrit

### Learning Objectives

This course is intended to familiarize the students with the modern technology of web publishing, web page development in Sanskrit and other Indian languages.

### Learning outcomes

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concepts of web page development.
- Learn the basic concepts about HTML, CSS and Java Scripts.
- Learn the basic concepts of Typing tools in Devanagari Unicode.

### Detailed Syllabus

**Unit I** **12Hrs**

**Brief Introduction to Web Applications for Sanskrit**

Front End  
Web Server  
Back End

**Unit II** **12Hrs**

**Front End and Back End development in Sanskrit**

Basics of Hyper Text Markup Language (HTML)  
Basics of Cascading Style Sheets (CSS)  
Basics of Data storage (files)  
Basics of Data Bases

**Unit III** **09Hrs**

**Web Servers**

Basics Java-Scripts (JS)  
Basics of Python

## Unit IV

12Hrs

### Typing Tools for Unicode Devanagari (Sanskrit)

- Computer program for typing
- Online typing tools
- Voice typing tools
- Mobile Typing

### Essential/recommended readings

1. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
2. Chandra Subhash (2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidya Nidhi Prakashana, New Delhi, India, ISBN 978-93-85539-52-7.
3. Various e-resources and online tools suggested by teachers

### Suggested readings

1. HTML Tutorial - W3Schools: <https://www.w3schools.com/html/>
2. CSS Tutorial - W3Schools: <https://www.w3schools.com/css/default.asp>
3. JS Tutorial - W3Schools: <https://www.w3schools.com/js/default.asp>
4. Python Tutorial- W3Schools: <https://www.w3schools.com/python/default.asp>
5. SQL Tutorial- W3Schools: <https://www.w3schools.com/sql/default.asp>

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-5: Environmental Awareness in Sanskrit Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Environmental Awareness in Sanskrit Literature	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

The main objective of this course is to make the students acquainted with the basic concepts of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature. The National culture of every country depends on its environmental and climatic conditions and human behaviour towards natural resources. Nature- friendly thoughts reflected in Sanskrit Literature have benefited the human race for long. Many religious practices were framed by ancient thinkers as a tool to protect nature and natural resources.

### Learning outcomes

After completing this course, students will realize themselves to be a part of Nature and Nature, intern, belongs to all creatures. They will learn to be a more careful about the utilization and preservation of natural resources. This will make them better citizens of the world.

### Detailed Syllabus

#### Unit I

12Hrs

#### Science of Environment: Definition, Scope and Modern Crises:

Modern Challenges and Crises of Environment: Global warming, Climate change, Ozone depletion, explosively increase in Pollution, Decrease in underground water level, River pollution, Deforestation in large scale. Natural calamities such as flood, drought and earthquakes.

#### Environmental Consciousness in Sanskrit Literature:

Concept of 'Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

#### Unit II

12Hrs

#### Environment Awareness in Vedic Literature:

#### Environmental Issues and Eco-system in Vedic Literature

Divinity to Nature, Co-ordination between all natural powers of universe; Equivalent words for Environment in *Atharvaveda*: 'Vṛtavṛta' (12.1.52), 'Abhivarah,'(1.32.4.), 'Avṛtaḥ' (10.1.30), 'Parivṛta' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (*Aitareya Upaniṣad* 3.3)

**Three constituent elements of environment: Jala (water), Vāyu (air), and Oṣadhi (plants) (Atharvaveda, 18.1.17).**

**Natural sources of water in five forms: rain water (Divyah), natural spring (Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers (Samudrarthah) (Rgveda, 7.49.2).**

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: *Parvat* (mountain), *Soma* (water), *Vayu* (air), *Parjanya* (rain) and *Agni* (fire) (Atharvaveda, 3.21.10); Environment Protection from Sun (Rgveda, 1.191.1-16, Atharvaveda, 2.32.1-6, Yajurveda, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (Atharvaveda, 5.28.5); Vedic concept of Ozone-layer *Mahat ulb'* (Rgveda, 10.51.1; Atharvaveda, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (Yajurveda, 13.37); Eco friendly environmental organism in Upaniṣads (*Bṛhadāranyaka Upaniṣad*, 3.9.28, *Taittiriya Upaniṣad*, 5.101)

### Unit III

12Hrs

**Environment Awareness in Puranas and Classical Sanskrit Literature:**

**Environmental Awareness and Tree plantation :**

**Planting of Trees in Purāṇas** as a pious activity (*Matsya Purāṇa*, 59.159; 153.512 ; *Varāha Purāṇa* 172. 39), **Various medicinal trees to be planted in forest by king (Śukranīti, 4.58-62)** Plantation of new trees and preservation of old trees as royal duty of king (*Arthasāstra*, 2.1.20); **Punishments for destroying trees and plants (Arthasāstra, 3.19)**, Plantation of trees for recharging under ground water (*Bṛhatsamhitā*, 54.119)

**Environmental Awareness and Water management :**

Various types of water canals 'Kulyā' for irrigation : canal originated from river 'Nādimatr mukha kulyā', canal originated from near by mountain 'Parvataparsva vartini kulyā', canal originated from pond, 'Hrdasrta kulyā', **Preservation of water resources 'Vāpi -kūpa -taḍāga' (Agnipurāṇas, 209-2; V.Ramayana, 2.80.10-11); Water Harvesting system in Arthasāstra (2.1.20-21); Underground Water Hydrology in Bṛhatsamhitā (Dakāgalādhyāya, chapter-54);**

### Unit IV

09Hrs

**Universal Environmental Issues in the Literature of Kalidasa:**

Eight elements of Environment and concept of 'Aṣṭamūrti' Siva (*Abhijñānaśākuntalam*); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in *Abhijñānaśākuntalam* Drama, Eco- system of Indian monsoon in *Meghdūt*, Seasonal weather conditions of Indian sub continent in *ṛtusamhara*, Himalayan ecology in *Kumārasambhava*, Oceanography in *Raghuvamśa* (canto-13).

### Essential/recommended readings

1. कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लखमनदास,

दिल्ली, 1968.

2. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
3. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
4. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
5. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
6. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ, 1967.
7. तिवारी, मोहन चन्द — अष्टाचक्रा अयोध्या: इतिहास और परम्परा, उत्तरायण प्रकाशन, दिल्ली, 2006.
8. विघालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
9. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012 कौटिलीय अर्थशास्त्र — हिन्दी अनुवाद — उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली, 1968.
10. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
11. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
12. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
13. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
14. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ, 1967.
15. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
16. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012
17. अग्निपुराण - हिंदी अनुवाद तारिणीश झा एवं घनश्याम त्रिपाठी, हिंदी साहित्य सम्मलेन, इलाहाबाद, 1998
18. ईशोपनिषद - गीता प्रेस, गोरखपुर संस्करण
19. तैत्तिरीयोपनिषद - ईशादिदशोपनिषद, दिल्ली, 1964
20. बृहदारण्यकोपनिषद - (108 उपनिषद) ज्ञानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार, 1997
21. ऐतरेयोपनिषद - (108 उपनिषद) ज्ञानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार,

1997

22. मत्स्यपुराण – आनंदाश्रय संस्कृत सीरीज, पूजा, 1907
23. ओझा, डी.डी., विज्ञान और वेड, साइंटिफिक पब्लिशर्स, जोधपुर, 2005
24. द्विवेदी, कपिल देव, वेदों में विज्ञान, विख्याति अनुसंधान परिषद्, यदोई 2004
25. पंडा, पी. के. , कालिदास का साहित्य आधुनिक परिप्रेक्ष्य में, विद्यानिधि प्रकाशन, दिल्ली  
| 2009
26. सेमवाल, श्री कृष्णा (सम्या०), 'संस्कृत वाङ्मये कृषि विज्ञानम्' दिल्ली संस्कृत अकादमी,  
2006
27. *Arthashastra of Kautilya*—(ed.) **Kangale, R.P. Delhi, Motilal Banarasidas 1965**
28. Atharvaveda samhita.(2 Vols — (Trans.) R.T.H. Griffith, Banaras 1968.
29. Ramayana of Valmaki (3 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.
30. **Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore, 1946**
31. Bhandarkar, RG— *Vaishnavism, Saivism and Minor Religious Systems*, Indological  
Book House, Varanasi, 1965
32. **Das Gupta, SP— *Environmental Issues for the 21<sup>st</sup> Century*, Amittal  
Publications, New Delhi, 2003**
33. **Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*,  
Gitanjali Publishing House, New Delhi, 1987**
34. **Dwivedi, OP — *The Essence of the Vedas*, Visva Bharati Research Institute,  
Gyanpur, Varanasi ,1990**
35. **Pandya, Smta P. — *Ecological Renditions in the Scriptures of Hinduism – I* (article)  
*Bulletin of the Ramakrishna Mission Institute of Culture.***
36. **Kiostermair, Klaus—*Ecology and Religion: Christian and Hindu Paradigms* (article)  
*Jornal of Hindu-Christian Studies*, Butler university Libraries, Vol.6,1993**

**Examination scheme and mode: Subject to directions from the  
Examination Branch/University of Delhi from time to time**

## DSE-6: Art of Balanced Living

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art of Balanced Living	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course aims at getting the students acquainted with the Art of living as found in Sanskrit literature . It also intends to make the students work on human resource management for being more effective and productive in day to day life situations.

### Learning outcomes

After the completion of this course, the learners will be well informed about the various concepts, components and issues propounded by the philosophical and religious literature in Sanskrit

### Detailed Syllabus

#### Unit I

12Hrs

Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara  
Concentration: Concept of Yoga: (Yogasūtra, 1.2); Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya) :(Yogasūtra, 1.12-16)

#### Unit II

09Hrs

Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra - 2.29, 30, 32, 46, 49, 50; 3.1-4).  
Yoga of action (kriyāyoga): (Yogasūtra, 2.1)  
Four distinct means of mental purity (cittaprasādana) leading to oneness: (Yogasūtra - 1.33)

#### Unit III

09Hrs

Refinement of Behaviour: Means of improving behaviour:  
Jñāna-yoga – Gita Ch. II – 14,15,16,19, Ch XIII- 11,12,14,15,16,19,20,21,23,29,31,32  
dhyāna-yoga – VI – 24 to 27, 30, 32,

#### Unit IV

15Hrs

Bhakti-yoga – Gita Ch. IX – 17,22,23,27,29,34 ; Ch XI – 10,11,12, 13; Ch. - XII – 4, 6 to 12, 20 Karma : A natural impulse, essentials for life journey, harmony with the universe, an ideal duty and a metaphysical dictate - Gītā, Ch. – III 5, 8, 10-16, 20 & 21



### **Essential/recommended readings**

1. वेदान्तसार: राममूर्ति शर्मा नैशनल पब्लिशिंग हाउस दिल्ली ।
2. पातञ्जल योग दर्शन: सुरेश चन्द्र श्रीवास्तव, चौखंबा सुरभारती प्रकाशन, वाराणसी 2008.
3. भगवद्गीता : गीताप्रेस, गोरखपुर
4. उपनिषद् रहस्य, एकादश उपनिषद्, महात्मा नारायण स्वामी, गोविन्द राम हासानन्द, दिल्ली

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## Common Pool of Generic Elective

### GE-7: Fundamentals of Indian Philosophy

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Indian Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

The primary objective of this course is to familiarize the students with the basic issues in Indian Philosophy. The course will give a hand on knowledge of various Fundamental concepts and Theories to enable them to learn the higher concepts and Theories of different Philosophical schools of Indian Philosophy

#### Learning outcomes

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyse the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

#### Detailed Syllabus

##### Unit I: Fundamentals of Philosophy

10Hrs

**Darśana** - concept and aims, Classification of Indian Philosophical schools, Fundamental issues in Indian Philosophy- Epistemology: Pramanas

##### Unit: II Metaphysics:

10Hrs

Satkaryavada, Asatkaryavada, Parinamavada, Vivartavada, Svabhavavada, Consciousness and matter, theories of self  
Ethics: Karma & Punarjanma theory, Liberation

##### Unit: III Schools of Indian Philosophy

10Hrs.

Heterodox Schools - **Cārvāka** - General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics

**Jainism:** General Introduction with emphasis on Anekantavāda, Syadvāda, Saptabhanginyaya.

**Buddhism-** General introduction with emphasis on Four Noble Truths

## **Unit : IV Orthodox Schools**

**15Hrs.**

**Samkhya-** General Introduction with emphasis on Prakṛti, three Gunas & Puruṣa (Based on Samkhyakārikā)

**Yoga** – Eight-fold path of Yoga

**Nyaya Vaisesika** - General Introduction Seven Padarthas (overview only) Mimamsa - Svataḥ Prāmāṇyavāda

**Advaita Vedanta** - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat

## **Essential/recommended readings**

1. मिश्र, पंकज कुमार, तर्कसंग्रह तन्वी व्याख्या, परिमल पब्लिकेशन्स, शक्ति नगर, दिल्ली-7, 2013
2. मिश्र, पंकज कुमार, चार्वाक, शिवालिक प्रकाशन, 27/16, शक्ति नगर, दिल्ली-7, 2019
3. शर्मा, चन्द्रधर, भारतीय दर्शन, मोतीलाल बनारसीदास, जवाहर नगर, दिल्ली
4. Bhartiya, Mahesh Bhartiya Darśana Ki Pramukha Samasyaem, Ghaziabad, 1999.
1. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Calcutta University, Calcutta, 1968 (Hindi Translation also).
2. Hirianna, M.- Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
3. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
4. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
5. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
6. Raja, Kuhnan - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Rishi, Uma Shankar (Ed.), Sarva-Darshana\_Samgraha, Chowkhamba Vidyabhawan, Varansi, 1984.

## **Additional Resources:**

1. Hirianna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
2. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
3. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
4. Radhakrishnan, S. Indian Philosophy, Oxford University Press, Delhi, 1990.
5. Pandey, Ram Chandra Panorama of Indian Philosophy (also Hindi version), M.L.B.D.,
6. Raja, Kuhnan - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Chatterjee, S. C.- The Nyaya Theory of Knowledge, Calcutta, 1968.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## GE-8: Indian Epigraphy & Palaeography

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy & Palaeography	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course provides the students with the knowledge of the Indian Epigraphy and Palaeography and basics of Indian history of ancient period. Learners interested in acquiring historical facts direct from the original source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

### Learning outcomes

After completion of this course, the students will form a solid understanding of the various Inscriptions, antiquity of writing and other issues related to Indian Epigraphy and Palaeography.

### Detailed Syllabus

#### Unit: I

**10Hrs.**

**Welfare state:** repair of dam, mati-saciva, karma-saciva in Junagadh Inscription of Rudradāman.

#### Unit: II

**10Hrs.**

1. Eran Pillar Inscription: Status of Samudragupta
2. Meharauli Iron Pillar Inscription of Candraraja: Victory, Recognition of Chandraraja

#### Unit: III

**15Hrs.**

1. **Antiquity of writing in India**
  - a) Observations from foreign scholars
  - b) Literary evidences
  - c) Observations made by Indian Epigraphists.
2. **Importance of the study of Inscriptions.**
  - a) Geographical description
  - b) Historical evidences
  - c) Society
  - d) Religion
  - e) Literature
  - f) Economic Conditions

g) Administration

**1. Writing material:**

a) Rocks b) Pillars c) Metal Plates Brush, Chisel, Stylus, Paint/Colour d) Statues e) Pen

**Unit: IV**

**10Hrs.**

**1. Origin of the Brahmi Script**

a) Foreign Origin  
b) Indian Origin

**2. Development of the script upto 700 A.D.**

**Essential/recommended readings**

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Dani, A. H, Indian Paleography
3. Ojha, G. H, Bharatiya Praçina Lipimāla (Hindi)
4. Pandey, R.B, Asoka ke Abhilekha (Hindi), Bharatiya Puralipi (Hindi)
5. Rana, S.S., Bharatiya Abhilekha
6. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
7. Upadhyay, V., Praçina Bharatiya Abhilekha (Hindi)
8. Thapar, Romila, Asoka tatha Maurya Samrajya Ka Patana (Hindi)

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

## Category II

**(B.A (Prog.) Courses for Undergraduate Programme of study with Tamil Discipline as one of the Core Disciplines)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-5): History of Tamil Literature (Medieval)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Tamil Literature : (Medieval-Later Epic, Puranas and Prabbandas)	04	03	01	-	Class 12 <sup>th</sup> pass	Students who have studied the Tamil language up to Class XII

#### **Learning Objectives:**

The aim of the course is to give a complete survey of medieval Tamil literature in chronological order. Since Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students of medieval literature with literary texts in historical background. This course explains the types of Tamil literature, their social and historical background of medieval period.

#### **Learning Outcomes:**

This course will enable students to understand the medieval literary history in a comprehensive method and explains the types of Tamil literature, their social and historical background from Epic period. The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

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

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

#### **Unit-I (L-09 Hrs, T-03Hrs)**

- Introduction to History of Medieval Tamil Literature

#### **Unit -II (L-09 Hrs, T-03 Hrs)**

- Medieval Puranas & Epics: Periyapuramam, , Thiruvilayadarpuramam, Kanthapuramam, Harichandrapuramam, Merumanthirapuramam

**Unit -III (L-09 Hrs, T-03 Hrs)**

- Medieval Epics: Kambaramayanam, Villi Bharatham , Perungathai, Nala Venba, Naidatham.

**Unit -IV (L-09 Hrs, T-03 Hrs)**

- Prabhanda Literature: Parani, Ula, Pillaitamil, Kuravanchi, Kovai

**Unit -V (L-09 Hrs, T-03 Hrs)**

- Medieval period Poets: Twin Poets, Kaalamegam, Arunagirinathar, Thayumanavar, Kumarakurubarar, Sivagnanamunivar, Sivapirakasar

**Essential/recommended Readings:**

1. Varadarajan, M., 1972, *Tamiḷ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi.
2. Meenakshisundaram, T.P., 1965, *History of Tamil Literature*, Annamalai Nagar: Annamalai University.

**Suggestive Readings (if any):**

- 1) Indiragandi, P., & P. Dravidamani, 2015, *Tamiḷ Ilakkiya Varalāru*, Chennai: NCBH.
- 2) Savarimuthu. S., 2001, *Tamiḷ Ilakkiya Varalāru*, Chennai: Manivasagar Padippagam.
- 3) G.Devaneyap Paavanar, Thamizh Ilakkiya Varalaru, Ilinkumaran Pathippakam, Chennai: 2017.

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

### Category III

#### (B.A (Prog.) with Tamil Discipline as Non-Major/ Minor

#### **DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): An Introduction of Tamil Literature**

*(This course is Common in B.A (Programme) with Tamil as Major Discipline)*

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Tamil Novels	04	03	01	-	Class 12 <sup>th</sup> pass	For students who have studied the Tamil language up to Class X <sup>th</sup> & above.

#### **Learning Objectives:**

Introduction of European thoughts in Tamil land - impact of missionaries and European administration - introduction of print medium and modern education - emergence of modernity in Tamil - development of new literary genres: prose, non-fiction, novel, short story and modern poetry - development of novel as narratives in Tamil.

#### **Learning Outcomes:**

The study will motivate the students to develop their Tamil literary heritage of storytelling - socio-political issues in fiction writings - emergence of various genres in Novel - representation of novels from the first Tamil novel to contemporary novels - trends and various approaches in fiction writing.

#### **SYLLABUS OF DSC**

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

#### **Unit-I (L-09 Hrs, T-03Hrs)**

- Introduction to Tamil Fiction

#### **Unit-II (L-09 Hrs, T-03Hrs)**

- Role of Fiction in Tamil

#### **Unit –III (L-09 Hrs, T-03Hrs)**



- Folk Elements & Language in Novel

**Unit -IV (L-09 Hrs, T-03Hrs)**

- Characterization and Novel

**Unit -V (L-09 Hrs, T-03Hrs)**

- History and Cultural Reflections in Novel

**References:**

**Compulsory Readings:**

1. A.Mathavaiah, 1981. *Muththumeenakshi*, Chennai, Vaanavil Pirasuram.
2. P.R.Ramanujam. 2019, *Thunaiventharkal*, Madurai: Nembukol Pathippakam.

**Additional Resources:**

1. Varadarajan, M., 1972, *Tamiḷ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi
2. Sundararajan, P.K. & Sivapadasundaram, 1977, *Tamiḷ Nāval: Nūrrāṇḍu Varalārum Vaḷarcciyum*, Chennai: Christian Literature Society.
3. Kailasapathy, K., 1987, *Tamiḷ Nāval Ilakkiyam*, Chennai, New Century Book House.
4. G.Devaneyap Paavanar, *Thamizh Ilakkiya Varalaru*, Ilinkumaran Pathippakam, Chennai: 2017.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-5): Intermediate Tamil

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Tamil	04	03	01	-	Class 12 <sup>th</sup> pass	For students who have not studied the Tamil language	Department of Modern Indian Languages-Tamil

#### Learning Objectives:

This semester course aims at creating an awareness of Dynamics of Tamil words and introducing classification weak & strong verbs- Infinitive forms of Verbs Auxiliaries and Tamil script learning.

#### Learning Outcomes:

The course will enable the students to obtain the skills of reading, writing and speaking in Tamil along with building up a vocabulary. After the course they can read and write Tamil sentences, can figure out words having conjunct character, and can have everyday conversation.

#### SYLLABUS OF GE-5

**Total Hours of Teaching: 60 Hrs**  
**(Lecture-45 Hrs, Tutorials -15 Hrs)**

**Unit -I (L-09 Hrs, T-03Hrs)**

- Dynamics of Tamil words

**Unit -II (L-09 Hrs, T-03Hrs)**

- Rules of Verb formation.

**Unit -III (L-09 Hrs, T-03Hrs)**

Subject, Object, Verb construction (SOV structure)

**Unit -IV (L-09 Hrs, T-03Hrs)**

1. Making simple sentences, Interrogative sentences & exclamatory sentences.

**Unit -V (L-09 Hrs, T-03Hrs)**

2. Technical Terms

**Reading list:**

1. Asher, R.E. *Colloquial Tamil, Routledge (Lesson 1), London. 2002.*
2. Rajaram, S. *An Intensive Course in Tamil (Unit. 4), CIIL, Mysore, 1987.*
3. Arokianathan, S. *Spoken Tamil for Foreigners, (Lesson 1-5) A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.*
4. Hart, Kausalya. *Tamil for Beginners Part I & II, (Lesson 1- 5 & 10) Centre for South and South East Asia, University of California at Berkeley, 1992.*
5. Karunakaran, K. & Balakrishnan.R. *Elementary Tamil (Introductory Course), Sabanayagam Printers, Chidambaram, 2001.*
6. Nuhman, M.A, 2010, *Adippadait Tamil Ilakkanam, Puthanatham, Adaiyalam Publications.*
7. *Thamizhannal, 1989, Ungal Tamizhai Therinthu kollungal, Madurai, Meenakshi Puththaka Nilayam.*

**Suggestive readings: NIL**

## GENERIC ELECTIVES (GE-6:

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Creative Writing (Tamil)	04	03	01	-	Class 12 <sup>th</sup> pass	For students who have studied the Tamil language up to 10 <sup>th</sup> standard and above.	Department of Modern Indian Languages-Tamil

### Learning Objectives:

Writing is the most potent and yet the simplest form of human expression. Unlike speech, writing transcends the barriers of space and time. The craft of writing has multiple dimensions - novels, short stories, essays, stage plays, fiction, non-fiction, screen-writing, mainline print and visual media, profile-writing, interviews, blogs, web-writing, travelogues and experimental pieces. The Course is intended to help students express ideas through a medium that has appreciable aesthetic appeal.

### Learning Outcomes:

This course is designed to make understand creativity and attain a firm command over the medium. This creative writing course includes practical activity so that students are able to test and experiment with something they have learnt in the classroom.

### SYLLABUS OF GE-6

**Total Hours of Teaching: 60 Hrs**  
**(Lecture-45 Hrs, Tutorials -15 Hrs)**

#### Unit I (L-09 Hrs, T-03Hrs)

- Definition of creative writing and creator (Writer)

#### Unit II(L-09 Hrs, T-03Hrs)

- Characters of creator

**Unit III (L-09 Hrs, T-03Hrs)**

- Introduction of Novel, Short Story, Drama

**Unit-IV (L-09 Hrs, T-03Hrs)**

- Definition of Poetry, Free verses and Haiku

**Unit V (L-09 Hrs, T-03Hrs)**

- Creative skills of Poem, Short story and one act play

**Essential/recommended Readings:**

1. Alexi Tolstoy, 2016. *Eḷudum Kalai*, Chennai: NCBH
2. Shanmugam. S.V. 2013. *Pēccum Eḷuttum*, Chennai: NCBH.

**Suggestive Readings:**

1. Nannan, M., 2006, *Nalla Uraināḍai Eḷuda Venḍuma?* Chennai: Egam Padippagam.
2. Paranthamanar, A.K., 1972, *Nalla Tamil Eḷuda Venḍuma?* Chennai: Pari Nilaiyam.

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

# DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Telugu Discipline as Minor

## COURSES OFFERED BY DEPARTMENT OF DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES

### 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 B.A. (Programme) degree in three years]

### SEMESTER-III CORE (DSC)

(DSC - 5)

### History of Telugu Literature (Up to 15<sup>th</sup> 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		
History of Telugu Literature (Up to 15 <sup>th</sup> Century)	4	03	01	0	Students who are class XII Pass and have studied Telugu up to 8 <sup>th</sup> Standard	NIL

### Learning Objectives

Telugu literature has more than a thousand year's history, and it is one of the classical languages in India. The course provides students with a substantive understanding of literature and the history of Telugu. This course gives an outline of Telugu literature. The main aim of the course is to introduce the important poets and their wrings to Telugu students from the 11<sup>th</sup> century to the 15<sup>th</sup> Century.

## Learning outcomes

After completing the course, students will be able to understand the History and evaluation of Telugu literature up to the 15<sup>th</sup> century.

## SYLLABUS OF DSC

### Unit-I 15 hours

- (i) Pre-Nannaya Literature.
- (ii) Nannaya Era

### Unit-II 15 hours

- (i) Sivakavi Yugam and Ramayana Poets
- (ii) Tikkana Yugam

### Unit-III 15 hours

- (i) Srinatha Yugam

## Essential/recommended readings

1. Arudra, *Samagrandhra Sahityam*, Hyderabad:Telugu Academi. 2002
2. Lakshmikantam, Pingali. *Andhra SahityaCharitra*. Hyderabad: Andhra Pradesh Sahitya Academy, 1974.
3. Nageswararao, Kasinathuni. *Andhra Vangmaya Charitramu*, Madras: Andhra Granthamala, 1928.
4. Shastri, Dva.Na., *Telugu Sahitya Charitra*, Hyderabad: Pragati Publishers. 2007.
5. Simmanna, Velamala. *Telugu Sahitya Charitra*. Vishakapatnam: Dalita Sahitya Peetham, 2011.

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

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES**  
**UNIVERSITY OF DELHI, DELHI-110007**  
 BA (Prog.) with Telugu Discipline as Major

**SEMESTER-III**  
**CORE (DSC)**  
**(DSC - 6)**

**TELUGU 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>TELUGU DRAMA</b>	4	03	01	0	Students who are class XII Pass & have studied Telugu up to 10 <sup>th</sup> Standard	NIL

**Learning Objectives**

In fictional writings, drama or Natakam is considered one of the popular writing in Telugu. Telugu Natakam has a history of more than hundred fifty years, and many writers have written thousands of Natakas and Ekankikas. The authors of Nataka in Telugu tried to follow the Sanskrit Nataka sampradaya initially; however, later writers focused on modern Nataka sampradaya. The course's main objective is to introduce the brief history of Telugu Natakam, features of Sanskrit Nataka, and features of Nataka. Students will read the select Telugu Natakas in Telugu.

**Learning outcomes:**

This study will enable the students to understand the Ancient forms of Telugu Drama – *Veethi* as a traditional Telugu theatre art form and understand the features of Telugu drama.



Students will be able to understand the difference between ancient and Modern Telugu dramas.

## SYLLABUS OF DSC

<b>Unit-1.</b> The Origin and Development of Telugu Drama	<b>15 Hours</b>
<b>Unit-2.</b> Dasarupakas and Features of Drama	<b>10 Hours</b>
<b>Unit-3.</b> Select Texts:	<b>20 Hours</b>
<i>Maa Bhoomi</i> by Sunkara Satyanarayana, Vasireddy Bhaskararao. <i>Padamatigaali</i> by Patibandla Anandarao	

### Essential/recommended readings

1. Anandarao, Patibandla. *Padamatigaali*, , AP State – Dept. of culture, 2018 (1998).
2. Nagabhushanasarma, Modali. *Nataka Silpam*, \_\_\_\_\_:Creative links publications, 2013.
3. Satyanarayana, Sunkara, Bhaskararao, Vasireddy *Maa Bhoomi*. Vijayawada: Visalandhra Publishing House, 2015.
4. Srirama Apparao, Ponangi. *Telugu Nataka Vikasamu*, Hyderabad: Natyamala Prachuranamu-3, 1967.

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

## POOL OF GENERIC ELECTIVES

### SEMESTER-III

#### GENERIC ELECTIVE (GE-A)

### TELUGU SATHAKA SAHITYAM

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Telugu Sathaka sahityam	4	03	01	0	Students who are class XII Pass & have studied Telugu up to 8 <sup>th</sup> Standard	NIL

#### Learning Objectives

Shataka is a unique genre with a long history in Telugu literature. Thousands of Shatakas are available in Telugu. The experiences of many great personalities are found in Shataka literature. The valuable elements for man's best way of life are found in the Shataka literature. The best qualities for human development are widely seen in Shataka literature. This genre has become an effective form for expressing a variety of topics to readers. Shataka literature in Telugu has significantly contributed to developing the individual's personality.

#### Learning outcomes

The course will enable the students to understand the unique features of Shataka, i.e. Shataka Sankhya, Makuta, Metre and the history of Shataka literature in Telugu. After completing the course, Students will be able to understand how to read Telugu verses and remember the verses and develop the Telugu vocabulary.

## SYLLABUS OF GE

### Unit I

15 Hours

Telugu Sathaka sahithyam: An Introduction  
Features of Sathakam

### Unit II

15 Hours

Categories in Sathaka sahithyam

### Unit III

15 Hours

Sumati Sathakam (1-20 Poems), Bhaskara Sathakam (1-20 Poems), Vemana Sathakam (1-20 Poems)

### Essential/recommended readings

1. Baddena. *Sumathi satakam*, Hyderabad: Sri Pavani seva samithi, 2000.
2. *Bhaskara Sathakam*, Hyderabad: Sri Pavani seva samithi,\_\_\_\_\_.
3. Gopalakrishna rao, K., *Andhra Sathaka vangmayamu*, Hyderabad: Andhrapradesh Sahitya Academy, 1975.
4. Subbarao, Vanguri. *Sathaka kavula charitra*, Narasapuramu: Kamala Kuteera press and publications, 1957 (1923).
5. Vemana. *VemanaSathakam*, Hyderabad: Sri Pavani seva samithi, 2004.

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

## Semester-III

### Generic Elective (GE-B)

## Intermediate Telugu

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Intermediate Telugu	4	03	01	0	Students who are class XII Pass & have studied Pre-Intermediate Telugu	NIL

### Learning Objectives

This Course aspires to develop the students' language skills through Telugu popular texts thus enabling them to gain a firm grip over its nuances and helping them to extend their vocabulary. Along with teaching higher leaving reading, writing and conversational skills the course will demonstrate the essentials of translating complex sentences. Through prescribed texts and additional readings, the course also aims to make the students aware to the distinction between contemporary standard usage and its historical variant prevalent in nineteenth and early twentieth century known as *Sishta Bhasha*.

### Learning outcomes

The course will enable the students to deal with the complexities of Telugu language. Along with an advanced reading, writing and conversational competence it will equip them as better translators as well.

### SYLLABUS OF GE

#### Unit I

12Hours

Reading Practice

Text: Select lessons from Telugu Vachakam 4<sup>th</sup> Class published by Telugu Akademi

#### Unit II

12 Hours

Difference between *Shishta Bhasha* and *Vyavaharika Bhasha*

**Unit III****12 Hours**

Complex Sentences Translation (Telugu-English-Telugu)

**Unit IV****9 Hours**

Paragraph writing (minimum 20 sentences)

Conversation Practice

**Essential/recommended readings**

1. Arden, A H., *A progressive grammar of the Telugu language*. 2<sup>nd</sup> ed. Madras: Society for promoting Christian knowledge, 1905.
2. Krishnamurti, B. and Gwynn, J. P. L. *A Grammar of Modern Telugu*. USA:Oxford University Press, 1986.
3. Parandhama Reddy, M. and Venkateswara Shastri,J. *Telugu Velugu- I* . Mysore: Central Institute of Indian Languages, 1997.
4. Ramanarasimham, Parimi. *An Intensive Course in Telugu*. Mysore: Central Institute of Indian Languages, 1985.
5. Sanjay, D., *Spoken Telugu for Absolute Beginners*. \_\_\_\_\_: \_\_\_\_\_, 2019.
6. Venkatavadhani, Divakarla. *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya academy, 2017.

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

## BA (H) BENGALI

### Category I

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

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Oitihāsik Bhasabigyan

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Oitihāsik Bhasabigyan</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### **Oitihāsik Bhasabigyan**

### **ঐতিহাসিক ভাষাবিজ্ঞান**

**Learning Objectives:** Bengali language, in Indian literature, can be traced back in the 8<sup>th</sup>–10<sup>th</sup> century AD. Charyapada, which is a collection of a bunch of mystical poems written by some Buddhist monks of Mahayana Buddhism, where Bengali can be traced with some other languages (Purvi-Magdhi group) in that period. There are other instances of Bengali too during this period. Starting a thousand of years ago, Bengali has been grown into a modern Indian language of today. A student of Bengali must know that the language has changed time to time to become today's Bangla.

**Learning Outcomes:** After studying this paper students will know the historical development of the Indo-European Group of Languages. Students will be able to understand the development of Bengali language through various phases, development of Bengali script, and the dialects of Bengali.

## UNIT I

ইন্দো-ইউরোপীয় ভাষাগোষ্ঠী থেকে বাংলা ভাষার উদ্ভবের সংক্ষিপ্ত ইতিহাস

## UNIT II

ভাষাতাত্ত্বিক বৈশিষ্ট্য : প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা

## UNIT III

বাংলা লিপির উদ্ভব ও ক্রমবিকাশ

বাংলার ভৌগোলিক উপভাষার শ্রেণিবিভাগ ও বৈশিষ্ট্য

### Essential/Recommended readings

রামেশ্বর শ', ১৪১৯ বঙ্গাব্দ, *সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা*, পুস্তক বিপণি, কলকাতা

### Suggestive readings

কৃষ্ণপদ গোস্বামী, ২০০১, *বাংলা ভাষাতত্ত্বের ইতিহাস*, করুণা প্রকাশনী, কলকাতা

পবিত্র সরকার, ১৪১২ বঙ্গাব্দ, *ভাষা, দেশ, কাল*, মিত্র ও ঘোষ পাবলিশার্স, কলিকাতা

পরেশচন্দ্র মজুমদার, ১৯৯২, *বাঙলা ভাষা পরিক্রমা*, প্রথম খণ্ড, দে'জ পাবলিশিং, কলকাতা

পরেশচন্দ্র মজুমদার, ২০১২, *বাঙলা ভাষা পরিক্রমা*, দ্বিতীয় খণ্ড, দে'জ পাবলিশিং, কলকাতা

মনিরুজ্জামান, ১৯৯৪, *উপভাষা চর্চার ভূমিকা*, বাংলা একাডেমী, ঢাকা

মুহম্মদ শহীদুল্লাহ, ২০১২, *বাঙ্গালা ভাষার ইতিবৃত্ত*, মাওলা ব্রাদার্স, ঢাকা

মৃগাল নাথ, ১৯৯৯, *ভাষা ও সমাজ*, নয়া উদ্যোগ, কলকাতা

সুকুমার সেন, ২০০১, *ভাষার ইতিবৃত্ত*, আনন্দ পাবলিশার্স, কলকাতা

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

**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Bangla Sahityer Itihas:  
Adhunik Jug- I**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Bangla Sahityer Itihas: Adhunik Jug- I</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

**Bangla Sahityer Itihas: Adhunik Jug- I**

**বাংলা সাহিত্যের ইতিহাস: আধুনিক যুগ- ১**

**Learning Objectives:** Bengali Literature in the 19<sup>th</sup> Century had seen a scintillating outburst of various genres like poetry, drama, Novel, Essays etc. Emergence of Bengali prose took a much matured turn in the early 19<sup>th</sup> century. Bengali poetry entered a new era. Farces and Plays on social issues were being written. Greatest of the Fiction and non-fiction Writers, Playwrights, Poets etc became evident. The objective of introducing this paper is to get our students acquainted with the main features of the literature of this century.

**Learning Outcomes:** While studying this paper, the students will be knowing the social and political history of Bengal during this period which led to the creation of a whole bunch of literary works. They will also be acquainted to the main writers and poets and their works. Like the previous history of Literature paper, this one also will draw an outline of the literature in the 19<sup>th</sup> century.

**UNIT I**

যুগলক্ষণ, বাংলা গদ্যভাষার উদ্ভব ও বিকাশ

শ্রীরামপুর মিশন, ফোর্ট উইলিয়ম কলেজ, রামমোহন রায়, দেবেন্দ্রনাথ ঠাকুর, অক্ষয়কুমার দত্ত, ঈশ্বরচন্দ্র বিদ্যাসাগর



## UNIT II

### বাংলা প্রবন্ধ

বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, হরপ্রসাদ শাস্ত্রী, রামেন্দ্রসুন্দর ত্রিবেদী, প্রমথ চৌধুরী, অবনীন্দ্রনাথ ঠাকুর, সৈয়দ মুজতবা আলী

#### Essential/Recommended readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*, মডার্ন বুক এজেন্সী, কলকাতা

ক্ষেত্র গুপ্ত, ২০০২, *বাংলা সাহিত্যের সমগ্র ইতিহাস*, গ্রন্থনিলয়, কলকাতা

#### Suggestive readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ১৯৯২, *বাংলা সাহিত্যের ইতিবৃত্ত*, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, *বাংলা সাহিত্যের ইতিবৃত্ত*, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, *বাংলা সাহিত্যের ইতিবৃত্ত*, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, *বাংলা সাহিত্যের ইতিবৃত্ত*, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ২০০০, *বাংলা গদ্যরীতির ইতিহাস*, দে'জ পাবলিশিং, কলকাতা

গোপাল হালদার, ১৪১২ বঙ্গাব্দ, *বাঙলা সাহিত্যের রূপরেখা*, দ্বিতীয় খণ্ড, অরুণা প্রকাশনী, কলকাতা

সুকুমার সেন, ১৯৯৮, *বাঙ্গালা সাহিত্যে গদ্য*, আনন্দ পাবলিশার্স, কলকাতা

সুকুমার সেন, ১৪১৬ বঙ্গাব্দ, *বাঙ্গালা সাহিত্যের ইতিহাস*, তৃতীয় খণ্ড, আনন্দ, কলকাতা

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

## DISCIPLINE SPECIFIC CORE COURSE – 9 (DSC-9): Rabindrasahitya-1

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Rabindrasahitya-1</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Rabindrasahitya-1

### রবীন্দ্রসাহিত্য-১

**Learning Objective:** Rabindranath Tagore, the first Nobel-laureate in Literature (1913) from Asia, has contributed innumerable literary works in Bangla. No branch of literature exists where we do not get his works. His importance in Bangla Sahitya is beyond question. So, a full paper containing his literature has been added in this syllabus.

**Learning Outcomes:** Students will get the scope to know Rabindra-sahitya-1 (along with his life) better as earlier they have studied only one or two of his short poems or stories in the school syllabus. Here they will be working upon his Poems, Novels and see his overflowing philosophy through all these works.

#### UNIT I

#### কবিতা

নির্ঝরের স্বপ্নভঙ্গ, বধূ, পুরাতন ভূত্য, অপমানিত, সবুজের অভিযান, ছেলেটা, ওরা কাজ করে

#### UNIT II

#### উপন্যাস

ঘরে-বাইরে

**Essential/Recommended readings:**

রবীন্দ্রনাথ ঠাকুর, ১৩৪৮ বঙ্গাব্দ, *রবীন্দ্র-রচনাবলী*, অষ্টম খণ্ড, ঘরে-বাইরে, বিশ্বভারতী, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৪১৬ বঙ্গাব্দ, *সঞ্চয়িতা*, বিশ্বভারতী গ্রন্থনবিভাগ, কলকাতা

**Suggestive readings:**

অমরেশ দাশ, ২০০২, রবীন্দ্রনাথের উপন্যাস : নবমূল্যায়ন, পুস্তক বিপণি, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রবিতান*, এ. মুখার্জী, কলিকাতা

উজ্জ্বলকুমার মজুমদার, ১৪০০ বঙ্গাব্দ, *রবীন্দ্রনাথ : সৃষ্টির উজ্জ্বল স্রোতে*, আনন্দ পাবলিশার্স, কলকাতা

উপেন্দ্রনাথ ভট্টাচার্য, ১৪১৪ বঙ্গাব্দ, *রবীন্দ্র-কাব্য-পরিক্রমা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

ক্ষিতিমোহন সেন, ১৯৫৫, *বলাকা-কাব্য-পরিক্রমা*, এ. মুখার্জী, কলিকাতা

চারুচন্দ্র বন্দ্যোপাধ্যায়, ১৪১০ বঙ্গাব্দ, *রবি রশ্মি*, প্রথম খণ্ড, দে বুক স্টোর, কলকাতা

চারুচন্দ্র বন্দ্যোপাধ্যায়, ১৪১০ বঙ্গাব্দ, *রবি রশ্মি*, দ্বিতীয় খণ্ড, দে বুক স্টোর, কলকাতা

জগদীশ ভট্টাচার্য, ২০১৪, *কবিমানসী*, দ্বিতীয় খণ্ড, ভারবি, কলকাতা

জগদীশ ভট্টাচার্য, ২০১৫, *কবিমানসী*, প্রথম খণ্ড, ভারবি, কলকাতা

প্রমথনাথ বিশী, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রসাহিত্য বিচিত্রা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

বুদ্ধদেব বসু, ১৯৮৩, *রবীন্দ্রনাথ : কথাসাহিত্য*, নিউ এজ পাবলিশার্স, কলিকাতা

বুদ্ধদেব বসু, ২০০১, *কবি রবীন্দ্রনাথ*, দে'জ পাবলিশিং, কলকাতা,

সত্যব্রত দে, ১৯৭১, *রবীন্দ্র-উপন্যাস সমীক্ষা*, জিজ্ঞাসা, কলিকাতা

**DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Bangla Janapriya Sahitya  
- 1**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Bangla Janapriya Sahitya - 1</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

**Bangla Janapriya Sahitya - 1**

**বাংলা জনপ্রিয় সাহিত্য - ১**

**Learning Objectives:** Another brilliant genre is the Children's Literature or Juvenile Literature in Bengali. This literature has been a part of Folk-literature at times but later on it has been written and nurtured by many writers and poets. Nowadays, it is studied as a totally different genre.

**Learning Outcomes:** Students will be guided to read and discuss the features of children's or Juvenile Literature and study the literature as a genre. They will enjoy studying some interesting texts written in Bangla starting from 19<sup>th</sup> century.

**UNIT - I**

জনসাহিত্যের সংজ্ঞা ও বৈশিষ্ট্য

**কথাসাহিত্য**

অবনীন্দ্রনাথ ঠাকুর – ক্ষীরের পুতুল

শীর্ষেন্দু মুখোপাধ্যায় – মনোজদের অদ্ভুত বাড়ি

## UNIT - 2

### ছড়া ও নাটক

সুকুমার রায় – গোঁফ চুরি

অন্নদাশঙ্কর রায় – তেলের শিশি

সুকুমার রায় – লক্ষণের শক্তিশেল

#### Essential/Recommended readings:

অশোককুমার মিত্র (সম্পা.), ২০১৩, *অবনীন্দ্রনাথ ঠাকুর কিশোর রচনাসমগ্র*, পুনশ্চ, কলকাতা

শীর্ষেন্দু মুখোপাধ্যায়, ২০১১, *কিশোর রচনা সমগ্র*, আনন্দ পাবলিশার্স, কলকাতা

সুকুমার রায়, ২০১০, *সুকুমার রচনাসমগ্র*, শুভম প্রকাশনী, কলকাতা

#### Suggestive readings:

*Dominic Strinati, 2004, An Introduction to Theories of Popular Culture, Routledge, London.*

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Bangladesher Sahitya - 1

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Bangladesher Sahitya - 1</b> <b>1</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Bangladesher Sahitya - 1

### বাংলাদেশের সাহিত্য – ১

**Learning Objectives:** The partition of Bengal in 1946 drew a division-line upon the Bengali intelligentsia, The Artists, The Poets, the Academicians who had the same culture and language but had to be in different sides of the border. People from every walk of life strove to get their Mother-language Bangla which result East Pakistan to be emerged as Bangladesh in 1971. Bengali literature has been created and nurtured in Bangladesh with great esteem. In this paper we will get our students learn the short history of the country and read some glorious Literature.

**Learning Outcomes:** The students will get to know the history of Bangladesh which had been same as ours upto 1947 and then turned otherwise. The students will also be able to read and research upon some of their greatest literary works till date.

#### UNIT - I

পটভূমিঃ ভাষা আন্দোলন, মুক্তিযুদ্ধ

#### উপন্যাস

সেলিনা হোসেন – নীলময়ূরের যৌবন

## UNIT – 2

### ছোটগল্প

আবু ইসাহাক – জেঁক

আখতারুজ্জামান ইলিয়াস – দুধভাতে উৎপাত

#### Essential/Recommended readings:

সেলিনা হোসেন, ২০০৯, *নীল ময়ূরের যৌবন*, স্বরবৃত্ত, ঢাকা

আখতারুজ্জামান ইলিয়াস, ২০১৩, *জাল স্বপ্ন ও স্বপ্নের জাল*, মাওলা ব্রাদার্স, ঢাকা

পারভেজ হোসেন (সম্পা.), ২০১৮, *বাংলাদেশের ছোটগল্প*, নবযুগ প্রকাশনী, ঢাকা

#### Suggestive readings:

আবু জাফর (অনু.), ২০১৬, *দেশভাগের অর্জন: বাংলা ও ভারত*, মাওলা ব্রাদার্স, ঢাকা

আহমদ রফিক, ২০১৫, *দেশবিভাগ: ফিরে দেখা*, অনিন্দ্যপ্রকাশ, ঢাকা

নীলিমা ইব্রাহিম, ২০১৮, *আমি বীরঙ্গনা বলছি*, জাগৃতি প্রকাশনী, ঢাকা

বদরুদ্দিন ওমর, ১৯৮৭, *বঙ্গভঙ্গ সাম্প্রদায়িক রাজনীতি*, চিরায়ত, কলকাতা

বদরুদ্দিন উমর, (২০১০), *আমাদের ভাষার লড়াই*, ঢাকা : জাতীয় সাহিত্য প্রকাশ

অচ্যুৎ গোস্বামী, ২০১৮, *বাংলা উপন্যাসের ধারা*, ভাষাপ্রকাশ, ঢাকা

আজহার ইসলাম, ১৯৯৬, *বাংলাদেশের ছোটগল্প: বিষয়ভাবনা স্বরূপ ও শিল্পমূল্য*, বাংলা একাডেমী, ঢাকা

চঞ্চলকুমার বোস, ২০১৬, *বাংলাদেশের ছোটগল্প: জীবনজলধির শিল্প*, সুচয়নী পাবলিশার্স, ঢাকা

## Proposed Bengali Discipline Major Course for III Semester B.A. Programme Bengali

### Category II

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

**DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): Uponibesh Porber Bangla Sahitya – I  
(Colonial Bengali Literature – I)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Uponibesh Porber Bangla Sahitya – I (Colonial Bengali Literature – I)	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

### Learning Objectives

To give the students a detail idea about Colonial Bengali Literature.

### Learning outcomes

The course will enlighten the students about deferent types of Colonial Bengali Literature, its characteristics and features. It will also introduce students about their socio – cultural background of Colonial Bengal through literature.

### SYLLABUS OF DSC-3

#### UNIT – I (6 Weeks)

বাংলা গদ্যের বিকাশ: শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, অক্ষয়কুমার দত্ত, দেবেন্দ্রনাথ ঠাকুর, বিদ্যাসাগর



## UNIT – II (6 Weeks)

প্রবন্ধঃ বঙ্কিমচন্দ্র চট্টোপাধ্যায়, কালীপ্রসন্ন সিংহ, রবীন্দ্রনাথ ঠাকুর, হরপ্রসাদ শাস্ত্রী, রামেন্দ্রসুন্দর ত্রিবেদী, প্রমথ চৌধুরী, অবনীন্দ্রনাথ ঠাকুর

### Practical component (if any) - NIL

### Essential/recommended readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, বাংলা সাহিত্যের সমগ্র ইতিহাস, গ্রন্থনিলয়, কলকাতা

### Suggestive readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, বাংলা সাহিত্যের ইতিবৃত্ত, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ১৯৯২, বাংলা সাহিত্যের ইতিবৃত্ত, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

Teaching Learning Process: Lecture-40 Hrs. Discussions 5Hrs. Assignments / Presentation-5 Hrs

Unit I Seven weeks

Unit II Six weeks

Assessment Methods: Monthly Test., Internal Exam, Semester Exam.

Keywords: Colonial, Bengali Prose, Nineteen Century,

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

## Proposed Bengali Discipline Major & Minor Course for III Semester B.A. Programme Bengali

### Category III

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

**(For e.g. courses for B.A. Programmes with Bengali as Major & minor discipline)**

**DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): Bangali Monisha (Bengali intellect)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Bangali Monisha</b> (Bengali intellect)	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

### Learning Objectives

To introduce students about glorious life and history of Bengali Intellect of past.

### Learning outcomes

This course will enable students to understand the values of various Bengali Intellectuals life and messages.

## SYLLABUS OF DSC- 3

**Maximum Marks 70 (04 Credit)**

### Unit I 30

অতীশ দীপঙ্কর, শ্রী চৈতন্যদেব, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, হাজি মহম্মদ মহসীন, হেনরি ডিরোজিও, মাইকেল মধুসূদন দত্ত, হাসন রাজা

### Unit II 40

রবীন্দ্রনাথ ঠাকুর, লালন সাঁই, চিত্তরঞ্জন দাস, বেগম রোকেয়া, নন্দলাল বসু, স্বামী বিবেকানন্দ, শেখ মুজিবুর রহমান, অমর্ত্য সেন

#### Primary Resources:

সুশীল রায়, মনীষী জীবন কথা, ১৯৫৮, ওরিয়েন্ট বুক কোম্পানি, কলকাতা  
স্বকৃত নোমান, বাঙালি মনীষীদের ছেলেবেলা, ২০১৯, অনিন্দ্য প্রকাশ, বাংলাদেশ

#### Additional Resources:

Study materials prepared by the department.

Teaching Learning Process: Lecture-40 Hrs. Discussions 5Hrs. Assignments / Presentation-5 Hrs

Unit I Seven weeks

Unit II Six weeks

Assessment Methods: Monthly Test., Internal Exam, Semester Exam.

Keywords: Biography, Life, Value, childhood, Intellectuals.

## COMMON POOL OF BENGALI GENERIC ELECTIVES (GE) COURSES

### DEPARTMENT OF BENGALI

#### GENERIC ELECTIVES (GE-3): BANGLA NATAK ( BENGALI PLAYS)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
BANGLA NATAK ( BENGALI PLAYS)	4	3	1		Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10th standard Or Working knowledge of Bengali language	BENGALI

**Course Objectives:** To give the students an idea about Bengali drama and its history. It also offers a general idea of the trend of Bengali drama.

**Course Learning Outcomes:** The course will enlighten the students about Bengali drama.

**Maximum Marks 70 (04 Credit)**

Unit – 1

বাংলা নাটকের উৎস ও বিবর্তন

Unit – 2

একেই কি বলে সভ্যতা – মাইকেল মধুসূদন দত্ত

টিনের তলোয়ার – উৎপল দত্ত

লক্ষণের শক্তিশেল – সুকুমার রায়

**Compulsory Readings:**

আশুতোষ ভট্টাচার্য, বাংলা নাট্যসাহিত্যের ইতিহাস, এ, মুখার্জী অ্যান্ড কোং প্রাঃ লিঃ, কলকাতা  
 উৎপল দত্ত, টিনের তলোয়ার, ১৪০৭, জাতীয় সাহিত্য পরিষদ, কলকাতা  
 সুকুমার রায়, ২০১০, সুকুমার রচনাসমগ্র, শুভম প্রকাশনী, কলকাতা  
 পুষ্পেন্দ্রশেখর গিরি(সম্পা), ২০০৬, মাইকেল মধুসূদন দত্তের একেই কি বলে সভত্যা? ঃ সভ্যতার দুই মুখ, করুণা প্রকাশনী, কলকাতা

**Additional Resources:**

অজিত কুমার ঘোষ, ২০০৫, বাংলা নাটকের ইতিহাস, দে'জ পাবলিশিং, কলকাতা

Teaching Learning Process: Lecture- 28 Hrs. Discussions 4Hrs. Assignments / Presentation-4Hrs

Unit I Four weeks

Unit II Four weeks

Unit III Five weeks

Assessment Methods: Monthly Test, Internal Exam, Semester Exam.

Keywords: Creative Writing, Creative Genres, Plot, Poetry, Drama, Fiction, Prosody, Rhetoric, Imagery

**GENERIC ELECTIVES (GE-4): BANGLA SHISHU SAHITYA (Bengali Children's Literature)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
BANGLA SHISHU SAHITYA (Bengali Children's Literature)	4	3	1		Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10th standard Or Working knowledge of Bengali language	BENGALI

**Course Objectives:** This course will offer students an opportunity to learn language through children literature.

**Course Learning Outcomes:** The course will enlighten the students about Bengali children literature.

**Maximum Marks 70 (04 Credit)**

Unit – 1

ঈশ্বরচন্দ্র বিদ্যাসাগর - কথামালা( সর্প ও কৃষক , খরগোশ ও কচ্ছপ, একচক্ষু হরিণ , চোর ও কুকুর)

Unit – 2

রবীন্দ্রনাথ ঠাকুর - সহজ পাঠ (১ম ও ২য় ভাগ নির্বাচিত অংশ)

উপেন্দ্রকিশোর রায়চৌধুরি - টুনটুনির গল্প (নির্বাচিত)

**Compulsory Readings:**

ঈশ্বরচন্দ্র বিদ্যাসাগর - কথামালা , প্রবোধচন্দ্র মজুমদার এণ্ড ব্রাদার্স , কলকাতা, ১৩৫১

রবীন্দ্রনাথ ঠাকুর - সহজ পাঠ, বিশ্বভারতী, ১৩৮৭

উপেন্দ্রকিশোর রায়চৌধুরি, টুনটুনির গল্প, দেব সাহিত্য-কুটার প্রাইভেট লিমিটেড, ১৯৬৪

**Additional Resources:**

ডঃ প্রবীর প্রামানিক, বাংলা শিশু ও কিশোর সাহিত্যঃ আধুনিক বিচার, বঙ্গীয় সাহিত্য সংসদ, ২০১০

আশা গঙ্গোপাধ্যায়, বাংলা শিশু সাহিত্যের ক্রমবিকাশ, ডি এম লাইব্রেরি, কলকাতা, ১৩৬৬

Teaching Learning Process: Lecture- 38 Hrs. Discussions 4Hrs. Assignments / Presentation-4Hrs

Unit I                      Five weeks

Unit II                      Four weeks

Unit III                      Four weeks

Assessment Methods: Monthly Test, Internal Exam, Semester Exam.

Keywords: children literature , language, juvenile, moral stories

**Proposed Bengali AEC Courses for III Semester B.A. Programme Bengali**

## Department of Persian

BA(Hons.) Persian

### DISCIPLINE SPECIFIC CORE COURSE – 7: Modern Persian Prose

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with critical and theoretical approaches to the reading and analysis of modern Persian texts
2. To equip the students with socio-cultural aspects of the Iranian society and contemporary world.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with critical and theoretical approaches to the reading and analysis of modern Persian texts
- By studying this course, they shall get to know about socio-cultural aspects of the Iranian society and contemporary world.

#### SYLLABUS OF DSC-7

##### UNIT – I (12 Hours)

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

##### UNIT – II (12 Hours)

- AdhamPinaDuz (Shin Partu)
- Kabutar-o-Kulagh (Yusuf E'tesamulmulk)
- Life & works of respective authors

##### UNIT – III (9 Hours)

- Mahi-e-Kuchulu (Samad Behrangi)
- Zuban-i-Farsi Dar Hind (Ali Asghar Hikmat)
- Life & works of respective authors

## UNIT – IV (12 Hours)

- History of modern Persian literature, etc.

### Essential/recommended readings:

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

### Suggestive readings

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

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

## DISCIPLINE SPECIFIC CORE COURSE – 8: Modern Persian Poetry

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

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

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with some prominent modern poets with their specimen
2. To enable the students to know the Persian Poetry Genres with poetry selections of some of the famous modern poets of Iran

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know about modern Persian poetry
- By learning this course, students will be able to know the different Poetry Genres of modern Persian poetry.

## SYLLABUS OF DSC- 8

### UNIT – I (9 Hours)

*Following poetry of Malik-ush-Shoara Bahar:*

مادر	چشمه و سنگ	شعر و نظم
	از بدی پرهیز کن	در راه عشق

### UNIT – II (9 Hours)

*Following poetry of Parwin E'tesami:*

مست و هشیار	کوتاه نظر	ای مرغک
		اشک یتیم

### UNIT – III (9 Hours)

*Following poetry of Rahi Muayyari:*

سنگریزه	نا آشنا
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*Following poetry of Nima Yushij:*

چشمه کوچک	ای شب
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### UNIT – IV (9 Hours)

*Following poetry of Shahryar:*

نالۀ بلبل	پروانه در آتش	حالا چرا
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*Following poetry of Simin Behbahani:*

نیلوفر آبی

### UNIT – V (9 Hours) *Following*

*poetry of Iraj Mirza:*

قلب مادر

- History of Modern Persian Poetry, Life & works of Poets



### Essential/recommended readings:

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

### Suggestive readings

1. Qasemi, S.H.: JadeedFrsiShaeri, Indo-Persian Society, Delhi-110 006, 1977.
2. Qasemi, Zakira Sharif: Farsi ShaeriEkMutale'a, Indo-Persian Society, Delhi-110 006, 1987.

## DISCIPLINE SPECIFIC CORE COURSE – 9: Life & works of Mughal Poet laureates

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life & works of Mughal Poet laureates (India)	4	3	1	NIL	Class XII pass	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with some of the famous poets and their works during Mughal period.
2. To familiarize the students with Persian literature produced in Mughal Period.

### Learning outcome:

- By learning this course, students will come to know the poet laureates of Mughal period (1526-1707)
- By learning this course, students will be able to get acquainted with poetic styles of Mughal poet laureates

## SYLLABUS OF DSC-9

### UNIT – I (9 Hours)

- Introduction to History of Persian language and literature in Mughal Court 377

## UNIT – II (9 Hours)

*Life & works of following Poet laureates with some selection of poetry:*

Ghazali Mashhadi (2 ghazals):

۱. خواب اگر بینم من آن است عتاب آلود را
۲. بستر شده در کوی تو خاکستر امشب

## UNIT – III (9 Hours)

Faizi Fayyazi (2 Ghazals):

۱. حریف باده کجا عاشق خراب کجا (ص ۷ دیوان فیضی فیاضی)
۲. بزم چون دادی ایمن شده پر نور امشب (ص ۱۴ دیوان فیضی فیاضی)

## UNIT – IV (9 Hours)

Talib Amuli:

- Ghazal no 21 to 25, (Page no 228-232 from Diwan-e-Talib Amuli)

## UNIT – V (9 Hours)

Kaleem Hamdani:

- Masnavi “Tareefe Akbarabad va Bagh-i-Jahan Ara Begum” (Page no. 142-50 from Diwan-e-Kaleem Hamdani)

## Essential/recommended readings:

1. NabiHaadi: MughlonkeMalikusShuara, Allahabad-1978
2. ShibliNomani: Shair-ulAjam, Shibli Academy, Azamgarh (U.P.)
3. Sabahuddin, AbdurRahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.)
4. Sabahuddin, AbdurRahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
5. Ikram, Mohammad: Ab-e-Kausar, Fareed Book Depot. Delhi, 1999.
6. Ikram, Mohammad: Rud-e-Kausar, Fareed Book Depot, Delhi, 1999.
7. . Ikram, Mohammad: Mauj-e-Kausar, Fareed Book Depot, Delhi, 1999
8. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II),
9. Allahabad (U.P.), 1929-30. . Qasemi, S.H.: A History of Indo-Persian Literature (1806-1857),
10. Department of Persian, University of Delhi, Delhi-110 007, 2008
11. . Qasemi, Z.S.: A History of Indo-Persian Literature (1627-59), Department of Persian, University of Delhi, Delhi-110 007, 2015
12. Talib Amuli, Kulliyate ashare Malik us Shuara Talib Amuli, edited by TahiriShahab, KitabkhaneSanai, 1346

13. KalimHamdani, DiwanKalimHamdani, edited by Mohammad Qaharman, AstaneQudseRizavi, Mashhad, Iran, 1369
14. Ghazali Mashahdi: Hayat Aur Karname, Dr.Salman Abbasi, Lucknow 1978
15. Diwan Faizi Fayyazi, Firozuddin & Sons Publisher Lahore.

## Category II

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

#### DISCIPLINE SPECIFIC CORE COURSE – : Understanding Persian Poetry: Level-1

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

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

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with some prominent poets with their specimen
2. To enable the students to know the Persian Poetry Genres Studying some Persian Poetry Selections on Different Subjects

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian poetry
- By learning this course, students will be able to know the different Poetry Genres like Ghazal, Qasida, Masnavi, Rubaei, Tarjihband, Tarkibband, Misrah, Qafiya, Takhallus, Matla, Maqta, Tashbih, Isteara etc.

### SYLLABUS OF DSC- 8

#### UNIT – I (12 Hours)

- Khuda (Parveen Daulatabadi)
- Sitareh (Nasir Kishawarz)
- Pidar-e-Buzurg (Nasir Kishawarz)
- Man Hunarmandam (Afsheen Ala)

- Ai Khane Ma (Mustafa Rahmandoost)
- Lehzehi Sabz Dua (Qaisar Ameenpur)
- Iran-e-Aziz (Abbas Yamini Shareef)
- Watan (Mohammad Taqi Bahar)

#### UNIT – II (12 Hours)

- Ittefaq-e-Sadeh (Quaisar Ameenpur)
- Lutf-e-Haq (Parveen Eitesami)
- Ummeed (Asghar Mir Khadyoee)
- Sheer wa Moosh (Iraj Mirza)
- Khirad wa Danish (Shahname Firdausi)
- Niyayash (Elahi nameh, Attar Nishapuri)

#### UNIT – III (12 Hours)

- Brief introduction of respective poets

#### UNIT – IV (9 Hours)

- Translation and summary of the poems in English, Hindi, Urdu

#### Essential/recommended readings:

1. Farsi Dabistan (Awwal, Diwum, Siwum wa Chahrum): Vizarate Aamuzish wa Parvarish, Sazmane Pizuhish wa Barnameh Rezie Amuzishi, Khayabane Iranshahr, Tehran, Iran.
2. Nisab-e-Jadeed-e-Farsi: Jaiyyed Press, Ballimaran, Delhi.
3. Shamisa, Sirius: Anwa-e-Adabi, Intesharat-e Firdos, Tehran, Iran, 2004.
4. Khanlari, Dr., Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran, Delhi. 6.

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

### DISCIPLINE SPECIFIC CORE COURSE – 2: Persian Poetry: Some selections

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Poetry: Some selections	4	3	1	NIL	CLASS XII PASS	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with some poetic specimens of some of the famous poets of Indian and Iran like Khayaam, Allama Iqbal and Amir Khusraw
2. To acquaint the students with the life and works of the mentioned poets

### Learning outcomes:

The Learning Outcomes of this course are as follows:

1. By learning this course, the students will be acquainted with the poetry of Khayaam, Allama Iqbal and Amir Khusraw
2. By learning this course, the students will get acquainted with the life and works of above-mentioned poets

## SYLLABUS OF DSC-2

### UNIT – I (12 Hours)

*Following poetry of Allama Iqbal:*

- محاورہ مابین خدا و انسان
- سرود انجم

### UNIT – II (12 Hours)

- Rubaiyyat-e-Umar Khaiyyam (1 to15) From Nisab-e-Jadeed-e-Farsi
- Following Ghazals of Amir Khusrau From Nisab-e-Jadeed-e-Farsi:

۱. جان من از آرام رفت آرام جان من کجا
۲. رسید باد صبا تازه کرد جان مرا
۳. زهی وصف رخت مهر زبانها
۴. ساقیا باده ده امروز که جانان اینجاست
۵. یارب که این درخت گل از بوستان کیست

### UNIT – III (12 Hours)

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

### UNIT – IV (9 Hours)

- Summary of the poems in English, Hindi, Urdu

### Essential/recommended readings:

1. Kitab-e-Farsi: B.A.(P), Part 1/2/3, Department of Persian, University of Delhi, Delhi 110007.
2. Nisab-e-Jadeed-e-Farsi:Jaiyyed Press, Ballimaran,Delhi.
3. Shamisa, Sirius: Anwa-e-Adabi, Intesharat-e Firdos, Tehran, Iran, 2004.

4. Khanlari, Dr. Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed Press, Ballimaran, Delhi-110006

### Category III

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Understanding Persian Poetry: Level-1**  
This course is common in BA (Programme) in Persian as major discipline for Semester III

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

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

#### Learning Objectives:

The Learning Objectives of this course are as follows:

3. To equip the students with some prominent poets with their specimen
4. To enable the students to know the Persian Poetry Genres Studying some Persian Poetry Selections on Different Subjects

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian poetry
- By learning this course, students will be able to know the different Poetry Genres like Ghazal, Qasida, Masnavi, Rubaei, Tarjihband, Tarkibband, Misrah, Qafiya, Takhallus, Matla, Maqta, Tashbih, Istisara etc.

### SYLLABUS OF DSC- 8

#### UNIT – I (12 Hours)

- Khuda (Parveen Daulatabadi)
- Sitareh (Nasir Kishawarz)
- Pidar-e-Buzurg (Nasir Kishawarz)
- Man Hunarmandam (Afsheen Ala)

- Ai Khane Ma (Mustafa Rahmandoost)
- Lehzehi Sabz Dua (Qaisar Ameenpur)
- Iran-e-Aziz (Abbas Yamini Shareef)
- Watan (Mohammad Taqi Bahar)

#### **UNIT – II (12 Hours)**

- Ittefaq-e-Sadeh (Quaisar Ameenpur)
- Lutf-e-Haq (Parveen Eitesami)
- Ummeed (Asghar Mir Khadyoee)
- Sheer wa Moosh (Iraj Mirza)
- Khirad wa Danish (Shahname Firdausi)
- Niyayash (Elahi nameh, Attar Nishapuri)

#### **UNIT – III (12 Hours)**

- Brief introduction of respective poets

#### **UNIT – IV (9 Hours)**

- Translation and summary of the poems in English, Hindi, Urdu

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

1. Farsi Dabistan (Awwal, Diwum, Siwum wa Chahrum): Vizarate Aamuzish wa Parvarish, Sazmane Pizuhish wa Barnameh Rezie Amuzishi, Khayabane Iranshahr, Tehran, Iran.
2. Nisab-e-Jadeed-e-Farsi: Jaiyyed Press, Ballimaran, Delhi.
3. Shamisa, Sirius: Anwa-e-Adabi, Intesharat-e Firdos, Tehran, Iran, 2004.
4. Khanlari, Dr., Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran, Delhi. 6.

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

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

**GENERIC ELECTIVES (GE-6): Spoken Persian – level 1**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Spoken Persian-level 1	4	3	1	Nil	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To make the students equipped with basics of Persian grammar
- To make the students able to read, write and speak fluently in Persian language
- To make the students interpret from English to Persian and vice versa

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be equipped with basics of Persian grammar
- By learning this course, the students will be able to read, write and speak fluently in Persian language
- By learning this course, the students will be able to interpret from English to Persian and vice versa

**SYLLABUS OF GE-6**

**UNIT –I (15 Hours)**

Applied Grammar:

- From the book: Let's Learn Persian (first half of the book; pp. 1-103)

**UNIT – II (15Hours)**

Communication:

- Name of Persian Days of the week
- Name of Persian Months, Time and date
- Name of colours in Persian
- Name of Animals, Birds, flowers in Persian



- Cardinal and Ordinal numbers
- Mode of Transportation

### UNIT – III (15 Hours)

- Translation and Interpretation

#### Essential/recommended readings:

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

#### Suggestive readings:

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

### GENERIC ELECTIVES (GE-7): An outline of the history of Persian language (Ancient times)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
An outline of the history of Persian language (Ancient times)	4	3	1	Nil	12 <sup>th</sup> Pass	

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To equip the students with the history of Persian language in ancient time.
- To familiarize the students with ancient Iranian languages like Old Persian, Avesta and Middle Persian (Pahlavi)

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be able to know about the history of Persian language in ancient time
- By learning this course, the students will be acquainted with ancient Iranian Languages like Old Persian, Avesta and Middle Persian (Pahlavi)

## **SYLLABUS OF GE-7**

### **UNIT–I (15 Hours )**

- Old Persian: Language and Literature Unani, Yehudi, Islamic and Iranian sources
- Achaemenid Empire
- Indo-European language family,
- Cuneiform Script, Avesta, Inscriptions etc

### **UNIT – II (15 Hours)**

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

### **UNIT – III (15Hours)**

- Middle Persian: Pahlavi language
- Sasanid Empire

### **Essential/recommended readings**

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

# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

### Category I

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your discipline as the Single Core Discipline)  
[UG Programme for Bachelor in Urdu (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : STUDY OF CLASSICAL PROSE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Classical Prose	4	3	1	N.A.	Urdu in class XII or X	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of classical society of India through Urdu fiction and non-fiction.
- To give knowledge of fiction and non-fiction writing such as Dastan and Khutoot.
- To give a glimpse of classical literature with special reference to Urdu fiction and non-fiction.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

## SYLLABUS OF DSC-7

### UNIT – I (20 Hours)

1. Urdu Nasra ka Ahad-ba-Ahad Irteqa
2. Mir Amman ki Nasra Nigari
3. Rajab Ali Beg Suroor ki Nasra Nigari

### UNIT – II (20 Hours)

4. Fort William College ki Nasri Khidmat
5. Maktoob Nigari ka Fan
6. Ghalib ki Khutoot Nigari

### UNIT – III (20 Hours)

7. Baagh-o-Bahar - Mir Amman (Sair Chauthey Darvesh ki)
8. Fasana-e-Ajaib – Rajab Ali Beg Suroor (Aaghaz dastan se Anjuman Aara ki Shadi tak)
9. Intekhab-e-Khutoot Ghalib – Khaliq Anjum (Ibtedai 10 Khutoot)

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

### Essential/recommended readings

1. Khutoot-e-Ghalib
2. Bagh-o-Bahar
3. Fasana-e-Ajaib

### Suggestive readings

1. Tareekh-e-Adab Urdu – Jamil Jalibi
2. Dastan-e-Tareekh Urdu – Hamid Hassan Qadri
3. Urdu ki Nasri Dastanein – Gyan Chand Jain

4. Dastan se Novel Tak – Ibn Kanwal
5. Khutoot-e-Ghalib – Muqaddema, Ghulam Rasool Mehr
6. Tanqeedein – Khursheed-ul-Islam

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

## DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): STUDY OF CLASSICAL GHAZAL

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Classical Ghazal	4	3	1	N.A.	Urdu in Class XII or X	-

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF DSC -8

#### UNIT – I (15 Hours)

1. Ghazal ki Tareef aur Fanni Rewayat
2. Ghazal ka Aagaz-o-Irteqa
3. Wali Dakni ki Ghazal Goi
4. Sauda ki Ghazal Goi
5. Khwaja Mir Dard ki Ghazal Goi

#### UNIT – II (15 Hours)

6. Mir Taqi Mir ki Ghazal Goi
7. Aatish ki Ghazal Goi
8. Momin ki Ghazal Goi
9. Ghalib ki Ghazal Goi
10. Ilm-e-Byan, Sana-e-Lafzi, Sana-e-Manvi

### UNIT – III (15 Hours)

#### NISAB:

- Wali Dakni:** (i) Kiya mujh ishq ne zalim ko aab aahista aahista  
(ii) Woh sanam jab soon basa deeda-e-hairan me aa  
(iii) Tujh lab ki shifat laal-e-badakhsan soon kahunga
- Sauda:** (i) Gul phenke hain auron ki taraf balki samar bhi  
(ii) Naseem bhi tere kuche me aur saba bhi hai  
(iii) Jo guzari mujh pe na us se kaho huua so huua
- Dard:** (i) Arz-o-Sama kahan teri wusat ko pa sake  
(ii) Ham tujh se kis hawas ki falak ki justjoo karen  
(iii) Tohmaten chand apne zimme dhar chale

(Matn ki Tadrees)

### UNIT – IV (15 Hours)

- Mir Taqi Mir:** (i) Jis sar ko ghuroor aaj hai yaan taajwari ka  
(ii) Tha mustear husn se us ke jo noor tha  
(iii) Ranj khinche the daagh khaye the

- Aatish:** (i) Yeh aarzo thi tujhe gul ke rubaru kartey  
(ii) Ishq ke saude se pahle dard-e-sar koi na tha  
(iii) Sar mein haway-e-kucha-e-dildaar le chale

- Momin:** (i) Asar us ko zara nahi hota  
(ii) Nawak andaz jidhar deeda-e-jaana honge  
(iii) Thaani thi dil me ab na milenge kisi se ham

- Ghalib:** (i) Aah ko chahiye ek umra asar hone tak  
(ii) Ishrat-e-qatra hai dariya me fana ho jana  
(iii) Sab kahan kuchh lala-o-gul me numayan ho gayeen

(Matn ki Tadrees)

(Matn ki Tadrees)

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

1. Classical Ghazal ka Motala'a – M.R. Publication

#### Essential/recommended readings

1. Urdu Shairi ka Fanni Irteqa – Dr. Farman Fatehpuri
2. Urdu Ghazal – Kamil Qureshi
3. Ghazal aur Motaghazalen – Abul Lais Siddiqui
4. Ghazal aur Motalaa-e-Ghazal – Ibadat Bareilvi
5. Ghazal ki sarguzist – Akhtar Ansari
6. Maashir Adab ke Pesh Roo – Mohammad Hassan
7. Urdu Ghazal ke Aham Mod – Shamsh-ur-Rahman Farooqi
8. Urdu Ghazal – Yusuf Hussain Khan

#### Suggestive readings (if any)

1. Dilli ka Dabistan-e-Shairi – Noorul Hasan Hashmi
2. Urdu Adab ki Tanqeedi Tareekh – Prof. Ehtesham Husain

**DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): STUDY OF PROSE WRITER SIR SYED AHMED KHAN**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Prose writer Sir Syed Ahmed Khan	4	3	1	N.A.	Urdu in Class XII or X	-

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of literary movements through Sir Syed and his writings.
- To give a glimpse of political and social thoughts of Sir Syed for nation making.

**Learning Outcomes**

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

**SYLLABUS OF DSC-9**

**UNIT – I (20 Hours)**

1. Sir Syed: Sawaneh aur Shakhshiyat
2. Ali Gharh Tahreek aur Urdu Adab

**UNIT – II (20 Hours)**

3. Sir Syed ki Nasri Khidmaat
4. Sir Syed ki inshaiah Nigari
5. Ali Gharh Tahreek Aaghaz-o-Irteqa

**UNIT – III (20 Hours)**

**INTEKHAB:**

6. Intekhab Mazameen-e-Sir Syed – Maktba Jamia Limited  
Hamdard, Bahas-o-Takraar, Guzara Huaa Zamana, Khushaamad, Umeed ki Khushi, Sarab-e-Hayat (Matn ki Tadrees)

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



## Essential/recommended readings

1. Intekhab Mazameen-e-Sir Syed – Maktba Jamia Limited

## Suggestive readings

1. Hayat-e-Javed – Altaf Husain Hali
2. Mutala-e-Sir Syed Ahmed Khan – Maulvi Abdul Haq
3. Sir Syed Ahmed Khan – Khaleeq Ahmad Nizami
4. Sir aur Unke Namwar Rofqa – Syed Abdullah
5. Sir Syed Ahmed aur Unka Ahed – Suraiyya Hussain
6. Ali Garh Tahreek – Naseem Qureshi

## Category II

(Multidisciplinary Courses for Undergraduate Programme of study with Urdu discipline as one of the Core Disciplines)

(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as Major discipline)

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): STUDY OF URDU FICTION-SHORT STORY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Urdu Fiction-Short Story	4	3	1	N.A.	Urdu in class X or XII	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.

- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF DSC-3

#### SHORT STORY:

#### UNIT – I (10 Hours)

1. Afsane ki Tareef aur uska Fan
2. Urdu Afsane ka Aaghaz-o-Irteqa
3. Taraqqi Pasand Afsana Nigari

#### UNIT – II (15 Hours)

4. Prem Chand ki Afsana Nigari
5. Krishn Chander ki Afsana Nigari
6. Saadat Hassan Manto ki Afsana Nigari
7. Ghulam Abbas ki Afsana Nigari

#### UNIT – III (15 Hours)

8. Ahmad Nadeem Qasmi ki Afsana Nigari
9. Hayatullah Ansari ki Afsana Nigari
10. Intezar Husain ki Afsana Nigari
11. Kafan - Prem Chand (Matn ki Tadrees)
12. Maha Lakshmi ka Pul- Krishn Chander (Matn ki Tadrees)

#### UNIT – IV (20 Hours)

13. Tooba Tek Singh - Manto (Matn ki Tadrees)
14. Aanandi - Ghulam Abbas (Matn ki Tadrees)
15. Raees Khana - Ahmad Nadeem Qasmi (Matn ki Tadrees)
16. Aakhiri Koshish - Hayatullah Ansari (Matn ki Tadrees)
17. Aakhiri Aadmi - Intezar Husain (Matn ki Tadrees)

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

#### Essential/recommended readings

1. Urdu ke Terah Afsane – Athar Parvez – Educational Book House, Aligarh

#### Suggestive readings

1. Naya Afsana – Waqar Azeem
2. Dastan se Afsane Tak – Waqar Azeem
3. Urdu Nasra ka Fanni Irteqa – Dr. Farman Fatehpuri
4. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
5. Urdu Fiction – All Ahmad Suroor
6. Prem Chand Kahani ka Rahnuma – Jafar Raza
7. Urdu Afsane ki Himayat me – Shamsur Rahman Faruqi
8. Urdu Afsana Fanni-o-Takniki Motala'a – Nighat Rehana Khan

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

**(Multidisciplinary Courses for Undergraduate Programme of study with Urdu discipline as one of the Core Disciplines)**  
**(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as Major discipline)**

**DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): STUDY OF CLASSICAL POETRY**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Classical Poetry	4	3	1	N.A.	Urdu in Class XII or X	-

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of Classical society of India through Classical Poetry.
- To give knowledge of literature such as classical Ghazal, Qasida, Marsia, and Masnvi.
- To give a glimpse of classical literature with special reference to Urdu Poetry.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

**SYLLABUS OF DSC- 4**

**UNIT – I (30 Hours)**

**GHAZALIAAT:**

**1. Wali Dakni**

- Dil ko lagti hai dilruba ki ada
- Jise ishq ka teer-e-kaari lage

**2. Sauda**

- Jo guzari mujh pe mat us se kaho, hua so hua
- Naseem bhi tere kuche me aur saba bhi hai

**3. Dard**

- Madrsa yaa dair tha, yaa kaba yaa butkhana tha
- Ham tujhse kis hawas ki falak ki justjoo karen

**4. Mir Taqi Mir**

- Hasti apni hubab ki si hai
- Uti ho gayi sab tadbiren kuchh na dawa ne kaam kiya

**5. Ghalib**

- Yeh na thi hamari qismat ke visal-e-yaar hota
- Aah ko chahiye ik umra asar hone tak

(Matn ki Tadrees)

(Matn ki Tadrees)

**UNIT – II (10 Hours)**

**MASNAVI:**

6. **Meer Hasan** – Masnavi Saharul-bayan (Dastan taiyari me bagh ki)  
(Matn ki Tadrees)

**UNIT – III (10 Hours)**

**MARSIA:**

7. **Mir Anees** – Subah-e-Shahadat ( Jab raat ibaadat me basar ki shah-e-deen)  
(Matn ki Tadrees)

**UNIT – IV (10 Hours)**

**QASIDA:**

8. Sheikh Ibrahim Zauq – (Zahe Nishat agar kijiey ise tahreer) (Matn ki Tadrees)

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

**Essential/recommended readings**

1. Intikhab-e-Manzumat Hissa Dom – Uttar Pradesh Urdu Akademi, Lucknow
2. Shaor-e-Adab – Maktba Jamia Limited, New Delhi

**Suggestive readings (if any)**

1. Tareekh-e-Adab Urdu – Aijaz Husain
2. Urdu Adab ki Tareekh – Noorul Hasan Naqvi
3. Urdu Shairi ka Fanni Irteqa – Farman Fatehpuri
4. Ghazal aur Motghazaleen – Abullais Siddiqui
5. Urdu Qasidah Nigari ka Tanqeedi Jayeza – Mahmood Ilahi
6. Urdu Masnvi ka Irteqa – Masihuz Zaman
7. Mawazna-e-Anees-o-Dabeer – Shibli Nomani

### Category III

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

(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as non-Major or Minor discipline)

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-3): STUDY OF URDU FICTION-SHORT STORY**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Urdu Fiction-Short Story	4	3	1	N.A.	Urdu in class X or XII	-

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### **SYLLABUS OF DSC-3**

##### **SHORT STORY:**

##### **UNIT – I (10 Hours)**

1. Afsane ki Tareef aur uska Fan
2. Urdu Afsane ka Aaghaz-o-Irteqa
3. Taraqqi Pasand Afsana Nigari

##### **UNIT – II (15 Hours)**

4. Prem Chand ki Afsana Nigari
5. Krishn Chander ki Afsana Nigari
6. Saadat Hassan Manto ki Afsana Nigari
7. Ghulam Abbas ki Afsana Nigari

### UNIT – III (15 Hours)

9. Ahmad Nadeem Qasmi ki Afsana Nigari
10. Hayatullah Ansari ki Afsana Nigari
11. Intezar Husain ki Afsana Nigari
12. Kafan - Prem Chand (Matn ki Tadrees)
13. Maha Lakshmi ka Pul- Krishn Chander (Matn ki Tadrees)

### UNIT – IV (20 Hours)

14. Tooba Tek Singh- Manto (Matn ki Tadrees)
15. Aanandi - Ghulam Abbas (Matn ki Tadrees)
16. Raees Khana - Ahmad Nadeem Qasmi (Matn ki Tadrees)
17. Aakhiri Koshish - Hayatullah Ansari (Matn ki Tadrees)
18. Aakhiri Aadmi - Intezar Husain (Matn ki Tadrees)

### Practical component (if any) - NIL

### Essential/recommended readings

1. Urdu ke Terah Afsane – Athar Parvez – Educational Book House, Aligarh

### Suggestive readings

1. Naya Afsana – Waqar Azeem
2. Dastan se Afsane Tak – Waqar Azeem
3. Urdu Nasra ka Fanni Irteqa – Farman Fatehpuri
4. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
5. Urdu Fiction – All Ahmad Suroor
6. Prem Chand Kahani ka Rahnuma – Jafar Raza
7. Urdu Afsane ki Himayat me – Shamsur Rahman Faruqi
8. Urdu Afsana Fanni-o-Takniki Motala'a – Nighat Rehana Khan

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-7) ELEMENTARY URDU

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Elementary Urdu	4	3	1	NA	Basic knowledge of Urdu	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give a simple taste of Urdu language and literature
- To give a communication skill in Urdu language.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### SYLLABUS OF GE-7

##### UNIT – I (15 Hours)

##### Ghazaliyat:

- |  |                   |
|--|-------------------|
| 1. Mir darya hai sune sheir – Mir Taqi Mir   | (Matn ki Tadrees) |
| 2. Ye na thi hamari qismat - Ghalib          | (Matn ki Tadrees) |
| 3. Sitaro se aage Jahan aur bhi hain - Iqbal | (Matn ki Tadrees) |

##### UNIT – II (20 Hours)

##### Mazameen:

- |   |                   |
|---|-------------------|
| 4. Sawere jo kal ankh meri khuli – Patras Bukhari | (Matn ki Tadrees) |
| 5. Ji aaya sahab – Saadat Hassan Manto            | (Matn ki Tadrees) |

**UNIT – III (20 Hours)**

**Manzumat:**

- |   |                   |
|---|-------------------|
| 7. O des se aane wale bata – Akhtar Shirani | (Matn ki Tadrees) |
| 8. Awara - Majaz                            | (Matn ki Tadrees) |
| 9. Gulon me rang bhare – Faiz               | (Matn ki Tadrees) |

**Note:** Shairon aur Nasri takhleeqkaron ke mukhtsar sawanehi haalat aur fanni khushusiyat par bhi roshni daali jaye.

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

**Essential/recommended readings**

1. Urdu ki nai kitab part-2

**Suggestive readings**

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

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



## GENERIC ELECTIVES (GE-8): STUDY OF NAZIR AKBARABADI

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Study of Poet Nazir Akbarabadi	4	3	1	N.A.			URDU

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Urdu Poetry of eighteenth century.
- To give a glimpse of Ganga-Jamuni culture. A best brotherhood of Indian society.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF GE-8

#### UNIT – I (30 Hours)

1. Nazir Akbarabadi: Sawaneh aur Shakhshiyat
2. Nazir Akbarabadi: Fikr-o-Fan
3. Nazir Akbarabadi aur Awami Rewayat
4. Nazir Akbarabadi ki nazm nigari

#### UNIT – II (30 Hours)

##### DARZ ZEL NAZMO KI TADREES:

5. Muflisi
6. Banjaranama
7. Aadminama
8. Diwali
9. Rotinama
10. Barsaat ki bahaarein

(Matn ki Tadrees)

Practical component (if any) - NIL

**Essential/recommended readings**

1. Intekhab-e-Manzumaat (Part-I) by Uttar Pradesh Urdu Academy
2. Muntkhab Nazmein - by Uttar Pradesh Urdu Academy

**Suggestive readings**

1. Urdu Shairi ka Fanni Irteqa – Farman Fatehpuri
2. Asnaf-e-Adab Urdu – Edited by Qamar Raees and Khaleeq Anjum
3. Urdu Adab ki Tanqeedi Tareekh – Ehtesham Hussain
4. Rooh-e-Nazir – Syed Mehmood Rizvi Makhmurabadi
5. Intekhab-e-Nazir Akbarabadi – Moqaddema: Rashid Hassan Khan
6. Nazir Akbarabadi – Mohammad Hassan
7. Diwan Nazir Akbarabadi – Mirza Farhatullah Begh
8. Nazir ka Aawaza-e-Buland – Mohammad Zakir
9. Nazir Akbarabadi unka Ahed aur Shairi

**GENERIC ELECTIVES (GE-9: STUDY OF SHORT STORY WRITER  
PREMCHAND**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of Short Story Writer Premchand	4	3	1	N.A.	-	-

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu fiction.
- To give knowledge of literature such as Urdu Afsana.
- To give a glimpse of literature with special reference to Urdu fiction.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

**SYLLABUS OF GE-9**

**UNIT – I (30 Hours)**

1. Premchand: Sawaneh aur Shakhshiyat
2. Premchand ki Afsana Nigari
3. Premchand ke Afsano mein Dehati Manzarnama
4. Premchand ki Haqiqat Nigari
5. Premchan ka Usloob Byan

**UNIT – II (30 Hours)**

**DARZ ZEL MATN KI TADREES:**

6. Bade Ghar ki Beti
7. Hajj-e-Akbar
8. Burhi Kaaki
9. Nijaat
10. Kafan
11. Poos ki Raat

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

**Essential/recommended readings**

1. Premchand ke Numaindah Afsane – Compiled by Qamar Raees

**Suggestive readings -**

1. Munshi Premchand: Shakhshiyat aur Karnaame – Qamar Raees
2. Premchand: Fikr-o-Fan – Qamar Raees
3. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
4. Urdu Nasr ka Fanni Irteqa – Farman Fatehpuri
5. Prem Chand Kahani ka Rehnuma – Jafar Raza
6. Premchand Ek Naqeeb – Jafar Raza
7. Premchand Tanqeedi Motala'a – Qamar Raees
8. Fiction ke Fankar: Premchand – Shakeelur Rahman
9. Premchand aur unki Afsana Nigari – Mohd Akbaruddin Siddiqi



**REGISTRAR**