दिल्ली विश्वविद्यालय
University of Delhi

परिषद शाखा / Council Branch-I
कमरा संख्या / Room No.- 212
नया प्रशासनिक खंड / New Administrative Block,
दिल्ली / Delhi-110007
दूरभाष / Telephone-27001155

Ref. No. CNC-I/ A.C.(1)Res/2017/ Dated : 22.08.2017

Enclosed please find herewith Academic Council **Resolution No. 6-3** dated **20-23 June, 2017** and Executive Council **Resolution No. 8-3** dated **03.07.2017/14-15.07.2017** alongwith **appendix** for information and necessary action at your end.

Yours faithfully.

Section Officer (Council-I)

The Head
Department of English,
University of Delhi,
Delhi-110007.

CNC-I/TR-44
23/08/17

UNIVERSITY OF DELHI

ACADEMIC COUNCIL
RESOLUTION NO. 6-3
DATED : 20-23 June, 2017

Resolution No. 6-3

6/ The Council considered and accepted the following recommendations of the Standing Committee on Academic Matters made at its meeting held on 09.06.2017 and recommended to the Executive Council for approval. The Council also recommended that the consequential amendments to the relevant Ordinance of the University be made accordingly.

6-3/ Resolved that the recommendations of the Faculty of Arts made at its meeting held on 18.07.2016 regarding revision of syllabus of B.A. (Hons.) English, English for B.A./B.Com./B.Sc. Programme and English for B.A.(H)/B.Com.(H)/B.Sc.(H) under Choice Based Credit System (CBCS) by the Department of English be accepted with minor modifications as placed at **(Appendix-6).**

परिषद शाखा-I / Council Branch-I
दिल्ली विश्वविद्यालय / University of Delhi
दिल्ली / Delhi-110007

University of Delhi

E.C. Resolution No. 8-3
Dated: 03.07.2017/14-15.07.2017

8/- The Executive Council approved the following recommendations made by the Academic Council at its meeting held on 20th to 23rd June 2017.

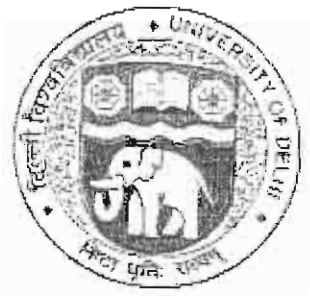
8-3 The Executive Council approved the recommendations of the Faculty of Arts made at its meeting held on 18.07.2016 regarding revision of syllabus of B.A. (Hons.) English, English for B.A./B.Com./B.Sc. Programme and English for B.A. (Hons.)/B.Com (Hons.)/B.Sc. (Hons.) under Choice Based Credit System (CBCS) by the Department of English be accepted as placed at **Appendix-XII**.

21/08/2017

DEPARTMENT OF ENGLISH

UNIVERSITY OF DELHI

DELHI - 110007



Structure of BA Honours English

English for BA/ BCom/BSc Programme

and

English for BA(H)/BCom(H)/BSc (H)

under Choice Based Credit System (CBCS)

Syllabus applicable for students seeking admission to the

BA Honours English, BA/BCom/BSc Programme and
BA(H)/BCom(H)/BSc(H) and under CBCS
w.e.f. the academic year 2015-16

Structure of B. A. Honours English under CBCS

Core Course

Paper Titles		Page No
Sem I		
1. Indian Classical Literature	-	4
2. European Classical Literature	-	4
Sem II		
3. Indian Writing in English	-	5
4. British Poetry and Drama: 14th to 17th Centuries	-	6
Sem III		
5. American Literature	-	7
6. Popular Literature	-	8
7. British Poetry and Drama: 17th and 18th Centuries	-	8
Sem IV		
8. British Literature: 18th Century	-	9
9. British Romantic Literature	-	10
10. British Literature: 19th Century	-	11
Sem V		
11. Women's Writing	-	11
12. British Literature: The Early 20th Century	-	12
Sem VI		
13. Modern European Drama	-	13
14. Postcolonial Literatures	-	14

Discipline Centric Elective (Any four)

Papers 1-6 will be offered in the 5th semester and Papers 7-13 will be offered in the 6th semester. Students will choose 2 in each semester from at least 4 to be offered by each college.

Paper Titles

1. Modern Indian Writing in English Translation	-	15
2. Literature of the Indian Diaspora	-	16
3. British Literature: Post World War II	-	16
4. Nineteenth Century European Realism	-	17
5. Literary Criticism	-	18
6. Science fiction and Detective Literature	-	18
7. Literature and Cinema	-	19
8. World Literatures	-	20
9. Literary Theory	-	21
10. Partition Literature	-	22
11. Research Methodology	-	23
12. Travel writing	-	24
13. Autobiography	-	25

22 June

Generic Elective (Any four)

Paper Titles

1. Academic Writing and Composition - 26
2. Media and Communication Skills - 26
3. Text and Performance - 28
4. Language and Linguistics - 30
5. Contemporary India: Women and Empowerment - 31
6. Language, Literature and Culture - 32
7. Readings on Indian Diversities and Literary Movements* - 34

*This course has been added instead of Gender and Human Rights

Ability Enhancement Course (Compulsory)

Paper Titles

1. English/MIL Communication - 35

Skill Enhancement Course (Any two)

Paper Titles

1. English Language Teaching - 37
2. Soft Skills - 37
3. Translation Studies - 38
4. Creative Writing - 39
5. Business Communication - 39
6. Technical Writing - 40

22 June 2017

Detailed Syllabi

I. B. A. Honours English under CBCS

Core Course

Paper 1: Indian Classical Literature

1. Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
3. Sudraka *Mrechakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
4. Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Indian Epic Tradition: Themes and Recensions
Classical Indian Drama: Theory and Practice
Alankara and Rasa
Dharma and the Heroic

Readings

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

Paper 2: European Classical Literature

1. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin,1985).
2. Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

4. Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
   Horace Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

Suggested Topics and Background Prose Readings for Class Presentations
Topics

The Epic
Comedy and Tragedy in Classical Drama
The Athenian City State
Catharsis and Mimesis
Satire
Literary Cultures in Augustan Rome

Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic,* Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

Paper 3: Indian Writing in English

1. R.K. Narayan: *Swami and Friends*
2. Anita Desai: *In Custody*
3. H.L.V. Derozio: 'Freedom to the Slave'
   'The Orphan Girl'
   Kamala Das: 'An Introduction'
   'My Grandmother's House'
   Nissim Ezekiel: 'Enterprise'
   'The Night of the Scorpion'
   Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'
   'A Poem for Mother'
4. Mulk Raj Anand: 'Two Lady Rams'
   Salman Rushdie: 'The Free Radio'
   Rohinton Mistry: 'Swimming Lessons'
   Shashi Despande: 'The Intrusion'

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Indian English
Indian English Literature and its Readership

27/6/2017

Themes and Contexts of the Indian English Novel
The Aesthetics of Indian English Poetry
Modernism in Indian English Literature

Readings

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

Paper 4: British Poetry and Drama: 14th to 17th Centuries

1. Geoffrey Chaucer: *The Wife of Bath's Prologue*
   Edmund Spenser Selections from *Amoretti:*
   Sonnet LXVII 'Like as a huntsman...'
   Sonnet LVII 'Sweet warrior...'
   Sonnet LXXV 'One day I wrote her name...'
   John Donne: 'The Sunne Rising'
   'Batter My Heart'
   'A Valediction: 'Forbidding Mourning'
2. Christopher Marlowe: *Doctor Faustus*
3. William Shakespeare: *Macbeth*
4. William Shakespeare: *Twelfth Night*

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Renaissance Humanism
The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

Readings

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

Paper 5: American Literature

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe 'The Purloined Letter'
   F. Scott Fitzgerald 'The Crack-up'
   William Faulkner 'Dry September'
4. Anne Bradstreet 'The Prologue'
   Walt Whitman Selections from *Leaves of Grass*:
   'O Captain, My Captain'
   'Passage to India' (lines 1–68)
   Alexie Sherman Alexie 'Crow Testament'
   'Evolution'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women's Writings
Questions of Form in American Poetry

Readings

1. Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, A *Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

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Paper 6: Popular Literature

1. Lewis Carroll *Through the Looking Glass*
2. Agatha Christie *The Murder of Roger Ackroyd*
3. Shyam Selvadurai *Funny Boy*
4. Durgabai Vyam and Subhash Vyam *Bhimayana: Experiences of Untouchability/* Autobiographical Notes on Ambedkar (For the Visually Challenged students)

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Coming of Age
The Canonical and the Popular
Caste, Gender and Identity
Ethics and Education in Children's Literature
Sense and Nonsense
The Graphic Novel

Readings

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

Paper 7: British Poetry and Drama: 17th and 18th Centuries

1. John Milton *Paradise Lost: Book 1*
2. John Webster *The Duchess of Malfi*
3. Aphra Behn *The Rover*
4. Alexander Pope *The Rape of the Lock*

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Religious and Secular Thought in the 17th Century
The Stage, the State and the Market
The Mock-epic and Satire
Women in the 17th Century
The Comedy of Manners

Readings

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

Paper 8: British Literature: 18th Century

1. William Congreve *The Way of the World*
2. Jonathan Swift *Gulliver's Travels* (Books III and IV)
3. Samuel Johnson 'London'
   Thomas Gray 'Elegy Written in a Country Churchyard'
4. Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

Suggested Topics and Background Prose Readings for Class Presentations
Topics

The Enlightenment and Neoclassicism
Restoration Comedy
The Country and the City
The Novel and the Periodical Press

Readings

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

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Paper 9: British Romantic Literature

1. William Blake 'The Lamb',
   'The Chimney Sweeper' (from *Songs of Innocence* and *of Songs of Experience*)
   'The Tyger' (*Songs of Experience*)
   'Introduction' to *Songs of Innocence*
   Robert Burns 'A Bard's Epitaph'
   'Scots Wha Hae'
2. William Wordsworth 'Tintern Abbey'
   'Ode: Intimations of Immortality'
   Samuel Taylor Coleridge 'Kubla Khan'
   'Dejection: An Ode'
3. Lord George Gordon
   Noel Byron 'Childe Harold': canto III, verses 36–45
   (lines 316–405); canto IV, verses 178–86
   (lines 1594–674)
   Percy Bysshe Shelley 'Ode to the West Wind'
   'Ozymandias'
   'Hymn to Intellectual Beauty'
   John Keats 'Ode to a Nightingale'
   'To Autumn'
   'On First Looking into Chapman's Homer'
4. Mary Shelley *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Reason and Imagination
Conceptions of Nature
Literature and Revolution
The Gothic
The Romantic Lyric

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. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
   . Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Paper 10: British Literature: 19th Century

1. Jane Austen *Pride and Prejudice*
2. Charlotte Bronte *Jane Eyre*
3. Charles Dickens *Hard Times*
4. Alfred Tennyson 'The Lady of Shalott'
   'Ulysses'
   'The Defence of Lucknow'
   Robert Browning 'My Last Duchess'
   'The Last Ride Together'
   'Fra Lippo Lippi'
   Christina Rossetti 'The Goblin Market'

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Utilitarianism
The 19th Century Novel
Marriage and Sexuality
The Writer and Society
Faith and Doubt
The Dramatic Monologue

Readings

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* in *Norton Anthology of English* Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

Paper 11: Women's Writing

1. Emily Dickinson 'I cannot live with you'
   'I'm wife; I've finished that'
   Sylvia Plath 'Daddy'
   'Lady Lazarus'
   Eunice De Souza 'Advice to Women'
   'Bequest'
2. Alice Walker *The Color Purple*

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3. Charlotte Perkins Gilman 'The Yellow Wallpaper'
   Katherine Mansfield 'Bliss'
   Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
4. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
   Pandita Ramabai 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
   Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 192–202

Suggested Topics and Background Prose Readings for Class Presentations
Topics

The Confessional Mode in Women's Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women's Rights

Readings

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Paper 12: British Literature: The Early 20th Century

1. Joseph Conrad *Heart of Darkness*
2. D.H. Lawrence *Sons and Lovers*
3. Virginia Woolf *Mrs Dalloway*
4. W.B. Yeats 'Leda and the Swan'
   'The Second Coming'
   'No Second Troy'
   'Sailing to Byzantium'
   T.S. Eliot 'The Love Song of J. Alfred Prufrock'
   'Sweeney among the Nightingales'
   'The Hollow Men'

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Suggested Topics and Background Prose Readings for Class Presentations
Topics

Modernism, Post-modernism and non-European Cultures
The Women's Movement in the Early 20th Century
Psychoanalysis and the Stream of Consciousness
The Uses of Myth
The Avant-Garde

Readings

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

Paper 13: Modern European Drama

1. Henrik Ibsen *Ghosts*
2. Bertolt Brecht *The Good Woman of Szechuan*
3. Samuel Beckett *Waiting for Godot*
4. Eugene Ionesco *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Politics, Social Change and the Stage
Text and Performance
European Drama: Realism and Beyond
Tragedy and Heroism in Modern European Drama
The Theatre of the Absurd

Readings

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

27/June/17

Paper 14: Postcolonial Literatures

1. Chinua Achebe *Things Fall Apart*
2. Gabriel Garcia Marquez *Chronicle of a Death Foretold*
3. Bessie Head 'The Collector of Treasures'
   Ama Ata Aidoo 'The Girl who can'
   Grace Ogot 'The Green Leaves'
4. Pablo Neruda 'Tonight I can write the saddest Lines'
   'The Way Spain Was'
   Derek Walcott 'A Far Cry from Africa'
   'Names'
   David Malouf 'Revolving Days'
   'Wild Lemons'
   Mamang Dai 'Small Towns and the River'
   'The Voice of the Mountain'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

De-colonization, Globalization and Literature
Literature and Identity Politics
Writing for the New World Audience
Region, Race, and Gender
Postcolonial Literatures and Questions of Form

Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

II. Discipline Centric Elective (Any Four)

Detailed Syllabi

Paper 1: Modern Indian Writing in English Translation

1. Premchand 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
   Ismat Chugtai 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chugtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
   Gurdial Singh 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).
   Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
2. Rabindranath Tagore 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).
   G.M. Muktibodh 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).
   Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
   Thangjam Ibopishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
3. Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
4. G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Blackswan, 2010)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Aesthetics of Translation
Linguistic Regions and Languages
Modernity in Indian Literature
Caste, Gender and Resistance
Questions of Form in 20th Century Indian Literature

Readings

1. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).

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2. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
4. G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient Blackswan, 2009) pp. 1–5.

Paper 2: Literature of the Indian Diaspora

1. M. G. Vassanji *The Book of Secrets* (Penguin, India)
2. Rohinton Mistry *A Fine Balance* (Alfred A Knopf)
3. Meera Syal *Anita and Me* (Harper Collins)
4. Jhumpa Lahiri *The Namesake* (Houghton Mifflin Harcourt)

Suggested Topics and Background Prose Readings for Class Presentations
Topics

The Diaspora
Nostalgia
New Medium
Alienation

Reading

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Paper 3: British Literature: Post World War II

1. John Fowles *The French Lieutenant's Woman*
2. Jeanette Winterson *Sexing the Cherry*
3. Hanif Kureshi *My Beautiful Launderette*
4. Phillip Larkin 'Whitsun Weddings'
   'Church Going'
   Ted Hughes 'Hawk Roosting'
   'Crow's Fall'
   Seamus Heaney 'Digging'
   'Casualty'
   Carol Anne Duffy 'Text'
   'Stealing'

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Postmodernism in British Literature
Britishness after 1960s
Intertextuality and Experimentation
Literature and Counterculture

Readings

1. Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkley and Los Angeles: University of California Press, 1989) pp. 23–38.
2. Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
3. Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature And Its Background, 1960-1990* (Oxford: OUP, 1997).

Paper 4: Nineteenth Century European Realism

1. Ivan Turgenev *Fathers and Sons*, tr. Peter Carson (London: Penguin, 2009).
2. Fyodor Dostoyvesky *Crime and Punishment*, tr. Jessie Coulson London: Norton, 1989).
3. Honore de Balzac *Old Goriot*, tr. M.A. Crawford (London: Penguin, 2003).
4. Gustave Flaubert *Madame Bovary*, tr. Geoffrey Wall (London: Penguin, 2002).

Suggested Topics and Background Prose Readings for Class Presentations
Topics

History, Realism and the Novel Form
Ethics and the Novel
The Novel and its Readership in the 19th Century
Politics and the Russian Novel: Slavophiles and Westernizers

Readings

1. Leo Tolstoy, 'Man as a creature of history in *War and Peace*', ed. Richard Ellmann et. al., *The Modern Tradition*, (Oxford: OUP, 1965) pp. 246–54.
2. Honore de Balzac, 'Society as Historical Organism', from Preface to *The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
3. Gustav Flaubert, 'Heroic honesty', Letter on *Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
4. George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85.

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Paper 5: Literary Criticism

1. William Wordsworth: Preface to *Lyrical Ballads* (1802)
   S.T. Coleridge: *Biographia Literaria.* Chapters IV, XIII and XIV
2. Virginia Woolf: " Modern Fiction"
   T.S. Eliot: "Tradition and the Individual Talent" 1919
   "The Function of Criticism" 1920
3. I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34. London 1924 and *Practical Criticism.* London, 1929
4. Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)
   Maggie Humm: *Practising Feminist Criticism: An Introduction.* London 1995

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Summarising and Critiquing
Point of View
Reading and Interpreting
Media Criticism
Plot and Setting
Citing from Critics' Interpretations

Suggested Readings

1. C.S. Lewis: Introduction in *An Experiment in Criticism.* Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism.* Connecticut, Yale University 1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

Paper 6: Science Fiction and Detective Literature

1. Wilkie Collins *The Woman in White*
2. Arthur Conan Doyle *The Hound of the Baskervilles*
3. Raymond Chandler *The Big Sleep*
4. H.R.F. Keating *Inspector Ghote Goes by Train*

Suggested Topics and Readings for Class Presentation
Topics

Crime across the Media
Constructions of Criminal Identity
Cultural Stereotypes in Crime Fiction

Crime Fiction and Cultural Nostalgia
Crime Fiction and Ethics
Crime and Censorship

Readings

1. J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker,* 20 June 1945.
2. George Orwell, *Raffles and Miss Blandish*, available at: <www.george-orwell.org/Raffles_and_Miss_Blandish/0.html>
3. W.H. Auden, *The Guilty Vicarage*, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Raymond Chandler, 'The Simple Art of Murder', *Atlantic Monthly*, Dec. 1944, available at: <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html

Paper 7: Literature and Cinema

1. James Monaco, 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.
2. William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
3. Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).
4. Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Theories of Adaptation
Transformation and Transposition
Hollywood and 'Bollywood'
The 'Two Ways of Seeing'
Adaptation as Interpretation

Readings

1. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.

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3. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

Other films that may be used for class presentations:

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angoor* (dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003), *Omkara* (dir. Vishal Bhardwaj, 2006) respectively.
2. Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).
3. *Rudaali* (dir. Kalpana Lajmi, 1993) and *Gangor* or 'Behind the Bodice' (dir. Italo Spinelli, 2010).
4. Ruskin Bond, *Junoon* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011).
5. E.M. Forster, *A Passage to India* and its adaptation dir. David Lean (1984).

Note:

a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
b) To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
5. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

Paper 8: World Literatures

1. V.S. Naipaul, *A Bend in the River* (London: Picador, 1979).
2. Marie Clements, *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
3. Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008)
   Julio Cortazar, 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).
4. Judith Wright, 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.
   Gabriel Okara, 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3.

Kishwar Naheed, 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.
Shu Ting, 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).
Jean Arasanayagam, 'Two Dead Soldiers', in *Fussilade* (New Delhi: Indialog, 2003) pp. 89–90.

Suggested Topics and Background Prose Readings for Class Presentations
Topics

The Idea of World Literature
Memory, Displacement and Diaspora
Hybridity, Race and Culture
Adult Reception of Children's Literature
Literary Translation and the Circulation of Literary Texts
Aesthetics and Politics in Poetry

Readings

1. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
4. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

Paper 9: Literary Theory

1. Marxism
   a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
   b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.

2. Feminism
   b. Elaine Showalter, 'Twenty Years on: *A Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.

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c. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One),* in *New French Feminisms,* ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.

3. Poststructuralism
   a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader,* ed. David Lodge (London: Longman, 1988) pp. 108–23.
   b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

4. Postcolonial Studies
   a. Maharma Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
   b. Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
   c. Aijaz Ahmad, '"Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

Suggested Background Prose Readings and Topics for Class Presentations
Topics

The East and the West
Questions of Alterity
Power, Language, and Representation
The State and Culture

Readings

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

Paper 10: Partition Literature

1. Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
2. Amitav Ghosh, *The Shadow Lines.*
3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
   b) Manik Bandhopadhya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.
   c) Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
   d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

4. a) Faiz Ahmad Faiz, 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
   b) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
   c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Colonialism, Nationalism, and the Partition
Communalism and Violence
Homelessness and Exile
Women in the Partition

Background Readings and Screenings

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Films

Garam Hawa (dir. M.S. Sathyu, 1974).
Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003).
Subarnarekha (dir. Ritwik Ghatak, 1965)

Paper 11: Research Methodology

1. Practical Criticism and Writing a Term paper
2. Conceptualizing and Drafting Research Proposals
3. On Style Manuals
   Notes, References, and Bibliography/ Annotated Bibliography

- Workshop on Topic Development (4 Hours)
- Workshop on Research Proposal (4 Hours)
- Project Work: Write a Research Paper (2000-2500 words)

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Suggested Readings:

MLA Handbook, Latest edition available
Ranjit Kumar. *A Step-by-Step Guide for Beginners*. New Delhi: Sage, 2005. K.E. Howell. *Introduction to the Philosophy of Methodology*. New Delhi: Sage, 2013.
Immanuel Kant. 'Critique of Aesthetic Judgment' in *Critique*. Translation & introduction, J.H. Bernard. Macmillan, 1914.
John, Dewey. *How we Think*. CreateSpace Independent Publishing Platform, 2011
George Watson. *The Literary Thesis*. Prentice Hall Press, 1970.
Constance Rooke. *The Clear Path: A Guide to Writing English Essays*. Nelson College Indigenous, 2004.

Paper 12: Travel Writing

1. Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin Publisher
   Al Biruni: Chapter LXIII, LXIV, LXV, LXVI. in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India
2. Mark Twain: *The Innocent Abroad* (Chapter VII , VIII and IX) (Wordsworth Classic Edition)
   Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper Perennial
3. William Dalrymple: *City of Djinn* (Prologue, Chapters I and II) Penguin Books
   Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing
4. Nighat Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013
   Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

Suggested Topics and Background Prose Readings for Class Presentations
Topics:

Travel Writing and Ethnography
Gender and Travel
Globalization and Travel
Travel and Religion
Orientalism and Travel

Readings

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

Paper 13: Autobiography

1. Jean-Jacques Rousseau's *Confessions*, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000). Benjamin Franklin's *Autobiography*, pp.5-63, Edited by W. Macdonald (London: J.M. Dent and Sons, 1960).
2. M. K. Gandhi's *An Autobiography or the Story of My Experiments with Truth*, Part I Chapters II to IX, pp. 5-26 (Ahmedabad: Navajivan Trust, 1993). Annie Besant's *Autobiography*, Chapter VII, Atheism As I Knew and Taught It, pp. 141- 175 (London: T. Fisher Unwin, 1917).
3. Binodini Dasi's *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for Women,1998).
   A. Revathi's *Truth About Me: A Hijra Life Story*, Chapters One to Four, pp. 1-37 (New Delhi: Penguin Books, 2010.)
4. Richard Wright's *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).
   Sharankumar Limbale's *The Outcaste*, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

Suggested Topics and Background Prose Readings for class Presentations
Topics:

Self and society
Role of memory in writing autobiography
Autobiography as resistance
Autobiography as rewriting history

Readings:

1. James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of autobiography*.(Princeton: Princeton University Press, 1972) pp. 3-50.
2. Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.
3. Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1-17.

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4. Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.

III Generic Elective (Any Four)

Paper 1: Academic Writing and Composition

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in One's Own Words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Paper 2: Media and Communication Skills

1. Introduction to Mass Communication

1. Mass Communication and Globalization
2. Forms of Mass Communication

Topics for Student Presentations:

a. Case studies on current issues Indian journalism
b. Performing street plays
c. Writing pamphlets and posters, etc.

2. Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

a. Creating an advertisement/visualization
b. Enacting an advertisement in a group
c. Creating jingles and taglines

3. Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
c. Editing articles
d. Writing an editorial on a topical subject

4. Introduction to Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

Suggested Readings:

Media and Mass Communication:

1. MV Kamath: *Professional Journalism*. New Delhi: Vikas Publishing House, 1980.
2. Denis Macqnail: *Mass Communication*. New Delhi: Om Books, 2000.
3. Ambrish Saxena: *Fundamentals of Reporting and Editing*. New Delhi: Kanishka Publishers, 2007.
4. MK Joseph: *Outline of Editing*. New Delhi: Anmol Publications, 2002.
5. TJS George: *Editing – A Handbook for Journalists* (IIMC)
6. Harold Evans: *Essential English for Journalists, Editors and Writers*. UK: Random House, 2000.
7. Rajiv Batra, John G Myers, David A Aaker: *Advertising Management* (New Delhi, Pearson Education, 2007.
8. Em Griffin. *Communication – A First Look at Communication Theory*. Edition VIII, McGraw Hill, 2011.
9. Uma Narula. *Handbook of Communication Models, Perspectives, Strategies*. New Delhi: Atlantic Publishers, 2006.
10. Jan Servaes, ed. *Communication for Development and Social Change*. 2003. New Delhi: Sage India. 2007.
11. Larry Barker. *Communication*. Edition VIII. Boston: McGraw Hill, 2002; rpt. 2009.
12. Brent D. Ruben and Lea P. Stewart. *Communication and Human Behaviour. Edition V* Pearson, 2005.

Television Journalism:

Andrew Boyd. *Broadcast Journalism: Techniques of Radio and Television News*. 2000. Burlington: Focal Press; 6 edition, 2009.
Robert Thompson, Cindy Malone. *The Broadcast Journalism Handbook: A Television News Survival Guide*. Maryland: Rowman & Littlefield Publishers, 2004.

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Mark W. Hall. Broadcast Journalism: *An Introduction to News Writing*. Hastings House, 1978.
Stephen Cushion. *Television Journalism*. Sage Publications, 2012.

Digital Media:

Tony Feldman. *An Introduction to Digital Media*. Taylor & Francis, 2004.
Brian Carroll. *Writing for Digital Media*. Taylor & Francis, 2010.
Paul Messaris and Lee Humphreys, eds. *Digital Media: Transformations in Human Communications*. New York: Peter Lang Publishing, 2006.
Megan A. Winget, William Aspray. *Digital Media: Technological and Social Challenges of the Interactive World*. Lanham: Scarecrow Press, 2011.

Paper 3: Text and Performance

1. Introduction

1. Introduction to theories of Performance
2. Historical overview of Western and Indian theatre
3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

Topics for Student Presentations:

a. Perspectives on theatre and performance
b. Historical development of theatrical forms
c. Folk traditions

2. Theatrical Forms and Practices

1. Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc.
2. Voice, speech: body movement, gestures and techniques (traditional and contemporary). floor exercises: improvisation/characterization

Topics for Student Presentations:

a. On the different types of performative space in practice
b. Poetry reading, elocution, expressive gestures, and choreographed movement

3. Theories of Drama

1. Theories and demonstrations of acting: Stanislavsky, Brecht
2. Bharata

Topics for Student Presentations:

a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

4. Theatrical Production

1. Direction, production, stage props, costume, lighting, backstage support.
2. Recording/archiving performance/case study of production/performance/impact of media on performance processes.

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Topics for Student Presentations:

a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

5. Project Work: Theatre Workshop leading to the production of a play

Suggested Readings:

Text and Performance: Introduction
Adya Rangacharya. *The Indian Theatre*. New Delhi: NBT, 1971.
Richard, Schechner. 'Drama, Script. Theatre and Performance' in *Performance Theory*. London and New York: Routledge, 2003.
Nemichandra Jain, *Tradition, Continuity and Change in Indian Theatre*, New Delhi: Vikas Publishing House, 1992.
V. Raghvan. 'Sanskrit Drama and Performance' in *Indian Drama and Retrospect*. Hope India Publication and Sangeet Natak Akademi.
Theatrical Forms and Practices
E. Alkazi, "The Training of The Actor", *Indian Drama and Retrospect*. Hope India Publication and Sangeet Natak Akademi, 2007
Peter Brook. *The Empty Space: A Book About the Theatre: Deadly, Holy, Rough, Immediate*. 1968. Touchstone, 1995.
Prasanna. *Indian Method in Acting*. Delhi: National School of Drama, 2013.
Theories of Drama
Walter Benjamin, '*What is Epic Theatre*', *Understanding Brecht*. London and New York: Verso, 1973.
The Stanislavski System: The Professional Training of an Actor. 2nd rev. ed. Penguin, 1984.
Goverdhan Panchal. *The Theatres of Bharata and Some Aspects of Sanskrit Play-Production*. Delhi: Munshiram Manoharlal Publishers, 1996.
Theatrical Production
G.N. Dasgupta. *A Guide to Stage Lighting*. Delhi: Annapurna, 1986.
Robert Leach. *Theatre Studies: The Basics*. Routledge, 2015.
Aparna Bhargva Dhadwadkar. *Theatres after Independence*. New Delhi: OUP, 2006. 5

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Further Readings:

Nandi Bhatia, ed. *Modern Indian Theatre: A Reader*. New Delhi: Oxford University Press, 2009.
Indian Drama in Retrospect. Introduction by Jayant Kastuaar. New Delhi: Sangeet Naatak Akademi and Hope India Publications, 2007.
Vasudha Dalmia. *Poetics, Plays and Performances: The Politics of Modern Indian Theatre*. New Delhi: OUP, 2009.
Ananda Lal, ed. *The Oxford Companion to Indian Theatre*. New Delhi: OUP, 2004.
Richmond, Farley, P., Darius L., Swann and Phillip B. Zarrilli, eds. *Indian Theatre: Traditions of Performance*. New Delhi: Motilal Banarsidass, 1993.
Richard Schechner. *Performance Studies: An Introduction*. Oxon: Routledge, 2003.
Bharat Gupt. *Dramatic Concepts: Greek and Indian, A Study of Poetics and Natyashashtra*. New Delhi: D.K. World, 1994.
Andrew Sofer. *The Stage Life of Props*.USA: The University of Michigan Press, 2003.
James R. Hamilton. *The Art of Theater*. Oxford: Blackwell, 2007.
Indian Theatre, January 2012, available at National School of Drama

Paper 4: Language and Linguistics

1 Language: language and communication; language varieties: standard and non- standard language; language change.
Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*.Cambridge: Cambridge University Press.

2 Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*. New York: McGraw HillIntroduction: Chapter 3

3 Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed.
Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. (New Yourk: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7

4 Syntax and semantics: categories and constituents phrase structure; maxims of conversation.
Akmajian, A., R. A. Demers and R, M Harnish, Llinguistics: An Introduction to Language and Communication, 2nd ed. (Cambridge, Mass,: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

Paper 5: Contemporary India: Women and Empowerment

1. Social Construction of Gender (Masculinity and Feminity)
   Patriarchy
2. History of Women's Movements in India (Pre-independence, post independence)
   Women, Nationalism, Partition
   Women and Political Participation
3. Women and Law
   Women and the Indian Constitution

Personal Laws(Customary practices on inheritance and Marriage)
(Supplemented by workshop on legal awareness)

4. Women and Environment
State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*. RokeyaSakhawat Hossain, "Sultana's Dream" *Sultana's Dream and Padmarag: Two Feminist Utopias*, New Delhi: Penguin, 2005. (1-15)

Dalit Discourse: "Baby Kondiba Kamble: *JinneAmuche*" pg.194-225 and "Vimal Dadasaheb More: *Teen Dagdachi Chul*" pg. 344-386 in *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonios*, ed. Sharmila Rege, New Delhi: Zubaan Books, 2006.

Suggested Readings:

Social Construction of Gender

Ann Oakley. *Sex, Gender and Society*. London: Temple Smith, 1972.
Kamala Bhasin. *What is Patriarchy*? New Delhi: Kali for Women, 1993.
Kamala Bhasin. *Exploring Masculinity*, New Delhi: Women Unlimited, 2004.
V.Geetha. *Gender*. Calcutta: Stree, 2002.
Kate Millet. *Sexual Politics*. New York: Doubleday, 1970.

History of Women's Movement in India

Ray Raka. *Fields of Protest: Women's Movements in India*. New Delhi: Kali for Women. 2000.
Radha Kumar: *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India: 1800-1990*. New Delhi: Kali for Women. 2002.

Women and Law

Flavia Agnes, Sudhir Chandra, Monmayee Basu. *Women and Law in India: An Omnibus comprising Law and Gender Inequality, Enslaved Daughters, Hindu Women and Marriage Law*. New Delhi: OUP, 2004.
The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bare Act. New Delhi: Universal. 2014.

Women and Environment

Vandana Shiva. *Staying Alive: Women, Ecology, and Development*. New Delhi: Zed Books, 1988.
Bina Aggarwal."Who Sows Who Reaps? Women and Land Rights in India". *Journal of Peasant Studies* 15(4):531-581, 1998.

Female Voices

Urvashi Butalia: *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin, 1998.

Dalit Discourse

Sharmila Rege. *Against the Madness of Manu, B.R Ambedkar's Writings on Brahmanical Patriarchy*, New Delhi: Navayana, 2013.

Paper 6: Language, Literature and Culture

Course Objective:

Language and literature are as much a part of our environment as the physical, economic and political environment. This course aims at increasing the students' awareness of why language matters, multilinguality, features of Indian literature and trends in contemporary Indian culture, especially as they are reflected in the media.

I. Language

(i) Why language matters
(ii) Functions of language
(iii) Language and class, gender, ethnicity, identity
(iv) Language variation: dialect, slang, standard and non-standard language
(v) Bilingualism and multilingualism,

Fromkin, Victoria, David Blair and Peter Collins. 1999. *An Introduction to Language*. Harcourt Brace, Javanovich: NY. [Pages 362-370]
Crystal, David. 1997. *The Cambridge Encyclopaedia of Language*. Cambridge: CUP.
Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. London and New York: Longman.
George Yule. 1996. The Study of Language. 2nd edition. CUP.
Poddar, A. 1969. *Language and Society in India*: Proceedings of a Seminar IIAS: Shimla, pages 76-88, 136-143.
Khubchandani, L.M. 1983. *Plural Languages, Plural Cultures*. University of Hawaii Press. [Chapters 5 & 6]
Cummins J and M. Swain. 1986. *Bilingualism in Education*. Longman: London [Chapter 8]

II. Indian Literature

This section of the course will involve a study of significant themes and forms of Indian literature through the ages with the help of prescribed texts.
(i) The relation between language and literature: oral and written literature
(ii) Salient features of ancient and medieval Indian literature
(iii Different Phases of Indian literatures

Prescribed Text:
Selections for detailed study from *Indian Literature: An Introduction/ Bhartiya Sahitya: ek Parichay*, edited by Anjana Dev, Sanam Khanna and Bajrang Bihari Tiwari (Delhi: Pearson, 2005: reprinted 2006).

Chapter 2: Veda Vyasa: The *Mahabharata*: The Ekalavya Episode
Chapter 3: Sudraka : *Mrichchhakatika*: The Making of a Breach
Chapter 4: Ilanko Atikal: *Cilappatikaram*: The Book of Mathurai
Chapter 7: Mirabai: I Know Only Krsna
Chapter 8: Amir Abul Hasan Khusrau: Separation

Chapter 9: Asadullah Khan 'Ghalib': Desires Come by the Thousands
Chapter 11: Faiz Ahmad Faiz: Do Not Ask
Chapter 12: Subramania Bharati: The Palla Song
Chapter 14: Rabindranath Tagore: The Cabuliwallah
Chapter 16: Shrilal Shukla: Raag Darbari
Chapter 17: Ismat Chugtai: Touch-Me-Not
Chapter 19: Amrita Pritam: To Waris Shah
Chapter 20: Masti Venkatesha Iyengar: Venkatashami's Love Affair
Chapter 22: Indira Goswami: The Journey
Chapter 24: Omprakash Valmiki: Joothan
Chapter 26. Shrikant Mahapatra: Folk Songs

* The remaining units may be considered as suggested readings:

Further Reading:

Sisir Kumar Das, ed. *A History of Indian Literature*. New Delhi: Sahitya Akademi. 1995.

III. Culture and Society in Contemporary India

(i) The Idea of Culture
(ii) Culture and the Media

Suggested Readings:

1. Williams, Raymond. (1983) *Keywords*. rev. ed., OUP.
2. During, Simon, ed. (1999) *The Cultural Studies-Readers*. London: Routledge.
3. Dines, G. & J. M. Humez, eds. (1995) *Gender, Race and Class in Media: A Text-Reader*. Thousand Oaks, CA: Sage.
4. Shapiro, Michael and Harold Schiffman (1981) *Language and Society in South Asia*, Delhi: Motilal Banarsidas.
5. Aurobindo, Sri. "Is India Civilised?" in *Foundations of Indian Culture*. Volume 20 [pages 1-13]
6. Gokak, V.K. 1986. "Towards a Definition of Culture" in *India and World Culture*. New Delhi: Sahitya Akademi. [pages 1-8]
7. Kumar, Keval J. *Mass Communication in India*. 3rd Edition. Mumbai: Jaico Publishing House, 2004.
8. Basham, A.L. *The Wonder that was India*. Delhi: Rupa, 1999, Chapter 9: 'Language and Literature'.
9. Karna, M.N. (March-Sept. 1999) 'Language, Region and National Identity', *Sociological Bulletin*, 48:1&2, pages 75-96

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Paper 7: Readings on Indian Diversities and Literary Movements

Sukrita Paul Kumar, et. al., eds., *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi:. Oxford University Press, 2015. Editorial Board: Department of English, University of Delhi

Unit 1: Overview
Unit 2: Linguistic Plurality within Sufi and Bhakti Tradition
Unit 3: Language Politics: Hindi and Urdu
Unit 4: Tribal Verse
Unit 5: Dalit Voices
Unit 6: Writing in English
Unit 7: Womanspeak: Examples from Kannada and Bangla
Unit 8: Literary Cultures: Gujarati and Sindhi

Suggested Topics and Background Prose Readings for Class Presentations:

Multilingualism and Language Hierarchies
Oral Traditions
Dalit and Tribal Cultures
Sufi and Bhakti Traditions
Indian Writing in English

Readings:

1. Jawaharlal Nehru, "The Variety and Unity of India" and 'The Epics, History, Tradition and Myth', *The Discovery of India*. Bombay: Asia Publishing House, 1961. Pg. 61-63, 99-106.
2. U.R. Ananthamurthy, "Tradition and Creativity", ed. A.J. Thomas, *Literature and Culture*. Calcutta: Papyrus, 2002.
3. Shashi Deshpande, "Where do we belong: Regional, National or International?" and "Why Am I a Feminist", in *Writing from the Margins and Other Essays*. New Delhi: Viking, 2003. Pg. 82-85.
4. Rustom Bharucha, "Thinking through Culture: A Perspective for the Millennium", and Gopal Guru, "Dalits in Pursuit of Modernity", in *India: Another Millennium*, ed. Romila Thapar. New Delhi: Penguin, 2000. Pg. 66-84, 123-36.
5. Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. Pg. 158-95.
6. Sheldon Pollock, ed., *Literary Cultures in History*. New Delhi: OUP, 2003. Pg. 1-36.

1V. Ability Enhancement Course
Compulsory

Paper 1: English/MIL Communication

English Communication – A, B and C Credits: 4

Preamble:

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

The Communicative Language Course in English is a **three-tiered** structure, addressing different levels of language learning acquired in school. The three streams **A, B** and **C** are offered to students who have studied English up to class XII, class X and class VIII respectively.

1. **Introduction**: Theory of Communication, Types and modes of Communication
2. **Language of Communication**:
   Verbal and Non-verbal
   (Spoken and Written)
   Personal, Social and Business

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Barriers and Strategies
Intra-personal, Inter-personal and Group communication

3. **Speaking Skills**:
Monologue
Dialogue
Group Discussion
Effective Communication/ Mis- Communication
Interview
Public Speech

4. **Reading and Understanding**
Close Reading
Comprehension
Summary Paraphrasing
Analysis and Interpretation
Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts

5. **Writing Skills**
Documenting
Report Writing
Making notes
Letter writing

Recommended Readings*:

Business English: Editorial Board, Department of English, University of Delhi. Pearson, 2008.

*Other available books relevant to the course may be consulted. These readings may be used for all the three streams, and pitched at different levels to address the three learning levels respectively.

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V. Skill Enhancement Course (Any Two) Credits: 4

Paper 1: English Language Teaching

1. Knowing the Learner
2. Structures of English Language
3. Methods of teaching English Language and Literature
4. Materials for Language Teaching
5. Assessing Language Skills
6. Using Technology in Language Teaching

Suggested Readings

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

Paper 2: Soft Skills

Teamwork
Emotional Intelligence
Adaptability
Leadership
Problem solving

Suggested Readings

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1. S.P. Dhanavel. *English and Soft Skills*. Orient BlackSwan, 2013.
2. Dale Carnegie. *How to Win Friends and Influence People* (1936) Gallery Books.
3. Gopalaswamy Ramesh & Mahadevan Ramesh. *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson, 2010.

Paper 3: Translation Studies

1. Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.
2. Exercises in different Types / modes of translation, such as:
   a. Semantic / Literal translation
   b. Free / sense/ literary translation
   c. Functional / communicative translation
   d. Technical / Official
   e. Transcreation
   f. Audio-visual translation
3. a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:
   Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.
   b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Practice: Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend 'Equivalence in translation': Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.
   Practice: Tasks of Translation in Business: Advertising
2. Discussions on issues of 'Translation and Gender' by attempting translation for media, films and advertisements from different languages.
3. Developing skills for Interpreting: understanding its dynamics and challenges.
   Interpreting: Simultaneous and Consecutive (practical application)

Practice: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

Resources for Practice:

Dictionaries
Encyclopedias
Thesauri
Glossaries
Software of translation

Suggested Readings

1. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)

2. ---------- (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, Gender in translation: Cultural Identity and the Politics of Transmission. New York: Routledge, 1996.
3. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
4. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
5. House, Juliana. *A Model for Translation Quality Assessment*. Tubingen: Gunter Narr, 1977.
6. Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
7. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
8. Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.
9. Toury, Gideon. *Translation Across Cultures*. New Delhi : Bahri Publications Private Limited, 1987.
10. Trivedi, Poonam, Tasneem Shahnaaz & Shivika Mathur. *Translation and Interpreting*. Delhi: Primus Books. (forthcoming)

Paper 4: Creative Writing

Unit 1. What is Creative Writing
Unit 2. The Art and Craft of Writing
Unit 3. Modes of creative Writing
Unit 4. Writing for the Media
Unit 5. Preparing for Publication

Recommended book: *Creative Writing: A Beginner's Manual* by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

Paper 5: Business Communication

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence
8. Spoken English for business communication
   (Viva for internal assessment)
9. Making oral presentations
   (Viva for internal assessment)

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Suggested Readings:

1. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.: *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

Paper 6: Technical Writing

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

Suggested Readings

1. M. Frank. Writing as thinking: *A guided process approach, Englewood Cliffs*, Prentice Hall Reagents.
2. L. Hamp-Lyons and B. Heasely: Study Writing; *A course in written English*. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Pauley: *"Technical Report Writing Today"* - Biztaantra.

Additional Reference Book: Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8th Edition (2004).

Structure of Discipline English under CBCS

(only for those students who offer Discipline English as one of the core subjects in B.A. Programme)

Semester 1: DSC 1A: Individual and Society
Semester 2: DSC 1B: Selections (poems, short stories) from *Modern Indian Literature & Living Literatures.*
Semester 3: DSC 1C: British Literature: Selections from *Living Literatures.*
Novel
Play
Semester 4: DSC 1D: Literary Cross Currents: Selections from *Living Literatures*
Novella
Play

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Detailed Syllabus

DSC 1-A: *The Individual and Society: Essays, Stories and Poems*. Pearson/ Longman, 2005.

DSC 1-B: Selections from *Modern Indian Literature: Poems and Short Stories*. ed. Dept. of English. Delhi: OUP, 1999.
Short Stories: Premchand, 'The Holy Panchayat'
R.K. Narayan, 'The M.C.C.'
Vaikom Muhammad Basheer, 'The Card-Sharper's Daughter'
Saadat Hasan Manto, 'Toba Tek Singh'
Ambai, 'Squirrel'
Ismat Chugtai, 'Lihaaf'

Selections from *Living Literatures: An Anthology of Prose and Poetry*. Editorial Board, Department of English, University of Delhi. Orient Longman, 2007.
Poems: The Victorian Age to the Twentieth Century: (twelve poems)
Story: Mahasweta Devi, 'The Hunt'

DSC 1-C: Charles Dickens: *Oliver Twist*
William Shakespeare: *The Merchant of Venice*
Selections from *Living Literatures: An Anthology of Prose and Poetry*. Editorial Board, Department of English, University of Delhi. Orient Longman, 2007.
Poems: The Renaissance (sonnets and love lyrics): six poems

DSC 1-D: Play: Vijay Tendulkar. *Silence! The Court is in Session*
Novella: Rohinton Mistry. *Such a Long Journey*
Selections from *Living Literatures: An Anthology of Prose and Poetry*. Editorial Board, Department of English, University of Delhi. Orient Longman, 2007.
Poems: The Eighteenth Century and the Romantic Age: seven poems
African Writing: Ngugi wa Thiong'o: (from) Decolonizing the Mind.

There was no syllabus earlier for the DSEs to be opted by the students. This has now been incorporated, as follows:

5th semester
DSE - 1 E

1. **Detective Literature**
   a. Edgar Allen Poe: *Murders at Rue Morgue*
   b. Arthur Conan Doyle: *The Study in Scarlet*
   c. Agatha Christie: *A Murder is Announced*
   d. Sharadindu Bandopadhyaya: *The Menagerie*

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Suggested Reading:

Raymond Chandler: The Simple Art of Murder: An Essay (1950) available at http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html

2. Modern Drama

a. Girish Karnad: *Wedding Album*. New Delhi: Oxford, 2009.
b. Mahesh Dattani: *Final Solutions. Collected* Plays. New Delhi: Penguin, 2000, pp159-236.
c. Bertolt Brecht: *Mother Courage and Her Children*. Trans. Eric Bentley. New Delhi: OUP, 1983.
d. Harold Pinter: *Birthday Party*. Bloomsbury: Faber and Faber, 1991.

6th Semester-
DSE –1 F

1: Children's Literature

a.	Rudyard Kipling	*The Jungle Book*
b.	Roald Dahl	*Charlie and the Chocolate Factory*
c.	Satyajit Ray	*The Golden Fortress ('Sonar Kella')*
d.	Ruskin Bond	*Susannah's Seven Husbands*

2: World literatures

a.	NgugiwaThiongo	*Weep Not Child*
b.	Chinua Achebe	*Things Fall Apart*
c.	Marquez	Balthasar's Marvellous Afternoon
	Paz	The Blue Bouquet
d.	Neruda	Fable of the Mermaid and the Drunks;
		Ode to his clothes;
		Tonight I can write
	Walcott	Goats and Monkeys
		A Far Cry from Africa
		Names

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Core: English/ MIL – 1 & 2 Credits 6
for BA Programme/ BCom Programme

This course is to be taught in alternate semesters – I & III OR II & IV to **BA Programme and B.Com Programme** students.

Learning Objectives

The learning objectives of English Language Course for B.A./B.Com Programme (CBCS) are common to those of any language which focusses on proficiency in the skills of Listening, Speaking, Reading and Writing. The variation lies within the material used to address differential levels of acquired learning or targets of learning. The present course is tagged with source readings rather than prescriptive readings to allow for flexibility, useful in creating language learning tasks and activities for the projected outcomes. The cited texts open up a wide frame which may be adapted for teaching all four skills. An element of familiarity in terms of themes and contexts facilitates language learning in the class room with appropriate pedagogy. The teacher as facilitator would use warm up exercises to introduce different genres and themes. Variations of the materials/readings are encouraged to pre-empt dependency on guides, a trend which results from book-based rather than task-based examination. The course is offered at three levels, where applicable, till such time that it is required.

The Core Language Course in English is a **three-tiered** structure, addressing different levels of language learning acquired in school. The three streams **A, B** and **C** are offered to students who have studied English up to class XII, class X and class VIII **respectively.**

Advanced English: Stream A
(For those who have passed English in Class XII)

Course objectives

The course enhances the skills of reading, writing, speaking and listening.
It encourages recognition and awareness of different genres like the short story, poetry, feature articles, etc.
Topical and social themes form an integral part of the course
The course teaches the students speaking and listening skills in class and tests these skills for a constant monitoring of their proficiency
The course broadens the horizons of the text by project work which is flexible, and enhances the creativity of the student.
The course uses activities centred on translation for students, and gives them a composite view of multiculturalism.
By the end of the two-semester course the learner should have sufficient vocabulary to read and understand biographical sketches, narratives, write coherently, summarise and understand tape scripts/read-aloud, speak fluently and narrate at length with minimal errors in syntax.

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Semester I or II

Writing skills
Diary entry
Paragraph writing
Summary/Note-making
Formal and informal letter writing
CV/ Resume writing
Book/ Film reviews

Internal assessment
Speaking skills, Listening/ Comprehension
Project work

Suggested projects
Sports writing, Poetry about women/ men, Poetry in translation, Telling a story, Fantasy writing, Chat shows, The menace of dowry, A success story

Recommended Readings:
Fluency in English (Revised Ed.) Part I, Delhi: Orient Blackswan, 2015.
El Dorado: A Textbook of Communication Skills, Orient Blackswan Private Limited, Hyderabad, 2014, Units 1 – 5.
Interchange, Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1 - 8.
New Headway, Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 1-6.
Write to be Read: Reading, Reflecting & Writing, Cambridge University Press, Delhi, First South Asian edition 2014, Units 1-4.

Semester III or IV

Writing skills
Interview
Feature article
Notice
Questionnaire/ Survey
Essay/Speech writing
Report writing
Dialogue writing

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Internal assessment
Speaking skills, Listening/ comprehension
Project work

Suggested projects
Creative writing, Theatre Action Group (TAG)/ other theatre groups, *Billy Elliot*, Translating a poem, Arranged marriages, Interviewing a celebrity, Writing a newspaper article on a current topic
Today's youth and youth icons, Leadership and politics, Examination system and benefits of reform, The *Mahabharata*, Communalism, Gender discrimination, Social activism

Recommended Readings

Fluency in English Part II. Delhi: Oxford University Press, 2015.
El Dorado: A Textbook of Communication Skills, Orient Blackswan Private Limited, Hyderabad, 2014, Units 6-10.
Interchange, Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9 - 16.
New Headway, Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 6-12.
Write to be Read: Reading, Reflecting & Writing. Cambridge University Press, Delhi, First South Asian edition 2014, Units 5-7

Intermediate English: Stream B
(For those who have passed English in Class X)

Semester I or II

The two semester course should enhance the reading skills demonstrated in simple comprehension passages of about six hundred words, write short paragraphs on familiar topics, understand lectures and presentations in English, speak about themselves, seek information in the context of real life situations.

Course objectives: To develop the following skills:

Reading
The ability to understand and assimilate the main ideas and specific details in a 400-500 word text of moderate difficulty
The ability to read a text at normal speed with correct pronunciation, intonation and pauses, and also with appropriate facial expression and gestures (especially in poetry and drama)

Writing
The ability to write a letter of request, complaint, apology, order, etc
The ability to write an application for a job with a covering letter
The ability to write an advertisement for selling/ buying an item
The ability to write a notice, poster, recipe, etc

3/h June 17

Listening
The ability to comprehend the gist as well as details of a talk, lecture discussion, news item, announcement, etc
The ability to take notes

Speaking
The ability to pronounce words correctly and to speak with proper intonation
The ability to introduce one's self and others, socialise, make requests, seek permission and information, place an order, accept an invitation and give directions

Recommended Readings

English at the Workplace Part I. Delhi: Oxford University Press, 2015.
Interchange: Workbook II, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1-8.
New Headway, Pre Intermediate Student's Book, 3rd Edition, Oxford University Press, 2010, Units 1-6.
English Grammar: Just For You (English-Hindi), Oxford University Press, Delhi, 2014, Units 1-9.
Spoken English: A Foundation Course, Part II, Orient Blackswan Private Limited, Hyderabad, 2014, Units 6 - 8.

Semester III or IV

Understanding the difference between formal and informal language
Framing questions and using contracted forms
The ability to write a paragraph on a given topic
The ability to write a short narrative or essay (up to 100 words)

Recommended Readings:

English at the Workplace Part II. Delhi: Oxford University Press, 2015.
Interchange: Workbook II, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9-16.
New Headway, Pre Intermediate Student's Book, 3rd Edition, Oxford University Press, 2010, Units 7-12.
English Grammar: Just For You (English-Hindi), Oxford University Press, Delhi, 2014, Units 10-18.
Spoken English: A Foundation Course Part II. Orient Blackswan Private Limited, Hyderabad, 2014, Units 9 – 10.

Basic English: Stream C
(For those who have passed English in Class VIII, and all other categories, except those covered by A & B)

Course objectives

The recommended readings help the students increase their proficiency in English by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction. The material, methodology and language tasks create contexts for interaction and language use, so that learners acquire and sharpen their language skills as they process the text on their own.
The recommended grammar books provide rules, explanations and examples in easy, accessible language supported by pictorial representations (wherever possible) with practice exercises to help students internalise the rules.
The course covers all four language skills: listening, reading, writing and speaking.
At the end of the two semester course, learners should have internalised the basics of syntax to be able to describe, write a short paragraph of simple sentences with relatively accurate spellings, learn to dialogue with one another and read with correct pronunciation showing an enhanced level of confidence in using English though with support from L1.

Semester I or II

Understanding syntax
Exposure to functional vocabulary
Sentence writing on given words
Reading aloud

Recommended Readings

Everyday English Part I. Delhi: Pearson, 2005.
Interchange: Workbook I, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1-8.
New Headway, Beginner Student's Book, 3rd Edition, Oxford University Press, 2011, Units 1-7.
Real English: A Multi-Skill Language Course, Course Book 8. Viva Education, New Delhi 2015, Units 1-9.
Spoken English: A Foundation Course, Part I, Second Edition, Orient BlackSwan Private Limited, Hyderabad, 2014, Units 1-3.

Semester III or IV

Writing about self
Framing questions
Descriptive writing using adjectives
Understanding the usage of the article
Correcting sentences.

Recommended Readings

Everyday English Part II. Delhi: Pearson, 2005.
Interchange, Workbook I, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9-16.

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New Headway Beginner Student's Book, 3rd Edition, Oxford University Press, 2011, Units 8-11.
Real English: A Multi-Skill Language Course, Course Book 8, Viva Education, New Delhi, 2015, Units 10-18.
Spoken English: A Foundation Course, Part I, Second Edition, Orient Blackswan Private Limited, Hyderabad, 2014, Units 4 – 5.

Any other related Reading which has worked well in interactive pedagogy may be recommended and circulated through U.G.C., CBCS Committee

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22 June 2017

दिल्ली विश्वविद्यालय
University of Delhi

परिषद शाखा / Council Branch-I
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Ref. No. CNC-I/2016-17/

Dated: 20th September, 2016

NOTIFICATION

The Academic Council at its meeting held on 19-20 July 2016 made the following resolutions:

7.7/
7.8/ The Council in principle accepted the recommendations of the Standing Committee regarding the syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Hons.) History under the Choice Based Credit System, syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Programme) History under the Choice Based Credit System, subject to the following:

1. The Head, Department of History would incorporate the suggestions made by the members of the Academic Council.
2. Contents of various courses need to be elaborated, wherever applicable.
3. Books in Hindi medium and from other Indian authors relevant to the contents of the various courses be added.

The Council decided to record that the Department concerned shall bear the responsibility for the contents of the syllabus.

Further, the Council authorized the Vice-Chancellor to take appropriate action in the matter including accord of approval to the syllabus of B.A. (Hons.) History and B.A. (Programme) History after the compliance of above suggestions.

Following this, the Committee of Courses, Department of History at its meetings held on 12.08.2016, 17.08.2016 and 18.09.2016 revised the syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 incorporating the suggestions made by the members of the Academic Council.

The Vice-Chancellor on 19.09.2016 approved the same for implementation with immediate effect.

{Revised syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 details are uploaded on the Delhi University website www.du.ac.in under Study at DU →Courses/Syllabi: http://du.ac.in/du/index.php?page=cbcs-syllabus (Faculty of Social Sciences/History)}

REGISTRAR

Revised
BA Programme History
CBCS Syllabus
2016

As approved by the Academic Council on 19th July, 2016
[Item No. 4.03.8; A.C – 19.07.2016]

Revised BA ProgrammeHistory CBCS Courses
2016

Core Courses:
CC I: History of India from earliest times up to c. 300 CE
CC II: History of India, c. 300 to 1200
CC III: History of India, c. 1200-1700
CC IV: History of India, c. 1700-1950

Discipline Specific Electives:
DSE I: Cultural Transformations in Early Modern Europe-I (1500-1800)
DSE II: Capitalism and Colonialism-I (16th to mid19th Century)
DSE III: Issues in World History-I (the 20th Century)
DSE IV: Cultural Transformations in Early Modern Europe-II (1500-1800)
DSE V: Capitalism and Colonialism-II (mid19th to 20th century)
DSE VI: Issues in World History-II (the 20th Century)

Generic Electives
GE I: Women in Indian History
GE II: Gender in the Modern World
GE III: Cultural Diversity in India
GE IV: Environmental Issues in India
GE V: Inequality and Difference
GE VI: Delhi through the Ages

Skill Enhancement Courses
SEC I: History and Tourism
SEC II: Introducing Indian Art
SEC III: An Introduction to Archaeology
SEC IV: Archives and Museums
SEC V: Crafts and Artisans: Living Traditions
SEC VI: Popular Culture
SEC VII: Body and Healing in India

History course to be offered in lieu of MIL: Cultural Diversity in India (GE III)

Sequence of Revised CBCS BA (Programme) Courses (2016 onwards)

Semester	Core	Discipline Specific Elective - Any Two	Skill Enhancement Courses - Any Four	Generic Elective - Any Two
Semester 1	Core 1 History of India from earliest times to c. 300 CE			
Semester 2	Core 2 History of India, c. 300-1200			
Semester 3	Core 3 History of India, c. 1200-1700		Paper 1: History and Tourism	
Semester 4	Core 4 History of India, c. 1700-1950		Paper 2: Introducing Indian Art OR Paper 3: An Introducion to Archaeology	
Semester 5		Paper 1: Cultural Transformations in Early Modern Europe- I (1500-1800) **OR** Paper 2: Capitalism and Colonialism- I (16th to mid 19thCentury **OR** Paper 3: Issues in World History- I (the 20th Century)	Paper 4: Archives and Museum OR Paper 5: Crafts and Artisans: Living Traditions	Paper 1: Women in Indian History **OR** Paper 2: Gender in the Modern World **OR** Paper 3: Cultural Diversity in India
Semester 6		Paper 4: Cultural Transformations in Early Modern Europe- II (1500-1800) **OR** Paper 5: Capitalism and Colonialism- II (mid 19th to 20th Century) **OR** Paper 6: Issues in World History- II (the 20th Century)	Paper 6: Popular Culture **OR** Paper 7: Body and Healing in India	Paper 4: Environmental Issues in India **OR** Paper 5: Inequality and Difference **OR** Paper 6: Delhi through the Ages

Core Course I

History of India from earliest times up toc.300 CE

I. Interpreting ancient India; survey of sources

II. Survey of Palaeolithic, Mesolithic and Neolithic cultures: rock art

III. Harappan Civilization : origin, extent; urban features – town planning, economy, society and religion; decline. Chalcolithic cultures

IV. *Vedic* culture: polity, economy, society and religion. Beginnings of the iron age. Megalithic cultures

V. Emergence of *Mahajanapadas* (territorial states); *rājyas* and *gaṇas/saṇghas*; Magadhan expansion

VI. *Buddhism* and *Jainism*: doctrines; spread

VII. The *Mauryan* empire: state and administration, economy, Ashoka's *Dhamma*, art and architecture

VIII. Post Mauryan Age with special reference to *Satavahanas* and *Kushanas*: polity, economy, society, art

IX. *Sangam* Age: polity, economy and society.

ESSENTIAL READINGS

- Allchin, F.R. and B., *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking, 1997.
- Basham, A.L. *The Wonder That Was India*. New Delhi: Rupa & Co, 1967.
- बैषम, ए. एल. *अद्भुत भारत.* शिवलाल अग्रवाल एंड कंपनी.आगरा
- Chakrabarti, Dilip K. *India: An Archaeological History- Palaeolithic Beginnings to Early Historic Foundations*. Delhi: OUP, 1999.
- Chakravarti, Ranabir. *Exploring Early India Upto C. AD 1300*. New Delhi: MacMillan, 2010.
- चक्रवर्ती, रणबीर. *भारतीय इतिहास: आदिकाल,* नई दिल्ली ,ओरियेंट ब्लैकस्वा ,2012.
- Jain, V. K. *Pre and Protohistory of India*. New Delhi: D.K. Printworld, 2006.
- जैन, वी. के. *भारत का प्रागैतिहास और आद्य इतिहास: एक अवलोकन.* नई दिल्ली: 2008.

- Jha, D.N. *Ancient India in Historical Outline*. New Delhi: Manohar Publishers, revised and enlarged edition, 2009.
- झा, डी. एन. *प्राचीनभारत: एक रुपरेखा,* 2013.
- Jha, D.N. *Early India: A Concise History*. Delhi: Manohar, 2004.
- Jha, D.N. and K. M. Shrimali, *प्राचीन भारत का इतिहास,* हिंदी माध्यम कार्यान्वय निदेशालय दिल्ली विश्वविद्यालय .
- Kosambi, D.D. *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan, 1975.
- कोसाम्बी, डी. डी. *मिथक और यतार्थ.*
- Ratnagar, Shereen. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi**:** Tulika, 2001.
- Karsashima, Noboru ed. *A Concise History of South India*. New Delhi: OUP, 2014.
- Ray, H. P. *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: OUP, 1986.
- **रे, न. आर.** ***मौर्य एवं मौर्योत्तर कला.***
- Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*.New Delhi: Pearson, 2013.
- सिंह, उपिन्दर. *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास* से *पाषाणकाल* :12 *वीं शताब्दी तक,* New Delhi: Pearson, 2016.
- Sharma, R.S. *Perspectives in Social and Economic History of Early India*.New Delhi: MunshiramManoharlal, 1995.
- शर्मा, आर. एस*. प्राचीन भारत के सामाजिक और आर्थिक इतिहास के परिपेक्ष.*
- शर्मा, आर. एस. *प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास,* हिंदी माध्यम कार्यान्वय निदेशालय ,दिल्ली विश्वविद्यालय ,2000)
- Thapar, Romila. *Early India from the Origins to AD 1300*. New Delhi: Penguin, 2002.
- थापर, रोमिला. *पूर्वकालीन भारत : प्रारम्भ से*1300 *ई.तक,* हिंदी माध्यम कार्यान्वय निदेशालयदिल्ली , विश्वविद्यालय, 2008.
- Thapar, Romila. *Ashoka and the Decline of the Mauryas*, third edition. New Delhi: OUP, 2012.
- थापर, रोमिला. *अशोक और मौर्य साम्राज्य का पतन,* ग्रंथशिल्पी.

Core Course II

History of India, c. 300 to 1200

I. The Guptas and Vakatakas: state and administration, economy, society, religion, art, literature, science and technology

II. Towards the early medieval: changes in society, polity, economy and culture with special reference to Pallavas, Chalukyas and Vardhanas

III. Evolution of political structures of the Rastrakutas, Palas and Pratiharas; economy; religious and cultural developments

IV. Emergence of Rajput states in Northern India; socio-economic foundations

V. The Cholas: state, administration, economy and culture.

VI. The Arabs; the Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade

ESSENTIAL READINGS

- Asher, Catherine and Talbot, Cynthia. *India before Europe*. Cambridge: CUP, 2006.
- Basham, A.L. *The Origins and Development of Classical Hinduism*. Delhi: OUP, 1991.
- Chakrabarti, Dilip K. *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*.Delhi: OUP, 1991.
- Chakrabarti, Ranabir. *Exploring Early India Up to c. AD 1300*. New Delhi: MacMillan, 2010(In Hindi,भारतीयइतिहास:आदिकाल, नई दिल्ली ,ओरियेंट ब्लैकस्वान ,2012(
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- Chattopadhyaya, B.D. *The Making of Early Medieval India*. New Delhi: OUP, 1994.
- Devahuti, D. *Harsha: A Political Study*. New Delhi: OUP, third edition, 1999.
- Dutt, Sukumar. *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*. Delhi: Motilal Banarsidas Publishers, 1988.
- Habib, M. and K. A. Nizami. *A Comprehensive History of India*, vol. 5. Delhi: People's Publishing House, 1970.
- Huntington, Susan. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York, Weatherhill, 1985.
- Karashima, Noboru ed. *A Concise History of South India*. New Delhi: OUP, 2014.

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- Sharma, R. S. *Early Medieval Society: A Study in Feudalization*. Delhi: Orient Longman, 2001(In Hindi: पूर्व मध्यकालीन भारत का सामंती समाज और संस्कृति, राजकमल प्रकाशन, 2009)
- Thapar, Romila. Early India from the Origins to AD 1300. New Delhi: Penguin, 2002 (in Hindi: पूर्वकालीनभारत :प्रारम्भसे1300 ई .तक, हिंदी माध्यम कार्यान्वय निदेशालयदिल्ली , विश्वविद्यालय, 2008.
- Veluthat,Kesavan. *The Political Structure of Early Medieval South India* (second revised edition). Delhi: Orient Longman, 2012.

Core Course III

History of India, c. 1200-1700

I.Foundation, expansion and consolidation of the Sultanates ofDelhi c.13th to 15th century:

Expansion; iqtasystem; administrative reforms; nobility

II. Regional political formations: Gujarat and Vijayanagara

III. Foundation, expansion and consolidation of the Mughal state, c.16th to 17th century: expansion and consolidation; Rajputs; Mansabdari and Jagirdari; imperial ideology: assessing Aurangzeb

IV. 17th century transitions: Marathas; Sikhs

V. Art and architecture in medieval India: Qutb complex; Vijayanagara(Hampi); Fatehpur Sikri; Mughal miniature painting

VI. Society, culture and religion: Bhakti --Kabir and Mira Bai; Sufism – Nizamuddin Auliya; Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

VII. Economy andintegrated patterns of exchange: rural and urbanlinkages;commercial practices (usury and banking);maritime trade and non-agrarian production

ESSENTIAL READINGS

- Alam, M.,and S. Subrahmanayam. *The Mughal State 1526-1750*. New Delhi: Oxford University Press, 1998.
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Delhi: Orient Black Swan, 2007.

- Gordon, S. *The Marathas 1600-1818*. Cambridge: Cambridge University Press, 1993.
- Habib, I. *मध्यकालीन भारत का आर्थिक इतिहास: एक सर्वेक्षण.* Delhi: Rajkamal, 2003.
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- ----------.*The Agrarian System of Mughal India,1554-1707.*New Delhi: Oxford University Press,1999.
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- Jackson, P. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 2003.
- Khanna, M. *मध्यकालीन भारत का सांस्कृतिक इतिहास.* Delhi: Orient Black Swan, 2012.
- Koch, E. *Mughal Architecture: An Outline of its History and Development (1526-1858).* Prestel, 1991.
- Kumar, S. *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black, 2007.
- Moosvi, S. *The Economy of the Mughal Empire c.1595:A Statistical Study*. Delhi: Oxford University Press, 1987.
- Ray Chaudhuri, T and I. Habib., ed. *The Cambridge Economic History of India, Vol.1:c1200-1750*. Delhi: Orient Longman, 1982.
- Richards, J F. *The Mughal Empire*. Cambridge: Cambridge University Press, 1996.
- Rizvi, SAA. *Muslim Revivalist Movements in Northern India during 16th and 17thcenturies*. Delhi: MunshiramManoharlal, 1993.
- Verma, HC.,ed. *मध्यकालीन भारत,* भाग *1&2*, New Delhi: Hindi Madhyam Karyanvaya Nideshalaya (Univ. of Delhi), 2003(reprint).

Core Course IV

History of India, c. 1700-1950

I. India in the 18th century-society, economy, polity and culture

II. Expansion and consolidation of British power with special reference to Bengal, Mysore, Maratha and Punjab

III. Making of a Colonial Economy:

[a] Land revenue settlements, Drain of Wealth

[b] De-industrialisation, commercialisation of agriculture

IV. [a] Socio-religious reform movements in the 19th century: an overview

[b] Phule, Ambedkar and the caste question

[c] Peasant and tribal movements

V. The Revolt of 1857--causes, nature and consequences

VI. Nationalist politics, 1858-1947:

[a] Foundation of the Indian National Congress.

[b] Moderates' economic critique of British Rule

[c] Extremists and Militant Nationalists

[d] Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

VII. Growth of communal politics and the Partition of India

VIII. Independence, Indian Constitution and the establishment of the Republic

ESSENTIAL READINGS**:**

- Bandyopadhyay, S. *From Plassey to Partition*. Delhi: Orient Longman, 2004.
- बंद्योपाध्याय, शेखर. *पलासी से विभाजन तक: आधुनिक भारत का इतिहास,* दिल्ली, Orient Longman, 2012.
- Bayly, C.A. *An Illustrated History of Modern India 1600-1947*. London: National Portrait Gallery, 1990.
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- Bose, S and Ayesha Jalal. *Modern South Asia: History,Culture ,Political Economy*. New Delhi: OUP, 1998.
- Chandra, B. *India After Independence*. Delhi: Penguin Books, 2000.
- Chandra, B. *India's Struggle for Independence*. Delhi: Penguin, 1989.
- चंद्रा, बि. *आधुनिक भारत का इतिहास.* Delhi, Orient Blackswan, 2009.
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- Desai, A.R. *Social Background of Indian Nationalism*. Delhi: Popular Prakashan, 1981.
- Dube, Ishita Banerjee. *A History of Modern India.* Delhi: Cambridge University Press, 2015.
- Dutt, R.P. *India Today*. Calcutta: Manisha, 1986.
- Grover, B.L. *Modern Indian History*, New Delhi :S. Chand & Co., 1995.
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- Habib, I. *Indian Economy 1757-1857*: A People's History of India Series. Vol. 25. Delhi: Tulika Books, 2013.
- Habib, I. *Indian Economy 1858-1914*: A People's History of India. Vol. 28. New Delhi: Tulika Books, 2006.
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- Metcalf, T. *Ideology of the Raj*. Delhi: Cambridge University Press, 2001
- Omvedt, G. 1994. *Dalits and Democratic Revolution.* Delhi: Sage, 1994.
- Sarkar, S. *Modern India 1885-1947*. Delhi: Macmillan, 1983.
- सरकार, सुमित. *आधुनिक भारत का इतिहास.*
- Shukla, R.L., ed. *आधुनिक भार का इतिहास.* Delhi: Hindi Madhayam Karyanvay Nideshalay, 1987.
- वर्मा, आनंदस्वरूप, *भारत का स्वाधीनता संग्राम.* दिल्ली: ग्रंथशिल्पी, 2004.

DSE I

Cultural Transformations in Early Modern Europe- I (c. 1500-1800)

I. Key concepts and historical background

[a] The idea of the early Modern; perspectives on culture in history
[b] An overview of the classical and medieval legacy

II. The Renaissance

[a] Society and politics in Italian city states
[b] Humanism in art and literature
[c] Developments in science and philosophy
[d] Renaissance beyond Italy

III. Upheaval in religion

[a] The Papacy and its critics
[b] The spread of Protestant sects in Northern Europe
[c] Counter Reformation and religious strife
[d] The economic and cultural impact of the Reformations

IV. The Conquest of the New World: material, social and cultural aspects

ESSENTIAL READINGS:

- Anderson, M.S. *Europe in the Eighteenth Century,* 1713-1783. 2nd edn. New York: Longman, 1976.
- Burke, Peter. *Popular Culture in Early Modern Europe.* UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History.* New York: Harper Collins, 1998.
- Greaves R.L., Robert Zaller and J.T. Roberts. *Civilizations of the West: From 1660 to the Present.* New York: Harper Collins College Publishers, 1994.
- Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, Bonnie G. Smith.*Making of the West, Vol. II: Since 1500: Peoples and Cultures.* Boston: Bedford/ St. Martin's, 4th edition, 2012.
- King, Margaret L.*Western Civilisation: A Social and Cultural History*. New York: Prentice Hall, 1999.

- Koenigsberger, H.G., G.L. Mosse and G.Q. Bowler, *Europe in the Sixteenth Century.* U.S.A.: Routledge, 2012.
- Pennington, D. H. *Europe in the Seventeenth century*, New York: Longman, 1989.
- Ralph L.P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. *Western Civilizations, Vol.II.* New York/ London: W.W. Norton & Co., 1993.
- Todorov, Tzevatan. *Conquest of America.* New York: Harper Collins, 1996.
- Wiesner- Hanks, M. E., *Early Modern Europe, 1450-1789.* UK: Cambridge University Press, 2013.
- सिन्हा, अरविन्द, *संक्रान्तिकालीन यूरोप,* नई दिल्ली: ग्रंथशिल्पी, 2009.

BESIDES TEXTS:

1. Critical appreciation of contemporary novels like Pride and Prejudice and Gulliver's Travels and of dramatic productions of the era (The Marriage of Figaro, The Threepenny Opera).
2. Documentary films from the BBC, The Learning Channel and The History Channel etc. on European artists, monarchs, museums and developments like the Renaissance.

SUGGESTED READINGS:

- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century, Vol.I.* California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy.* University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre,* Massachusetts, London: Harvard University Press, 1983.
- Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966.
- Ginsberg, Carlo. *The Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983.
- Huizinga, J. *The Waning of the Middle Ages.* New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution,* U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.

- Ladurie, Emmanuel Le Roy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.
- Rosener, Werner. *The Peasantry of Europe*. England: Basil Blackwell, 1994 (translated from German).
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991 reprint.

DSE II

Capitalism and Colonialism- I (16th to mid19thCentury)

I. Key concepts -- Capitalism, colonialism and imperialism; questions of free labour/ slavery in agriculture, industry and trade

II. Rise of Atlantic economy; origin of capitalism as a global system

III. European expansion;plantation slavery in the New World; African slavery and the Caribbean

IV. Industrial Revolution in Europe; origins, causes, spread in Britain and Germany.

ESSENTIAL READINGS

- Davies, Norman, *Europe: A History.*New York: Harper Collins, 1998. (Chapters 7, 8, 9)
- Greaves R.L., Robert Zaller and J.T. Roberts. *Civilizations of the West: From 1660 to the Present.* New York: Harper Collins College Publishers, 1994.
- Hill, C. *From Reformation to Industrial Revolution- 1530 to 1780*. England: Penguin Books Ltd., 1988.
- Hobsbawm, E.J. *Industry and Empire: The Birth of the Industrial Revolution.* New York: The New Press, 1999.
- Merriman, J.*A History of Modern Europe: From Renaissance to the Present,* Volume I. New York: W.W. Norton, 2010.
- Parthasarathi, Prasannan. *Why Europe Grew Rich and India did Not: Global Economic Divergence, 1600-1850.*Cambridge: Cambridge University Press, 2011.
- Ralph L.P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. *Western Civilizations,* Vol.II. New York/ London: W.W. Norton & Co., 1993.
- Wolf,Eric. *Europe and the People without History*.California: University of California Press, 2010.
- पार्थसारथी गुप्त,*ब्रिटेन का इतिहास* .दिल्ली विश्वविद्यालय.
- देवेश विजय ,*यूरोपीय संस्कृति-1400-1800,* दिल्ली विश्वविद्यालय.

SUGGESTED READINGS

- Braudel, Fernand, *Civilization and Capitalism, 15th- 18th Century, Volume I*. California: University of California Press, 1992.

- Byers, Terence J. *Capitalism from Above and Capitalism from Below*. New York: Palgrave Macmillan, 1996.
- Hilton, R. *The Transition from Feudalism to Capitalism*. Delhi: Aakar Books, 2006. [Available in Hindi].
- Lowe, Norman. *Mastering Modern World History*. Delhi: Macmillan India Ltd., 1997(3rd edition).
- Sinha, A. *Europe in Transition*. Delhi: Manohar Publishers and Distributors, 2010.
- सिन्हा, अरविन्द, *संक्रान्तिकालीन यूरोप,* नई दिल्ली: ग्रंथशिल्पी, 2009.

DSE III

Issues in World History- I (The 20th Century)

I. Concept and definitions: contemporary era, capitalist industrialization, modernity, imperialism.

II. First World War: analysis of its causes, course and consequences in Europe and the world. Paris Peace settlement, League of Nations, Mandate System.

III.1917 Russian Revolution: origins, course,impact on Russia and the world.

IV. Economic recovery and instability in Europe up to 1929.Global Depression, its impact on industrialized and semi-colonial worlds.

V. Rise of fascism and its relationship to parliamentary democracy. Liberalism and Communism; case studies of Germany and Japan up to the Second World War; the meaning of the Second World War.

ESSENTIAL READINGS:

- Findley, Carter V. and John Rothey. *Twentieth-Century World*. USA: Wadsworth Publishing, 7thedn. 2011.
- Hobsbawm,E.J. *The Age of Extremes. 1914 – 1991*. New York: Vintage, 1996.
- Lowe, Norman. *Mastering Modern World History*. London: Palgrave Macmillan, 1997 [Macmillan Master Series: designed for UK CGSE exams)
- Overy, Richard. *The Times Complete History of the World*, 6th edn. London: Collins, 2004.
- Excerpts from writings of Virginia Woolf, George Orwell, Promoedya Ananta Toer, Chinua Achebe, others. [There are Hindi translations of texts of some of these writers)

SUGGESTED READINGS:

- Armytage, W.H.G. *The Rise of the Technocrats: A Social History*. London: Routledge and Kegan Paul, 1965.
- Davidson, Basil. *Modern Africa: A Social and Political History*. 3d edn. London / New Jersey: Addison–Wesley, 1995.
- Dower, John. *Embracing Defeat: Japan in the Wake of the World War Two*. New York: W.W. Norton, 2000.
- Kiernan, V. “Nationalist Movements and Social Classes”, in *Nationalist Movements*, edited byA.D. Smith, pp. 110-33. London: Macmillan, 1976.
- Kincaid, Jamaica. *A Small Place*. New York: New American Library, 1989.

- Mandel, Ernest. *The Meaning of the Second World War*. London: Verso, 1986.
- Mazower, Mark. *The Balkans: A Short History.* New York: Modern Library, [2000] paperback, 2002. (especially Chap. 4)
- Menchu, I. Rigoberta. *An India Woman in Guatemala* (Memoir of 1992 Nobel Peace Prize Winner). London: Verso, 1987. (Available in Hindi)
- Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business.*USA:Penguin, 1986.
- Spence, Jonathan D. *The Gate of Heavenly Peace: The Chinese and Their Revolution 1895 – 1980.*Penguin Books, 1982.
- Weeks, Jeffrey. *Sex, Politics and Society: the Regulation of Sexuality in Britain since 1800*. 2d edn. London: Longman, 1989 (Chapters 13-14).
- सिंह, रीता. *विश्व का इतिहास.*

DSE IV

Cultural Transformations in Early Modern Europe- II (c. 1500 – 1800)

I. The Scientific Revolution and the Enlightenment

[a] A new view of the universe and matter
[b] Reflections on the scientific method
[c] Hobbes, Locke and the Philosophes
[d] Despotism and the limits of Enlightenment

II. Literacy and artistic developments

[a] Literacy trends from Dante to Shakespeare
[b] Art from Baroque to Rococo and Neo Classicism
[c] Novels as an art form
[d] Women and the new Public Sphere

III. Transitions in popular culture and mentalities c. 1550 – 1780

[a] Family and marriage patterns
[b] The decline of magic,the rise of 'witch' trials
[c]Changing mentalities and popular protests: Jacqueries, food riots and the crowd
[d] Absolutism and the peasantry in Eastern Europe

ESSENTIAL READINGS:

- Anderson, M.S. *Europe in the Eighteenth Century*, 1713-1783. 2nd edn. New York: Longman, 1976.
- Burke, Peter. *Popular Culture in Early Modern Europe.* UK: Ashgate, 2009.
- Davies,Norman, *Europe: A History.* New York: Harper Collins, 1998.
- Greaves R.L., Robert Zaller and J.T. Roberts. *Civilizations of the West: From 1660 to the Present.* New York: Harper Collins College Publishers, 1994.
- Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, Bonnie G. Smith.*Making of the West, Vol. II: Since 1500: Peoples and Cultures.* Boston: Bedford/ St. Martin's, 4th edition, 2012.
- King, Margaret L.*Western Civilisation: A Social and Cultural History*. New York: Prentice Hall, 1999.
- Koenigsberger, H.G., G.L. Mosse and G.Q. Bowler, *Europe in the Sixteenth Century.* U.S.A.: Routledge, 2012.
- Pennington, D. H. *Europe in the Seventeenth century*, New York: Longman, 1989.
- Ralph L.P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. *Western Civilizations, Vol.II.* New York/ London: W.W. Norton & Co., 1993.
- Todorov, Tzevatan. *Conquest of America.* New York: Harper Collins, 1996.

- Wiesner- Hanks, M. E., *Early Modern Europe, 1450-1789.* UK: Cambridge University Press, 2013.
- वर्मा, लाल बहादुर, *आधुनिक विश्व की झलक.*
- गुप्ता, परथा सारथी (सं.), *आधुनिक पश्चिम का उदय.*

BESIDES TEXTS:

1. Critical appreciation of contemporary novels like Pride and Prejudice and Gulliver's Travels and of dramatic productions of the era (The Marriage of Figaro, The Threepenny Opera).
2. Documentary films from the BBC, The Learning Channel and The History Channel etc. on European artists, monarchs, museums and developments like the Renaissance.

SUGGESTED READINGS:

- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand.*Civilisation and Capitalism- 15th to 18th century, Vol.I.* California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob.*TheCivilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger, Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983.
- Gay,Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966.
- Ginsberg, Carlo.*Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983.
- Huizinga, J. *The Waning of the Middle Ages,*New York: Dover Publications, 1999.
- Jacob, Margaret C.*The Cultural Meaning of the Scientific Revolution.* U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Ladurie, Emmanuel LeRoy.*The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.
- Rosener,Werner.*The Peasantry of Europe*. England: Basil Blackwell, 1994 (from German)
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991 reprint.
- विजय, देवेश (एड.). *यूरोपीय संस्कृति.* नई दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, 2010.

DSE V

Capitalism and Colonialism- II (Mid-19th to 20th Century)

I. Capitalism in the United States, pre and post-Civil War.

II. Capitalist development in Japan: economic development and changes until 1945; post-war reconstruction until 1965; technological innovations; the peculiarities of Japanese capitalism.

III. Imperialism and socialism; the Russian experiment

IV. Imperialism and the scramble for colonies: India, China, Africa

ESSENTIAL READINGS

- Allen, G. C. *A Short Economic History of Modern Japan, 1867-1937.* London: Routledge, 2003.
- Davies,Norman. *Europe: A History*.New York: Harper Collins, 1998.
- Hane, Mikiso. *Japan: A Short History*.Great Britain: Oneworld Publications, 2000.
- Hobsbawm, E. J. *Age of Capital, 1848-1875.* London: Phoenix Press, 1975.
- Lyles, L. D. and E. T. Lyles. *Historical Development of Capitalism in the United States, 2 volumes.*New York, Lincoln, Shanghai: Universe, Inc., 2003.
- Merriman, J.*A History of Modern Europe: From Renaissance to the Present*, volume 1. New York: W.W. Norton, 2010.
- Nove, Alec.*An Economic History of the USSR 1917- 1991*. Harmondsworth, Middlesex, England; New York, U.S.A.: Penguin Books, 1993.
- Randall, J. G. and David Herbert Donald.*Civil War and Reconstruction.* U.S.A.**:** D.C. Heath & Company, 1969.

SUGGESTED READINGS

- Carr, E. H. *A History of Soviet Russia: Socialism in One Country,* Volume III. UK: Penguin, 1972.
- Carr, E. H. *A History of Soviet Russia: The Bolshevik Revolution 1917-1923,* Volume I. UK: Penguin, 1966.
- Dobb, M.*Soviet Economic Development Since 1917*. London: Routledge & Kegan Paul Ltd.,1953 (3rd edition).
- Faulkner, H. U. *American Economic History.* Harper and Brothers, 1958.

- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. *Europe since 1870: An International History*. England: Penguin, 4th

- Porter, A. *European Imperialism, 1860-1914*. London: Palgrave Macmillan, 1994.

DSE VI

Issues in World History- II (the 20th Century)

edition, 1990.

[translated into Hindi by Sneh Mahajan].

I. Colonialism and Nationalism: a synoptic view. Social transformations after the Second World War; the Cold War; the character of Communist states

II. Perspectives on development and underdevelopment; globalisation -- a long view

III. Social movements in the North and the South: ecological, feminist, human rights issues.

IV. Modernity and cultural transformation: emerging trends in culture. Media and consumption

ESSENTIAL READINGS:

- Findley, Carter V. and John Rothey. *Twentieth-Century World*. USA: Wadsworth Publishing, 7thedn. 2011.
- Hobsbawm, E.J. *The Age of Extremes. 1914 – 1991*. New York: Vintage, 1996.
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- Kincaid, Jamaica. *A Small Place*. New York: New American Library, 1989.
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- Mazower, Mark. *The Balkans: A Short History.* New York: Modern Library, [2000] paperback, 2002. (especially Chap. 4)

- Menchu, I. Rigoberta. *An India Woman in Guatemala* (Memoir of 1992 Nobel Peace Prize Winner). London: Verso, 1987. (Available in Hindi)
- Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business.*USA:Penguin, 1986.
- Spence, Jonathan D. *The Gate of Heavenly Peace: The Chinese and Their Revolution 1895 – 1980.*Penguin Books, 1982.
- Weeks, Jeffrey. *Sex, Politics and Society: the Regulation of Sexuality in Britain Since 1800*. 2nd edn. London: Longman, 1989 (Chapters 13-14).

GE I

Women in Indian History

I. Theory and concepts

[a] Understanding gender and patriarchy
[b] Historiography: women's history in India

II. Women in ancient India

[a] Brahmanical patriarchy in India
[b] Women and property
[c] Women and work: voices from Tamilakam

III. Women in medieval India

[a] Political processes, the harem and household
[b] Imperial women: Razia Sultan, Nur Jahan, Jahanara
[c] Women and literary activities

IV. Women in Modern India

[a] Social reforms and women in the 19th century: social base, issues, Aahievements and limitations
[b] Women and Indian Nationalism: prior to 1920; Gandhi and women's participation; programmes; limitations and constraints
[c] Women and Partition: trauma, dislocation and disruption;refugee women and rehabilitation

ESSENTIAL READINGS

- Bhasin, Kamla.*Understanding Gender*. New Delhi: Women Unlimited, 2000.
- Bokhari, Afshan. 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India'. In *Arrangements of the Mystical in the Muslim World, 1200–1800*.Taylor and Francis, 2011.
- Chakravarti, Uma. 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'. *Economic and Political Weekly*, 28(14), 3 April 1993, pp.579-85.
- Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 1996.
- Gupta, Charu, ed. *Gendering Colonial India: Refo/rms, Print, Caste and Communalism.* Delhi: Orient Blackswan, 2012 [Introduction].
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Delhi: Zubaan, 1997 [Also available in Hindi].

- Lal, Ruby. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005.
- Menon, Ritu and Kamla Bhasin. *Borders& Boundaries*. Delhi: Kali for Women, 1998.
- Ramaswamy, Vijaya.'Aspects of Women and Work in Early South India'.In Kumkum Roy, ed. *Women in Early Indian Societies*. New Delhi: Oxford University Press, 2000.
- Shah, Shalini.'Patriarchy and Property'. In *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised edn. Delhi: Manohar, 2012, pp. 32-62.
- Sharma, Sunil.'Fromʿ Āʾesha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women'. *Journal of Persianate Studies*, 2, 2009, pp. 148-164.

GE II

Gender in the Modern World

I. Historicizing gender in history: patriarchy; masculinity and femininity

II. Gender in the French Revolution: iconography; women writers and Feminism

III. Women's Suffragette movements in Europe and the USA

IV. Gender relations in West Asia: Struggles for women's rights; women's movements; Islamic Feminists

V. Socialist Revolution in Russia and China: Women's rights; the household; Socialist Feminism

VI. Women and the anti-apartheid movement in Africa

ESSENTIAL READINGS

- Bock, Gisela. 'Women's History and Gender History: Aspects of an International Debate'. *Gender and History*, 1 (1), Spring 1989, pp. 7-30.
- DuBois, Ellen Carol. *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America1848-1869*. Ithaca: Cornell University Press,1999.
- Gilmartin, Christina. *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s.*Berkeley: University of California Press,1995.
- Graham, Ruth. 'Loaves and Liberty: Women in the French Revolution'. In Renate Bridenthaland Claudia Koonz, eds. *Becoming Visible: Women in European History*. New York: Monthly Review Press, 1984, pp. 236-54.
- Juneja, Monica. 'Imaging the Revolution: Gender and Iconography in French Political Prints'.*Studies in History*, 12 (1), 1996, pp. 1-65.
- Mernissi, F. *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington: Indiana University Press, 1987.
- Moghadam, V. M. 'Islamist Movements and Women's Responses'. In Valentine Modghadam, *Modernizing Women: Gender and Social Change in the Middle East*. London: Lynn Rienner, 2003, pp. 151-92.
- Rosenthal, Bernice Glatzer. 'Love on the Tractor: Women in the Russian Revolution and After'. In Renate Bridenthal and Claudia Koonz, eds. *Becoming Visible: Women in European History.* New York: Monthly Review Press, 1984, pp. 370-399.
- Smith, Bonnie G., ed. *Encyclopedia of Women in World History, IV Volumes*. New York: Oxford University Press, 2008 [relevant sections].
- Walker, Cherryl. *Women and Resistance in South Africa*. London: Onyx

University Press,1982.
- Weisner-Hanks, Merry.'World History and the History of Women, Gender, and Sexuality'.*Journal of World History*, 18 (1), March 2007, pp. 53-67.
- Wingerden, Sophia A. *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press, 1999.

GE III

Cultural Diversity in India

I. The literary imagination

II. Folk traditions and cultures of orality

III. Religious processes

IV. Food and attire

V. Visual culture

VI. Music and performance

VII. Sport

ESSENTIAL READINGS

- Amin, Shahid. "Gandhi as Mahatma: Gorakhpur district, eastern U. P., 1921-22." *Subaltern Studies* 3 (1984): 247-72.
- Asher, Frederick. "Historical and political allegory in Gupta art." In *Essays in Gupta Culture*, edited by B. L. Smith, 53-66. Columbia: Columbia University Press, 1983.
- Bayly, C.A. "The Origins of Swadeshi: Cloth and Indian Society, 1700-1930." In *Origins of Nationality in South Asia*, by C.A. Bayly. New Delhi: Oxford University Press, 1998.
- Behl, Aditya "Emotion and Meaning in Mirigavati: Strategies of spiritual signification in Hindavi Sufi," in *After Timur Left*, edited by Francesca Orsini and Samira Shaikh, 273-98. New Delhi: Oxford University Press, 2014.
- Bhattacharya, Sabyasachi. *VandeMataram: The Biography of a Song*. 2nd rev. edn. Delhi: Primus, 2013.
- Bose, N.K. "Culture Zones of India." In *Culture and Society in India* by N. K. Bose, 12-23. New Delhi: Asia Publishing House, 1977 (reprint).
- Chakravarti, Uma. "Women, Men and Beasts: The *Jataka* as Popular Traditon." In *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, by Uma Chakravarti, 198-221 (New Delhi, Tulika, 2006).

- Delvoye, François 'Nalini'. "Collections of Lyrics in Hindustani Music: The Case of Dhrupad." In Francois 'Nalini' Delvoye, et.al., *Hindustani Music: Thirteenth to Twentieth Centuries* (New Delhi: Manohar, 2010), pp. 141-158
- Dimeo, Paul and James Mills, eds. *Soccer in South Asia*, Routledge, Abingdon, 2013 (first published, Frank Cass, 2001). Introduction; and Novy Kapadia, 'Story of Indian Football, 1889-2000'.
- Divyabhanusinh, 'The great Mughals go hunting lions.' In *Environmental Issues in India*, edited by Mahesh Rangarajan, 49-69. Delhi: Pearson, 2007.
- Guha, Ramachandra. "Cricket and politics in colonial India." *Past and Present* 161 (1998): 155-90.
- Karlekar, Malavika. *Visual Histories: Photography in the Visual Imagination*, OUP, New Delhi, 2013, section I.
- Kumar, Sunil. "The Pir's Barakat and the Servitor's Ardour: Contrasting History of two Sufi Shrines in Delhi." In *Celebrating Delhi*, edited by Maya Dayal, 47-75. Delhi: Ravi Dayal and Penguin, 2010.
- Lata Singh, ed. *Theatre in Colonial India: Play-house of Power*. New Delhi: Oxford University Press, 2009.
- Prakash, Gyan. *Mumbai Fables*. NOIDA: HarperCollins, 2011. Chapter 4 (on Manto).
- Ramanujan, A.K. "Towards and Anthology of City Images." In *The Collected Essays of A.K. Ramanujan*, edited by V. Dharwadkar, 52-72. New Delhi: Oxford University Press, 2012 (5th impression).
- Ray, Utsa. *Culinary Culture in Colonial Bengal: A Cosmopolitan Platter and the Middle Class*. Delhi: Cambridge University Press, 2015 (pp. 1-22 & 192-229).
- Sangari, Kumkum. "Mirabai and the Spiritual Economy of Bhakti." *Economic and Political Weekly*, July 7, 1990 pp. 1464-75 and July 14, 1990, pp. 1537-52.
- Sikand, Yoginder. *Sacred Spaces: Exploring Traditions of Shared Faith in India*. New Delhi: Penguin, 2003, pp. 1-20.
- Sreenivasan, Ramya. "Warrior tales at hinterland courts in north India." In *AfterTimur Left*, edited by Francesca Orsini and Samira Shaikh, 247-72. New Delhi: Oxford University Press, 2014.
- Subramanian, Lakshmi. "A language for music: revisiting the Tamil Isai Iyakkam." *Indian Economic and Social History Review* 44, 1 (March 2007): 19-40.

GE IV

Environmental Issues in India

I. Social perspectives on environment

[a] Studying human-nature interactions

[b] Recent trends

[c] Debating anthropocene

II. Geography, Ecology and Cultures in Pre-Colonial India:

[a] Land, Forests, Pastures,

[b] Monsoon, river systems and oceans

III. Colonialism and Environment:

[a] New Regimes of Land, Forests, Water and Irrigation;

[b] Resistances to New Regimes: Peasants, Tribal and Pastoralists

IV. Independent India and environment:

[a] Forests; Human-wildlife conflict, threat to Bio-diversity, movements

[b] Water; Dams, Displacement, Pollution, Degradation, movements

[c] Mitigating Hunger; Green Revolution

V. Environment as global concern:

[a] Climate change and global efforts

[b] Alternative visions

[c] Industrial Disasters

ESSENTIAL READINGS

- Agarwal Anil and S. Narain, eds. *The Fifth Citizen's Report on the Environment in India.* Delhi: Centre for Science and Environment, 1999.
- Agarwal Anil and S. Narain,eds. *The Second Citizen's Report on the Environment in India, 1984-85.* Delhi: Centre for Science and Environment, 1985. Hindi translation by Anupam Mishra, *हमारा पर्यावरण*. **Delhi:** Gandhi Shanti Pratishthan, 1988.
- Agarwal, Anil, et al, eds. *The First Citizens' Report on the Environment in India*. Delhi: Centre for Science and Environment, 1982. Hindi translation by Anupam Mishra, *देश का पर्यावरण*. Delhi: Gandhi Shanti Pratishthan, 1982.
- Divyabhanusinh. *The End of a Trail: History of Cheetah in India.* New Delhi: Oxford University Press, 1990.
- Gadgil Madhav& Ramachandra Guha. *This Fissured Land: An Ecological History of India.* New Delhi: Oxford University Press, 1992.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*. New Delhi: Oxford University Press, 2000.
- Guha R. *Environmentalism: A Global History.* New Delhi: Oxford University Press, 2001.
- Lahiri Nayanjot. ed. *The Decline and Fall of the Indus Civilization.* Ranikhet: Permanent Black, 2002.
- McNeill J.R., *Something New Under the Sun: An Environmental History of Twentieth-Century World*. New York & London: W.W. Morton & Company, 2000.
- Rajan S. Ravi, 'Toward a metaphysic of Environmental Violence: The Case of the Bhopal Gas Disaster' in *Violent Environments*. Edited by Nancy Lee Peluso and Michael Watts, 380-98. Ithaca and London: Cornell University Press, 2001.
- Rangarajan Mahesh, ed. *Environmental Issues in India.* New Delhi: Pearson, 2007. Hindi translation: *भारत में पर्यावरण के मुद्दे*. New Delhi: Pearson, 2011.
- Rangarajan Mahesh and K. Sivaramakrishnan, eds. *India's Environmental History*. Two Volumes. Ranikhet: Permanent Black, 2012.
- Ratnagar Shereen. *Understanding Harappa: Civilization in the Greater Indus Valley.* New Delhi: Tulika, 2001.
- Shiva Vandana. *The Violence of the Green Revolution*. London and New Jersey: Zed Books, 1993.

GE V

Inequality and Difference

I. Caste: varna and jati

II. Class, status and power

III. Gender and the household

IV. Forms of bondage: slavery and servitude

V. Social distancing and exclusion; untouchability

VI. Tribes and forest dwellers

VII. Race and colonial knowledge

VIII. Equality and the Indian constitution

ESSENTIAL READINGS

- Buckler, F.W. "The Oriental Despot", *Anglican Theological Review*, vol. 10 (1927): 11-22, reprinted in M.N. Pearson, *Legitimacy and Symbols: the South Asian Writings of F.W. Buckler*, Ann Arbor: Michigan Papers on South and South East Asian Studies, 1985, pp. 176-188.
- Chakravarti, U. "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." In *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*, by U. Chakravarti, 138-55, Delhi: Tulika 2006.
- Chanana, Dev Raj. *Slavery in Ancient India: As Depicted in Pali and Sanskrit Texts*." In *Subordinate and Marginalized groups in early India*, edited byAloka Parasher Sen, New Delhi: Oxford University Press, pp. 96-124.
- Chaube, Shibani Kinkar.*The Making and Working of the Indian Constitution*, National Book Trust, Delhi, 2009, pp.1-67.
- Dirks, Nicholas. "The Ethnographic State." In *Postcolonial Passages*, edited by Saurabh Dube, 70-88. NewDelhi: Oxford University Press, 2004.
- Dube, Ishita-Banerjee. ed.*Caste in History*, New Delhi: Oxford University Press, 2008, Introduction, pp. i-xlvi.
- Gupta, Charu. "Mapping the Domestic Domain." In *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, by Charu Gupta, 123-95. Delhi: Permanent Black, 2001.

- Kumar, Dharma. “Caste and Landlessness in South India.” In *Caste in Modern India*, vol.2, edited by Sumit Sarkar and Tanika Sarkar, 30-63. Ranikhet: Permanent Black, 2015.
- Kumar, Sunil. “Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries.” In *Slavery in South Asia*, edited by Richard Eaton and Indrani Chatterjee, 83-114. Bloomington: Indiana University Press, 2006.
- Parasher-Sen, Aloka. “Naming and Social Exclusion: The Outcaste and the Outsider.” In *Between the Empires: Society in India 300 BCE to 400CE*, edited by Patrick Olivelle, 415-55. New Delhi: Oxford University Press, 2007.
- Rodrigues, V. ed. *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, Introduction, pp. 1-44.
- Sen, Amartya. “Secularism and Its Discontents.” In *The Argumentative Indian*, by Amartya Sen, 294-316.Delhi: Penguin, 2005.
- Singh, Chetan. “Conformity and Conflict: Tribes and the ‘agrarian system’ of Mughal India.”*Indian Economic and Social History Review* 23 (1988): 319-340.
- Singh, Upinder. “Varṇa and Jāti in ancient India: some questions.” In *Irreverent History: Essays for M. G. S. Narayanan*, edited by KesavanVeluthat and Donald R. Davis Jr., 205-14.Delhi: Primus, 2014.
- Thapar, Romila. “Perceiving the Forest in Early India.”*Studies in History*, 17 (2001): 1-16.
- Xaxa, V. “Tribes as Indigenous People of India.”*Economic and Political Weekly*, 34, 51 (December 1999) 3589-95.

GE VI

Delhi through the Ages

I. The environmental setting; prehistoric and protohistoric sites; PuranaQila: archaeology and legend

II. The transition to the historical period: Ashokan edicts; the Mehrauli iron pillar; Anangpur

III. Settlements between the 11th and 16th century: Lal Kot, Delhi Kuhna

IV. The tomb, the garden and the river: Humayun's tomb, Nizamuddin, Shahjahanabad

V. Shahjahanabad: the Company and the Mughal Court; Delhi College; Ghalib

VI. 1857 in Delhi

VII. From the 1877 Durbar to the New Imperial Capital

VIII. Partition, Violence and Relocation: 1947 onwards

ESSENTIAL READINGS

- Dalrymple, William. *City of Djinns: A Year in Delhi*.New Delhi: Penguin, 2004.Chapter II., pp. 27-37.
- Gupta, Narayani. *Delhi between the Empires: 1803-1931*, New Delhi: Oxford University Press, 1999. pp. 20-31, 50-66, 160-82.
- Koch, Ebba. "The Mughal Waterfront Garden." In *Mughal Art and Imperial Ideology* by Ebba Koch, 183-202. New Delhi: Oxford University Press, 2001.
- Kumar, Sunil. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE." In *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries* edited by Albrecht Fuess and Jan Peter Hartung, 123-148. London: Routledge, 2011.
- Lahiri, Nayanjot. "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife." World Archaeology, 35:1, (2003): 35-60.
- Lowry, Glenn D. "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture," *Muqarnas*, Vol. 4 (1987), pp. 133-148 **{???}.**
- Metcalf, Thomas. *Imperial Visions*, New Delhi: Oxford University Press, 1989. Chap. 7, pp. 211-239.

- Naim, C. M. “Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors.” In *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, by C. M. Naim, 250-279. New Delhi: Permanent Black, 2004.

- Pandey, Gyan. *Remembering Partition*. Cambridge: Cambridge University Press, 2001. Chapter 6, pp. 121-51.

- Pernau, Margrited. *The Delhi College.* New Delhi: Oxford University Press, 2006; Introduction, pp. 1-32.

- Pinto, s.j., Desiderio. "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." In *Muslim Shrines in India*, edited by Christian W. Troll, 112-124. New Delhi: Oxford University Press, 1989.

- Singh, Upinder ed. *Delhi: Ancient History*, New Delhi: Social Science Press, 2006, pp. 185-92, 200-204.

- उपिन्दर सिंह, *दिल्ली: प्राचीन इतिहास.* New Delhi: Orient Blackswan, 2010.

- Singh, Upinder. *Ancient Delhi.* 2nd edn. New Delhi: Oxford University Press. Introduction; pp. 5-45, 46-62, 75-83.

- Spear, Percival. *Twilight of the Mughuls.* In *The Delhi Omnibus*, Cambridge, Cambridge University Press, 2002, Chapter IV.

- Tarlo, Emma. “Welcome to History: A Resettlement Colony in the Making.” In *Delhi: Urban Spaces and Human Destinies*, edited by Veronique Dupont et al,75-94. Delhi: Manohar, 2000.

SEC I

History and Tourism

I. Defining heritage

Art and architecture in India: an overview

II. Understanding built heritage

Stupa architecture – Sanchi

Temple architecture -- a case study of any temple/temple complex

Indo-Persian architecture, forts, palaces, mosques: Delhi

Colonial architecture: Delhi

IV. Varieties of tourism

Tourism management

Tour packages

A visit to a historical site/museum is part of this course.

ESSENTIAL READINGS:

- Agarwal, V.S. *Indian Art*. Varanasi: PrithviPrakashan, 1972.
- Bhowmik, S. K. *Heritage Management: Care, Understanding & Appreciation of Cultural Heritage*, Jaipur, 2004.
- Harle, J. *The Art and Architecture of the Indian Subcontinent*. Hormonds Worth: Penguin, 1988.
- Howard, P. *Heritage: Management, Interpretation, Identity and London*. London: Continuum International Publishing, 2003.
- Kumar, S. *The Present in Delhi's Past*. Delhi: Gyan Publishing House, 2002.
- Ghosh, B. *Tourism and Travel Management*. New Delhi: Vikas Publishing House,1998.

- Study material of IGNOU, Bachelor of Tourism, TS-1 and 6; Study material of B.A.(Prog.) Application courses, Tourism, Dept. of Commerce, Prepared by Prof. K.V. Bhanumurthy. Univ. of Delhi.

SEC II

Introducing Indian Art

I. Understanding key terms in art appreciation: art, craft, etc.

II. Sculpture

[a] Iconography: Hindu, Buddhist and Jaina

[b] Modern sculpture

III. Architecture

[a] Temple architecture -- Nagara, Dravida and Vesara

[b] Mosques and Mausoleums -- Qutb Complex; Humayun's tomb; Jama Masjid; Taj Mahal (any one)

[c] Colonial architecture

[e] Modern and contemporary architecture

IV. Painting

[a] Mural painting -- Ajanta

[b] Mughal and Rajput- miniature styles

[c] Raja Ravi Verma and the Bengal School

[d] Modern and contemporary artists

A visit to a museum/monument/art gallery is part of this course.

ESSENTIAL READINGS:

- Beach, M.C. *The New Cambridge History of India: 3, Mughal and Rajput Painting*. Delhi: CUP, 1992.

- Dehejia, V. *Looking Again At Indian Art*. Delhi: Publication Division, Govt. of India, 2012.
- Dhar, P.P.(ed.). *Indian Art History Changing Perspectives*. New Delhi: DK, 2011 (Chapters 1-4).
- Goswamy, B.N. *Essence of Indian Art*.Asian Art Museum of San Francisco, 1986.
- Huntington, S.*The Art of Ancient India: Hindu Buddhist, Jain*. New York:Weather Hill,1985.
- Mitter, P. *Art and Nationalism in Colonial India 1850-1922: Occidental Orientations*.Cambridge:CUP, 1994. (Only Introduction)
- Shrinivashan, K.R. *Dakshin Bharat KeMandir*. Delhi: National Book Trust, 2005.
- Thakran, R.C., Shiv Dutt and Sanjay Kumar (eds.). *भारतीय उपमहाद्वीप की संस्कृतियाँ.* Vol. I&II, Delhi: Hindi Madyam Karyanvay Nideshalay, 2013.

SEC III

An Introduction to Archaeology

I. Defining archaeology; understanding its origins and development

II. The variety of archaeological evidence

III. Survey and excavation of sites and features

IV. Discovering human experience through archaeology – environment, technology, subsistence, society, trade and ways of thinking

A visit to a site/museum is part of this course.

ESSENTIAL READINGS:

- ASI publications
- Bahn, P. *Archaeology – A Very Short Introduction*. Oxford: Oxford University Paperback, 1996.
- Chakrabarti, D. K. *The Oxford Companion to Indian Archaeology*. New Delhi: Oxford University Press, 2006.
- Hall, M. & W. Silliman, *Historical Archaeology*. USA: Wiley-Blackwell, 2006.
- Renfrew, C. and Paul Bahn. *Archaeology – Theories Methods and Practice*. London: Thames and Hudson Paperback, 1991.

SEC IV

Archives and Museums

I. Defining museums and archives

II. History of the setting up of museums: case study of Indian Museum, Calcutta; Salarjung Museum, Hyderabad; and National Museum, Delhi (one case study)

III. History of the setting up of archives: Case study of the National Archives of India, Delhi (one case study)

IV. New kinds of museums and archives: virtual; digital; crafts; media.

A visit to a museum and/or archive is part of this course.

ESSENTIAL READINGS:

- *A Guide to the National Museum*. New Delhi:National Museum, 1997.
- Agarwal, O.P. *Essentials of Conservation and Museology*. Delhi: SundeepPrakashan, 2007.
- Agarwal, O.P. *PustakalayaSamagriAur Kala-VastuonKaPararakshan*. Delhi: NBT, 1999.
- Edson, G. and D. David. *Handbook for Museums*. London: Routledge, 1986.
- GuhaThakurta, Tapati. *Monuments, Objects, Histories: Institutions of Art in Colonial India*. Delhi: Permanent Black, 2004.
- Kathpalia,Y.P. *Conservation and Restoration of Archive Materials*. UNESCO, 1973.
- Ridener, J. *From Foiders to Post Modernism: A Concise History of Archival Theory*. LLC: Litwin Books, 2009.

SEC V

Crafts and Artisans: Living Traditions

I. Stone carvings: traditional stone carvers, architects and sculptors -- Mahabalipuram and Rajasthan

II. Painting: Madhubani and Worli

III. Metal crafts: Bidari, Dokra, Sthapati bronzes

IV. Woodwork, weaving and basketry: Northeastern India

V. Textile and carpet weaving: Banarasi, Patola, Bandhni and Kanjeevaram; Bhadoi

VI. Ivory, gems and jewellery

A visit to a craft exhibition is part of this course.

ESSENTIAL READINGS:

- Chattopadhyay, K. *India's Craft Tradition*. Delhi: Publication Division, 1980.
- Dhamija, J. and J. Jain.*Hand Woven Fabrics of India*. Middletown, NJ: Mapin, 1989.
- Dwivedi, V.P. *Indian Ivories*. Delhi: Agam Prakashan**,** 1976.
- Jain, Jyotindra, ed. *Other Masters: Five Contemporary Folk and Tribal Artists of India.* New Delhi: South Asia Books, 1998.
- Jaitley, J. *The Crafts Traditions of India.* New Delhi: Lustre Press**,** 1990.
- Jayakar, Pupul. *The Earthen Drum*. New Delhi: National Museum, 1980.
- Nanavati, J.M., M.P. Vora and M.A. Dhaky. *The Embroidery and Beadwork of Kutch and Saurashtra.* Baroda: Department of Archaeology, Gujarat, 1966.
- Stronge, S., ed. *A Golden Treasury, Jewellery from the Indian Sub-continent*. London: Victoria & Albert Museum, 1989.

SEC VI

Popular Culture

I. Defining popular culture

II. Theatre-folk, tales, songs and dances

III. Folklore and oral traditions of kathas, narratives, legends

IV. Festivals, fairs and rituals

V. Pilgrimage and pilgrim practices

VI. Food cultures of India

A visit to a cultural event/ exhibition/performance is part of this course.

ESSENTIAL READINGS:

- Acharya, K.T. *Indian Food: A Historical Campanion*. New Delhi: OUP, 1994.
- Bhardwaj, R.M. *Vratas and Utsavas in North and Central India (Literary and Epigraphic Sources : c400-1200)*, New Delhi: Eastern Book Linkers, 2015.
- Buck, C.H. *Faiths, Fairs and Festivals of India*. New Delhi: Asian Publishing Services, 1977.
- Jha, M., ed. *Social Anthropology of Pilgrimage*. New Delhi: Inter-India Publication, 1991.
- Storey, J. *Cultural Theory and Popular Culture*. Delhi: Pearson Prentice Hall**,** 2009.
- Thakran, R.C., Shiv Dutt and Sanjay Kumar, eds. *भारतीय उपमहाद्वीप की संस्कृतियाँ*, Vol. I&II, Delhi: Hindi Madyam Karyanvay Nideshalay, 2013.
- Verma, L.B. *भारत की जन्कथा.* Allahabad: Itihasbodh Prakashan, 2012.

SEC VII

Body and Healing in India

I. The Ayurveda tradition

II. Yunani healing and its practitioners

III.Vaids, hakims, homoeopaths and doctors

IV. Medical institutions: colleges, hospitals, pharmacies

A visit to a healing/medical institution is part of this course.

ESSENTIAL READINGS:

- Alavi, S. *Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition, 1600-1900*. Basingstoke: Palgrave Macmillan, 2008.
- Attewell, G. N. A. *Refiguring Unani Tibb: Plural Healing in Late Colonial India*, New Delhi: Orient Longman, 2007.
- Ghosh, AK. *A Short History of the Development of Homeopathy in India*. LAP Lambert: Academic Publishing, 2012.
- Mukharji P.B. *Nationalizing the Body: The Medical Market, Print and Daktari Medicine*, London and New York: Anthem Press, 2009.
- Pati, Biswamoy and Mark Harrison. *The Social History of Health and Medicine in Colonial India*. London and New York: Routledge, 2011.
- Sivaramakrishnan, Kavita. *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*. New Delhi: Orient Blackswan, 2013.
- Wujastyk, D. *The Roots of Ayurveda*.New Delhi: Penguin, 1999.

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF ECONOMICS

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

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

B.A. Economics

Semester I	Semester II
Core Economics I: Principles of Microeconomics–I	**Core Economics II: Principles of Microeconomics–II**
Semester III	**Semester IV**
Core Economics III: Principles of Macroeconomics–I	**Core Economics IV: Principles of Macroeconomics–II**
Semester V	**Semester VI**
Discipline Specific Elective I **One of the following:** **i. DSE 1: Economic Development and Policy in India–I** **ii. DSE 2: Money and Banking** **iii. DSE 3: Environmental Economics**	**Discipline Specific Elective II** **One of the following:** **iv. DSE 3: Economic Development and Policy in India–II** **v. DSE 4: Economic History of India 1857-1947** **vi. Public Finance**

Core Economics I: Principles of Microeconomics–I

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

1. Introduction

- **a.** Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.
- **b.** Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.
- **c.** Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.
- **d.** Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

2. Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

3. Production and Costs

- **a.** Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equlibrium condition.
- **b.** Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

4. Perfect Competition

- **a.** Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.
- **b.** Welfare: allocative efficiency under perfect competition.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Core Economics II: Principles of Microeconomics–II

Course Description

This is a sequel to Principles of Microeconomics–I covered in the first semester. The objective of the course is the same as in Principles of Microeconomics I.

Course Outline

1. **Market Structures**
   a. **Theory of a Monopoly Firm**
      Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

   b. **Imperfect Competition**
      Monopolistic competition: Assumptions, SR & LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government.

2. **Consumer and Producer Theory**
   a. **Consumer and Producer Theory in Action**
      Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency.

   b. **Markets and Market Failure**
      Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.

3. **Income Distribution and Factor pricing**
   Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.

4. **International Trade**
   Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Core Economics III: Principles of Macroeconomics–I

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Outline

1. Introduction

What is macroeconomics? Macroeconomic issues in an economy.

2. National Income Accounting

Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept.

3. Determination of GDP

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

4. National Income Determination in an Open Economy with Government

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

5. Money in a Modern Economy

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

Core Economics IV: Principles of Macroeconomics–II

Course Description

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and Long Run

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

4. Balance of Payments and Exchange Rate

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

Discipline Specific Elective I

One of the following:

i. DSE 1: Economic Development and Policy in India–I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. **Issues in Growth, Development and Sustainability**

2. **Factors in Development**
   Capital formation (Physical and Human); technology; institutions.

3. **Population and Economic Development**
   Demographic trends; urbanisation.

4. **Employment**
   Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.

5. **Indian Development Experience**
   Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. *Economic Development*, Pearson, 11th edition (2011).
2. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, *Human Development Report*

2010, Palgrave Macmillan (2010).
4. Government of India, *Economic Survey* (latest)
5. Government of India, *Five Year Plan* (latest)
6. Government of India, *Finance Commission Report* (latest)

ii. DSE 2: Money and Banking:

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

1. Money
Concept, functions, measurement; theories of money supply determination.

2. Financial Institutions, Markets, Instruments and Financial Innovations
a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.

b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

3. Interest Rates
Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

4. Banking System
a. Balance sheet and portfolio management.
b. Indian banking system: Changing role and structure; banking sector reforms.

5. Central Banking and Monetary Policy
Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.

iii. DSE 3: Environmental Economics:

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, over-harvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental policies through practical applications of methods for valuation of environmental goods and services and quantification of environmental damages. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming)are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Course Outline

1. Introduction
Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

2. The Design and Implementation of Environmental Policy
Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

3. Environmental Valuation Methods and Applications
Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

4. Sustainable Development
Concepts; measurement; perspectives from Indian experience

Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "*Natural Resource and Environmental Economics"*, Pearson Education/Addison

Wesley, 4th edition, 2011.
2. Charles Kolstad, "*Intermediate Environmental Economics"*, Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings"*, W.W. Norton, 6th edition, 2012.
4. Robert Solow , "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture,1992.
5. Kenneth Arrow et al. , "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).

Discipline Specific Elective II

One of the following:

iv. DSE 4: Economic Development and Policy in India–II

Course Description

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

Course Outline

1. Agriculture: Policies and Performance
Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.

2. Industry: Policies and Performance
Production trends; small scale industries; public sector; foreign investment.

3. Foreign Trade: Trends and Policies
Balance of trade and balance of payments; India and the World Trade Organisation.

Readings:

1. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
2. Government of India, *Economic Survey* (latest)
3. Government of India, *Five Year Plan* (latest)

v. DSE 5: Economic History of India 1857-1947

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course Outline

1. Introduction: Colonial India: Background and Introduction
Overview of colonial economy.

2. Macro Trends
National Income; population; occupational structure.

3. Agriculture
Agrarian structure and land relations; agricultural markets and institutions – credit,
commerce and technology; trends in performance and productivity; famines.

4. Railways and Industry
Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial
structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.

5. Economy and State in the Imperial Context
The imperial priorities and the Indian economy; drain of wealth; international trade,
capital flows and the colonial economy – changes and continuities; government and fiscal policy.

Readings:

1. Lakshmi Subramanian, *"History of India 1707-1857"*, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, _Mortality decline in early 20th century India', *Indian Economic and Social History Review (IESHR),* pp 371-74 and 385-87.

3. Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University
Press, 3rd edition, 2011.
4. J. Krishnamurty, *Occupational Structure*, Dharma Kumar (editor), The Cambridge
Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter
6.
5. Irfan Habib, *Indian Economy 1858-1914*, A People's History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, ―When Rains Fail: Famine relief and mortality in British India‖,
IESHR 21.
7. Jean Dreze, *Famine Prevention in India in Dreze and Sen (eds.) Political*
Economy of Hunger, WIDER Studies in Development Economics, 1990, pp.13-
35.
8. John Hurd, *Railways*, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), *Entrepreneurship and Industry in India*, 1994.
10. AK Bagchi, ―Deindustrialization in India in the nineteenth century: Some theoretical implications‖, *Journal of Development Studies*, 1976.
11. MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11, Summary and Conclusions.
12. K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.
13. B.R. Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.
14. Dharma Kumar, *The Fiscal System*, CEHI, Chapter 12.
15. Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP 1992,

Epilogue. Background reading for students:

Irfan Habib, *Indian Economy 1858-1914* (A People's History of India), Vol.28, Tulika
2006.

Daniel Thorner, *Agrarian Prospect in India*, 1977.

L. Visaria and P. Visaria, *Population*. CEHI, Chapter 5.

vi. DSE 6: Public Finance

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course Outline

Part 1: Theory

1. Overview of Fiscal Functions, Tools of Normative Analysis, Pareto Efficiency, Equity and the Social Welfare.
2. Market Failure, Public Good and Externalities.
3. Elementary Theories of Product and Factor Taxation (Excess Burden and Incidence).

Part 2: Issues from Indian Public Finance

4. Working of Monetary and Fiscal Policies.
5. Current Issues of India's Tax System.
6. Analysis of Budget and Deficits
7. Fiscal Federalism in India
8. State and Local Finances

Readings

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice,* Mc-Graw Hill, 1989.
2. Mahesh Purohit , "*Value Added Tax: Experience of India and Other Countries*", Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), *The Oxford Companion to Economics in India,* Oxford University Press,2007.
4. M.M Sury, Government Budgeting in India, Commonwealth Publishers, 1990.
5. Shankar Acharya, "Thirty years of tax reform" in India, *Economic and Political Weekly,* May 2005.
6. Government of India, *Report of the 13th Finance Commission.*
7. *Economic Survey,* Government of India (latest).
8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF HINDI

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

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	***Credits**	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

सी.बी.सी.एस.

(चयन-आधारित क्रेडिट पद्धति)

बी.ए./बी.कॉम. (प्रोग्राम) पाठ्यक्रम

सेमेस्टर-1	
1.1	हिंदी भाषा और साहित्य का इतिहास (Core Course-1)
1.2	हिंदी योग्यता संवर्द्धक पाठ्यक्रम Language-MIL/English Comm. (AECC)
सेमेस्टर-2	
2.1	हिंदी कविता (मध्यकाल और आधुनिक काल) (Core Course-2)
2.2	आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – क/ ख/ ग Language-MIL/English-1
सेमेस्टर-3	
3.1	हिंदी कथा साहित्य (Core Course-3)
3.2	हिन्दी कौशल-संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One) (क) रचनात्मक लेखन **अथवा** (ख) भाषा शिक्षण **अथवा** (ग) कार्यालयी हिंदी
सेमेस्टर-4	
4.1	अन्य गद्य विधाएँ (Core Course-4)
4.2	आधुनिक भारतीय भाषा – हिंदी गद्य : उद्‌भव और विकास – क/ ख/ ग Language-MIL/English-2
4.3	हिन्दी कौशल संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One) (क) भाषायी दक्षता **अथवा** (ख) विज्ञापन और हिंदी भाषा **अथवा** (ग) कम्प्यूटर और हिंदी भाषा

सेमेस्टर-5	
5.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1) (क) हिंदी भाषा का व्यावहारिक व्याकरण **अथवा** (ख) हिंदी का मौखिक साहित्य और उसकी परम्परा **अथवा** (ग) हिंदी रंगमंच
5.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One) (क) अनुवाद : व्यवहार और सिद्धांत **अथवा** (ख) जनपदीय साहित्य
सेमेस्टर-6	
6.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-2) (क) साहित्य चिंतन **अथवा** (ख) कोश विज्ञान : शब्दकोश और विश्वकोश **अथवा** (ग) विशेष अध्ययन : एक प्रमुख साहित्यकार
6.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One) (क) अस्मितामूलक अध्ययन और हिंदी साहित्य **अथवा** (ख) हिंदी सिनेमा और उसका अध्ययन

CBCS

बी.ए. ¼प्रोग्राम½ हिंदी

आधुनिक भारतीय भाषा हिन्दी (MIL Hindi)

सेमेस्टर-1

हिंदी भाषा और साहित्य – हिंदी 'क'

(उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)

इकाई-1 : हिंदी भाषा और साहित्य

(क) आधुनिक भारतीय भाषाओं का उद्‌भव और विकास

(ख) हिंदी भाषा का परिचय एवं विकास

(ग) हिंदी साहित्य का इतिहास (आदिकाल, मध्यकाल) : सामान्य परिचय

(घ) हिंदी साहित्य का इतिहास (आधुनिक काल) : सामान्य परिचय

इकाई-2 : भक्तिकालीन हिंदी कविता

कबीर : कबीर ग्रंथावली, संपा. श्यामसुंदरदास, काशी नागरी प्रचारिणी सभा, उन्नीसवां संस्करण सं. 2054 वि.

पृ. 23 दोहा 27, पृ. 29 दोहा 20, पृ. 30 दोहा 3, पृ. 30 दोहा 4, पृ. 35 दोहा 8, पृ. 39 दोहा 9.

मीराँ : मीराँबाई की पदावली, संपा. आचार्य परशुराम चतुर्वेदी, हिंदी साहित्य सम्मेलन प्रयाग

चौदहवां संस्करण 1892, सन् 1970 ई., पद : 1, 4, 5, 6.

इकाई-3 : रीतिकालीन हिंदी कविता

बिहारी : बिहारी रत्नाकर - संपा. : जगन्नाथदास रत्नाकर बी.ए., प्रकाशन संस्थान नई दिल्ली, सं. 2006

दोहा : 381, 435, 438, 439, 491.

घनानंद : घनानंद ग्रंथावली; संपा. विश्वनाथ प्रसाद मिश्र; वाणी वितान; सुजानहित पद 1, 2, 3, 4, 7, 8, 9

इकाई 4 : आधुनिक हिंदी कविता

मैथिलीशरण गुप्त : जयद्रथ वध (प्रथम परिच्छेद) जयशंकर प्रसाद, हिमाद्रि तुंग शृंग से

नागार्जुन : बादल को घिरते देखा है, दिनकर : मेरे नरपति मेरे विशाल

सहायक ग्रंथ :

- हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल
- हिंदी साहित्य की भूमिका – हजारीप्रसाद द्विवेदी
- हिंदी साहित्य का अतीत – विश्वनाथ प्रसाद मिश्र
- हिंदी साहित्य का इतिहास – संपा. डॉ. नगेंद्र
- हिंदी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी
- हिंदी साहित्य : उद्‌भव और विकास – हजारीप्रसाद द्विवेदी
- हिंदी साहित्य का बृहत् इतिहास (17 खण्ड) – नागरी प्रचारिणी सभा
- हिंदी साहित्य का आदिकाल –हजारीप्रसाद द्विवेदी
- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- हिंदी निबंध के आधार-स्तंभ – हरिमोहन
- प्रगतिवाद – शिवकुमार मिश्र
- छठवाँ दशक – विजयदेव नारायण साही
- हिंदी नवगीत : उद्‌भव और विकास – राजेंद्र गौतम
- हिंदी गज़ल की विकास-यात्रा – ज्ञानप्रकाश विवेक
- समकालीन हिंदी कविता – विश्वनाथ प्रसाद तिवारी

हिंदी गद्य : उद्‌भव और विकास – हिंदी 'क'

(उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)

इकाई-1 : हिंदी गद्य रूपों का सामान्य परिचय

इकाई-2 : प्रेमचंद (नमक का दरोगा), प्रसाद (पुरस्कार), मोहन राकेश (मलबे का मालिक)
मन्नू भंडारी (मैं हार गई)

इकाई-3 : बालकृण भट्ट (साहित्य जन-समूह के हृदय का विकास है), आचार्य रामचंद्र शुक्ल (उत्साह)
हजारीप्रसाद द्विवेदी (नाखून क्यों बढ़ते हैं), विद्यानिवास मिश्र (मेरे राम का मुकुट भीग रहा है)

इकाई-4 : भारतेंदु हरिश्चंद्र (अंधेर नगरी) महादेवी वर्मा (घीसा) हरिशंकर परसाई (भोलाराम का जीव)

सहायक ग्रंथ :

- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- हिंदी साहित्य का दूसरा इतिहास – बच्चन सिंह
- निबंधों की दुनिया – विजयदेव नारायण साही; निर्मला जैन/हरिमोहन शर्मा
- छायावादोत्तर हिंदी गद्य सहित्य – विश्वनाथ प्रसाद तिवारी
- हिंदी रेखाचित्र – हरवंश लाल शर्मा
- निबंधों की दुनिया – शिवपूजन सहाय; निर्मला जैन/अनिल राय

आधुनिक भारतीय भाषा हिंदी बी.ए./बी.कॉम. (प्रोग्राम)

सेमेस्टर-1

हिंदी भाषा और साहित्य : हिंदी 'ख'

(उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

इकाई-1 : हिंदी भाषा और साहित्य

(क) आधुनिक भारतीय भाषाओं का सामान्य परिचय

(ख) हिंदी का उद्‌भव : सामान्य परिचय

(ग) हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आदिकाल, मध्यकाल)

(घ) हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आधुनिक काल)

इकाई-2 : भक्तिकालीन कविता

1. **कबीर** : कबीर ग्रंथावली; संपा. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी; उन्नीसवाँ संस्करण; सं. 2054 वि.

- पोथी पढ़ि पढ़ि जग मुआ . . .
- कस्तूरी कुंडलि बसै . . .
- यह तन विष की बेलरी, गुरु अमृत की खान . . .
- सात समुंदर की मसि करूँ . . .
- साधु ऐसा चाहिए . . .
- सतगुरु हमसूँ रीझकर . . .

2. **तुलसी** : 'रामचरितमास' से केवट प्रसंग

इकाई-3 : रीतिकालीन कविता

(क) बिहारी :

- बतरस लालच लाल की . . .
- या अनुरागी चित की . . .
- सटपटति-सी ससिमुखी . . .

(ख) भूषण :

- इंद्र जिमि जंभ पर . . .
- साजि चतरंग सैन . . .

इकाई-4 : आधुनिक कविता

- सुभद्रा कुमारी चौहान – 'बालिका का परिचय'
- निराला – वर दे वीणावादिनी . . .

सहायक ग्रंथ :

- हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल
- कबीर – हजारीप्रसाद द्विवेदी
- तुलसी काव्य-मीमांसा – उदयभानु सिंह
- बिहारी की वाग्विभूति – विश्वनाथ प्रसाद मिश्र
- निराला साहित्य साधना – रामविलास शर्मा

आधुनिक भारतीय भाषा हिंदी बी.ए./बी.कॉम. (प्रोग्राम)

हिंदी गद्य का उद्‌भव और विकास : हिंदी 'ख'

(उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

इकाई-1 :

- हिंदी गद्य का उद्‌भव और विकास
- हिंदी गद्य रूपों का सामान्य परिचय

इकाई-2 :

- प्रेमचंद – बूढ़ी काकी
- प्रसाद – गुण्डा
- चंद्रधर शर्मा गुलेरी – उसने कहा था

इकाई-3 :

- बालमुकुंद गुप्त – मेले का ऊँट
- भारतेंदु – इंग्लैंण्ड और भारतवर्ष
- हरिशंकर परसाई – सदाचार का ताबीज

इकाई-4 :

- भारतेंदु – अंधेर नगरी
- महादेवी वर्मा – बिबिया

सहायक ग्रंथ :

- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- हिंदी साहित्य का दूसरा इतिहास – बच्चन सिंह
- निबंधों की दुनिया – विजयदेव नारायण साही; निर्मला जैन/हरिमोहन शर्मा
- छायावादोत्तर हिंदी गद्य साहित्य – विश्वनाथ प्रसाद तिवारी
- हिंदी रेखाचित्र – हरवंश लाल शर्मा
- निबंधों की दुनिया – शिवपूजन सहाय; निर्मला जैन/अनिल राय

आधुनिक भारतीय भाषा हिंदी बी.ए./बी.कॉम. (प्रोग्राम)

प्रश्नपत्र-1 : हिंदी भाषा और साहित्य – हिंदी 'ग'

(उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)

इकाई-1 : हिंदी भाषा और साहित्य

- हिंदी भाषा का सामान्य परिचय
- हिंदी का भौगोलिक विस्तार
- हिंदी साहित्य का इतिहास : आदिकालीन एवं मध्यकालीन प्रवृत्तियाँ
- हिंदी साहित्य का इतिहास : आधुनिककालीन प्रवृत्तियाँ

इकाई-2 : भक्तिकालीन कविता

कबीर

- गुरु गोबिंद दोऊ खड़े . . .
- निंदक नियरे राखिए . . .
- कबीर संगति साध की . . .
- माला फेरत जुग भया . . .
- पाहन पूजै हरि मिले . . .
- बृच्छ कबहुँ न फल भखैं . . .

सूरदास

- मैया मैं नहिं माखन खायो . . .
- ऊधो मन न भए दस-बीस . . .

इकाई-3 : रीतिकालीन कविता

बिहारी

- मेरी भव बाधा हरौ . . .
- कनक कनक ते सौ गुनी . . .

- थोड़े ही गुन रीझते . . .
- कहट नटत रीझत खिझत . . .

घनानंद

- अति सूधो सनेह को मारग . . .
- रावरे रूप की रीति अनूप . . .

इकाई-4 : आधुनिक कविता

- मैथिलीशरण गुप्त – नर हो न निराश करो . . .
- सुमित्रानंदन पंत – आह धरती कितना देती है . . .

सहायक ग्रंथ :

- हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल
- कबीर – हजारीप्रसाद द्विवेदी
- तुलसी काव्य-मीमांसा – उदयभानु सिंह
- बिहारी की वाग्विभूति – विश्वनाथ प्रसाद मिश्र
- निराला साहित्य साधना – रामविलास शर्मा
- पंत का स्वच्छंदतावादी काव्य – राजेंद्र गौतम

प्रश्नपत्र-2 : हिंदी गद्य का उद्‌भव और विकास – हिंदी 'ग'

(उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)

इकाई-1 :

- हिंदी गद्य : उद्‌भव और विकास
- हिंदी गद्य-रूपों का संक्षिप्त परिचय (कहानी, निबंध, नाटक, रेखाचित्र/संस्मरण)

इकाई-2 :

- प्रेमचंद – ईदगाह
- भीष्म साहनी – चीफ की दावत

इकाई-3 :

- बालकृष्ण भट्ट – ज़बान
- शरद जोशी – होना कुछ नहीं का
- शिवपूजन सहाय – गाँव की अनिवार्य आवश्यकताएँ

इकाई-4 :

- महादेवी वर्मा – गिल्लू
- विष्णु प्रभाकर – वापसी
- विश्वनाथ त्रिपाठी – गंगा स्नान करने चलोगे? ('गंगा स्नान करने चलोगे' पुस्तक से अंश)

सहायक ग्रंथ :

- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- हिंदी साहित्य का दूसरा इतिहास – बच्चन सिंह
- निबंधों की दुनिया – विजयदेव नारायण साही; निर्मला जैन/हरिमोहन शर्मा
- छायावादोत्तर हिंदी गद्य सहित्य – विश्वनाथ प्रसाद तिवारी
- हिंदी रेखाचित्र – हरवंश लाल शर्मा
- निबंधों की दुनिया – शिवपूजन सहाय; निर्मला जैन/अनिल राय

<u>सेमेस्टर-1/2</u>

MIL Comm.

हिंदी भाषा और सम्प्रेषण (स्नातक स्तर के सभी पाठ्यØम : बी.ए./बी.एस.सी./बी.कॉम. ऑनर्स और प्रोग्राम के सभी विद्यार्थियों के लिए)

इकाई-1 : भाषिक संप्रेषण : स्वरूप और सिद्धांत

- संप्रेषण की अवधारणा और महत्त्व
- संप्रेषण की प्रक्रिया
- संप्रेषण के विभिन्न मॉडल
- संप्रेषण की चुनौतियाँ

इकाई-2 : संप्रेषण के प्रकार

- मौखिक और लिखित
- वैयक्तिक और सामाजिक
- व्यावसायिक
- भ्रामक संप्रेषण (Miss Communication)
- संप्रेषण बाधाएँ और रणनीति

इकाई-3 : संप्रेषण के माध्यम

- एकालाप
- संवाद
- सामूहिक चर्चा
- प्रभावी संप्रेषण

इकाई-4 : पढ़ना और समझना

- गहन अध्ययन
- अध्याहार
- सार और अन्वय
- विश्लेषण और व्याख्या
- अनुवाद

<u>सहायक ग्रंथ</u>

- हिंदी का सामाजिक संदर्भ – रवींद्रनाथ श्रीवास्तव
- संप्रेषण-परक व्याकरण : सिद्धांत और स्वरूप – सुरेश कुमार
- प्रयोग और प्रयोग – वी.आर. जगन्नाथ
- कुछ पूर्वाग्रह – अशोक वाजपेयी
- भाषाई अस्मिता और हिंदी – रवींद्रनाथ श्रीवास्तव
- रचना का सरोकार – विश्वनाथ प्रसाद तिवारी
- भारतीय भाषा चिंतन की पीठिका – विद्यानिवास मिश्र

CBCS

बी.ए. ½प्रोग्राम½ हिंदी

DS Elective Course (B.A. Prog.)

विषय आधारित ऐच्छिक पाठ्यक्रम

सेमेस्टर-5

5.1 (क) हिंदी भाषा का व्यावहारिक व्याकरण

इकाई-1 : भाषा और व्याकरण

- भाषा की परिभाषा एवं विशेषताएँ
- व्याकरण की परिभाषा, महत्त्व, भाषा और व्याकरण का अंत:संबंध
- ध्वनि, वर्ण एवं मात्राएँ

इकाई-2 : शब्द परिचय

- शब्दों के भेद – तत्सम, तद्भव, देशज, विदेशी (स्रोत के आधार पर)
- शब्दों की व्याकरणिक कोटियाँ (संज्ञा, सर्वनाम, क्रिया आदि)
  (केवल परिभाषा एवं भेद)
- शब्दगत अशुद्धियाँ
- शब्द-निर्माण – उपसर्ग, प्रत्यय
- शब्द और पद में अंतर

इकाई-3 : व्याकरण-व्यवहार

- लिंग, वचन, कारक
- संधि और समास
- मुहावरे एवं लोकोक्तियाँ
- अपठित गद्यांश

इकाई-4 : वाक्य परिचय

- वाक्य के अंग – उद्देश्य और विधेय
- वाक्य के भेद (रचना के आधार पर)
- वाक्यगत अशुद्धियाँ
- विराम चिह्न

सहायक ग्रंथ

- हिंदी भाषा का इतिहास – धीरेंद्र वर्मा
- भारतीय पुरालिपि – डॉ. राजबली पाण्डेय (लोकभारती प्रकाशन)
- हिंदी भाषा का उद्गम और विकास – उदयनारायण तिवारी
- हिंदी भाषा की पहचान से प्रतिष्ठा तक – डॉ. हनुमानप्रसाद शुक्ल
- लिपि की कहानी – गुणाकर मुले
- भाषा और समाज – रामविलास शर्मा
- हिंदी भाषा का उद्गम और विकास – उदयनारायण तिवारी
- हिंदी भाषा : संरचना के विविध आयाम – रवींद्रनाथ श्रीवास्तव
- हिंदी व्याकरण – कामताप्रसाद गुरु
- हिंदी शब्दानुशासन – किशोरीदास वाजपेयी
- A Grammar of the Hindi Language – Kellog
- Hindi Linguistics – R.N. Shrivastava
- हिंदी भाषा की संरचना – भोलानाथ तिवारी
- हिंदी व्याकरण – एन.सी.ई.आर.टी.

अथवा

5.1 (ख) हिंदी का मौखिक साहित्य और उसकी परंपरा

निर्देश : सैद्धांतिक बिंदुओं का सामान्य परिचय अपेक्षित है। लोकगीतों की प्रस्तुतियाँ और लोकनाट्य के प्रदर्शनों को सुनने-देखने का अवसर छात्र-छात्राओं के लिए उपयोगी होगा।

इकाई-1 : **मौखिक साहित्य की अवधारणा : सामान्य परिचय, मौखिक साहित्य और लिखित साहित्य का संबंध**

साहित्य के विविध रूप – लोकगीत, लोककथा, लोकगाथाएँ, लोकनाट्य, लोकोक्तियाँ, पहेलियाँ-बुझौवल और मुहावरे हिंदी प्रदेश की जनपदीय बोलियाँ और उनका साहित्य (सामान्य परिचय) मौखिक साहित्य और समाज।

इकाई-2 : **लोकगीत : वाचिक और मुद्रित**

संस्कार गीत : सोहर, विवाह, मंगलगीत इत्यादि।

सोहर भोजपुरी : भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी - बिहार राष्ट्रभाषा परिषद, पृ. 8, गीत संख्या-4

सोहर अवधी - हिंदी प्रदेश के लोकगीत - कृष्णदेव उपाध्याय, पृ. 110, 111 साहित्य भवन, इलाहाबाद

विवाह - भोजपुरी - भारतीय लोकसाहित्य : परंपरा और परिदृश्य – विद्या सिन्हा, पृ. 116

ऋतुसंबंधी गीत : बारहमासा, होली, चैती, कजरी इत्यादि।

– निम्नलिखित पाठ्यपुस्तकों के उल्लेखित पृष्ठ

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव, पृ 231
हिंदी प्रदेश के लोकगीत : कृष्ण देव उपाध्याय, पृ. 205
वाचिक कविता : भोजपुरी : पं. विद्या निवास मिश्र, पृ 49

श्रमसंबंधी गीत : कटनी, जँतसर, दँवनी, रोपनी इत्यादि।
कटनी के गीत, अवधी 2 गीत - हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ. 134, 135
जँतसारी : भोजपुरी - भारतीय लोक साहित्य परंपरा और परिदृश्य – विद्या सिन्हा, पृ. 140, 141
विविध गीत: घुघुति - कुमाउंनी : कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी, पृ 802, 803
गढ़वाली : कविता कौमुदी : ग्रामगीत, पं. रा.न. त्रिपाठी, पृ 801-802

इकाई-3 : **लोककथाए एवं लोकगाथाए** विधा का सामान्य परिचय और प्रसिद्ध लोककथाएं एवं लोकगाथाएं आल्हा, लोरिक, सारंगा-सदावृक्ष, बिहुला
राजस्थानी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, पृ. 10, 11
(सोलहवाँ भाग)
मालवी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, पृ. 461-462
अवधी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, पृ. 187-188

इकाई-4 : **लोकनाट्य :** विधा का परिचय, विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियाँ, रामलीला; रासलीला मालवा का नाच; राजस्थान का ख्याल, उत्तर प्रदेश की नौटंकी, भांड, रासलीला; बिहार-बिदेसिया; हरियाणा-सांग पाठ : संक्षिप्त पद्मावत सांग (लखमीचंद ग्रंथावली, संपा. प्रो. पूरनचंद शर्मा, हरियाणा साहित्य अकादमी, पंडवानी : तीजन बाई.

<u>सहायक ग्रंथ</u>

- हिंदी प्रदेश के लोकगीत – कृष्णदेव उपाध्याय
- हरियाणा प्रदेश का लोकसाहित्य – शंकर लाल यादव
- मीट माई पीपल – देवेन्द्र सत्यार्थी
- मालवी लोक साहित्य का अध्ययन – श्याम परमार
- रसमंजरी - सुचिता रामदीन; महात्मा गांधी संस्थान, मॉरी ास
- हिंदी साहित्य का बृहत् इतिहास – पं. राहुल सांकृत्यायन; सोलहवाँ भाग
- वाचिक कविता : भोजपुरी – पं. विद्यानिवास मिश्र
- भारतीय लोकसाहित्य : परंपरा और परिदृश्य – विद्या सिन्हा
- कविता कौमुदी : ग्रामगीत – पं. रामनरेश त्रिपाठी
- लखमीचंद का काव्य-वैभव – हरिचन्द्र बंधु
- सूत्रधार – संजीव
- हिन्दी साहित्य को हरियाणा प्रदेश की देन – हरियाणा साहित्य अकादमी का प्रकाशन
- मध्यप्रदेश लोक कला अकादमी की पत्रिका – चौमासा

5.1 (ग) हिंदी रंगमंच

इकाई- 1 **(क)** पारंपरिक रंगमंच

(रामलीला, रासलीला, नौटंकी, बिदेसिया, माच, ख्याल, स्वांग का सामान्य परिचय)

(ख) प्राचीन भारतीय प्रदर्शन-परंपरा और आधुनिक रंगमंच

इकाई-2 **हिंदी रंगमंच की विकास-यात्रा**

(क) स्वतंत्रतापूर्व : पारसी थिएटर, भारतेंदु युगीन रंगमंच, पृथ्वी थिएटर तथा इप्टा

(ख) स्वातंत्र्योत्तर हिंदी रंगमंच : रंग प्रशिक्षण एवं रंग गतिविधियाँ, राष्ट्रीय नाट्य विद्यालय, रंगमंडल भारत भवन, भोपाल, भारतेंदु नाट्य अकादमी, लखनऊ

इकाई-3 आधुनिक हिंदी रंगमंच की विविध शैलियाँ : शैलीबद्ध (स्टाइलाईड), यथार्थवादी, एब्सर्ड तथा लोक-शैली

इकाई-4 प्रमुख रंग व्यक्तित्व और उनकी रंगदृष्टि : श्यामानंद जालान, सत्यदेव दुबे, इब्राहिम अल्काजी, ब.व. कारंत, हबीब तनवीर, लखमीचंद एवं भिखारी ठाकुर

सहायक ग्रंथ :

- पारंपरिक भारतीय रंगमंच – कपिला वात्स्यायन
- परंपराशील नाट्य – जगदीशचंद्र माथुर
- भारतीय रंगमंच का विवेचनात्मक इतिहास – अज्ञात
- पारसी हिंदी रंगमंच – लक्ष्मीनारायण लाल
- नाट्यसम्राट पृथ्वीराज कपूर – जानकी वल्लभ शास्त्री
- आधुनिक हिंदी नाटक और रंगमंच – लक्ष्मीनारायण लाल
- समकालीन हिंदी नाटक और रंगमंच – नरेंद्र मोहन
- पहला रंग – देवेंद्र राज अंकुर
- आधुनिक हिंदी नाटक और रंगमंच – नेमिचंद जैन
- लखमीचंद का काव्य-वैभव –हरिचन्द्र बंधु
- भिखारी ठाकुर : भोजपुरी के भारतेंदु – भगवत प्रसाद द्विवेदी
- कंटेम्प्रेरी इंडियन थिएटर : इंटरव्यू विद प्लेराइट्स एण्ड डायरेक्टर्स – संगीत नाटक अकादमी
- थिएटर्स ऑव इंडिपेंडेंस – अपर्णा भार्गव धारवाड़कर

सेमेस्टर-6

6.1 (क) साहित्य चिंतन

इकाई-1 : साहित्य का स्वरूप : विविध दृष्टिकोण, साहित्य और समाज, साहित्य की प्रयोजनीयता

इकाई-2 : रस : परिभाषा, स्वरूप, अंग और भेद

इकाई-3 : भाषा-सौष्ठव, शब्द-शक्ति, अलंकार, प्रतीक, बिम्ब, मिथक एवं फैंटेसी : रचना में इनकी भूमिका

इकाई-4 : छंद, लय तथा तुक : रचना में इनकी भूमिका

सहायक ग्रंथ :

- साहित्य सहचर – हजारीप्रसाद द्विवेदी
- साहित्य का स्वरूप – नित्यानंद तिवारी
- साहित्य सिद्धांत – रामअवध द्विवेदी
- साधारणीकरण और काव्यास्वाद – राजेंद्र गौतम
- काव्य के तत्त्व – देवेंद्रनाथ शर्मा
- हिंदी साहित्य कोश (भाग-1 और 2) – संपा. देवेंद्र वर्मा
- साहित्य सिद्धांत – रेनेवेलक और ऑस्टिन वॉर्न

अथवा

6.1 (ख) कोश विज्ञान : शब्दकोश और विश्वकोश

इकाई-1 : कोश परिचय

- अर्थ और परिभाषा
- उपयोगिता और महत्त्व
- हिंदी कोश के उपयोग के नियम
  (वर्णानुक्रम, स्वर की मात्राएँ, अनुस्वार एवं अनुनासिक, संयुक्त व्यंजन वर्ण)

इकाई-2 : कोश निर्माण

- शब्द संकलन एवं चयन
- प्रविष्टि (वर्तनी, क्रम, व्याकरणिक कोटि और स्रोत)
- शब्द का अर्थ एवं विस्तार
- शब्द प्रयुक्तियाँ

इकाई-3 : कोश के प्रकार

- कोश : वर्गीकरण के आधार
- विषय के आधार पर (भूगोल कोश, इतिहास कोश, मनोविज्ञान कोश, धर्म कोश आदि)
- भाषा के आधार पर (एकभाषी, द्विभाषी और बहुभाषी)
- आकार के आधार पर (सामान्य और विश्वकोश)
- समांतर कोश
- पारिभाषिक शब्दावली

इकाई-4 : प्रमुख कोशों का परिचय

- हिंदी-हिंदी शब्दकोश – बृहत् हिंदी शब्दकोश; ज्ञानमंडल
- अंग्रेज़ी-हिंदी शब्दकोश – फादर कामिल बुल्के
- हिंदी-अंग्रेजी शब्दकोश – भोलानाथ तिवारी और महेंद्र चतुर्वेदी
- विश्वकोश – हिंदी शब्दसागर – नागरी प्रचारिणी सभा

- समांतर कोश – अरविंद कुमार, कुसुम कुमार; नेशनल बुक ट्रस्ट, नई दिल्ली
- ई-कोश

सहायक ग्रंथ

- कोश विज्ञान – भोलानाथ तिवारी
- हिंदी कोश रचना, प्रकार और रूप – रामचंद्र वर्मा
- हिंदी कोश साहित्य – अचलानंद जखमोला
- हिंदी शब्द सागर – नागरी प्रचारिणी सभा, प्रयाग
- हिंदी साहिय कोश – धीरेंद्र वर्मा,
- कोश विज्ञान : सिद्धांत एवं प्रयोग – राम आधार सिंह
- कोश निर्माण : प्रविधि एवं प्रयोग – त्रिभुवननाथ शुक्ल
- Lexicography : An Introduction – Howarel Jackson; Routledge Publication, London
- भारत में कोश विज्ञान पर विशेष – गवेषणा; अंक 93; जनवरी-मार्च, 2009
- 'भाषा' – पुष्पलता तनेजा हिंदी पत्रिका लेख 'नवीन कोश बनाम प्राचीन कोश'
- वेबलिंक
  - www.archive.org (hindishabdsagar)
  - www.britannika.com
  - www.e.vikipedia.org
  - www.encyclopedia.centre.com
  - www.culturepedia.com

अथवा

6.1 (ग) विशेष अध्ययन : एक प्रमुख साहित्यकार

कबीर, तुलसीदास, प्रेमचंद, निराला

CBCS

बी.ए. ½प्रोग्राम½ हिंदी

G. Elective Course (Any 2)

सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम

सेमेस्टर-5

5.2 (क) अनुवाद : व्यवहार और सिद्धान्त

इकाई-1

1. भारत का भाषायी परिदृश्य और अनुवाद का महत्त्व
2. अनुवाद का स्वरूप
3. अनुवाद के उपकरण – कोश ग्रंथ
4. अनुवाद-प्रक्रिया

इकाई-2

1. प्रयुक्ति की अवधारणा; विविध प्रयुक्ति क्षेत्र
2. विविध प्रयुक्ति क्षेत्रों से संबंधित सामग्री के अनुवाद की सामान्य समस्याएँ
3. विभिन्न प्रयुक्ति क्षेत्रों की पारिभाषिक शब्दावली
4. अनुवाद की व्यावसायिक संभावनाएँ

इकाई-3 : अनुवाद व्यवहार - 1 (अंग्रेज़ी से हिंदी तथा हिंदी से अंग्रज़ी)

1. सर्जनात्मक साहित्य
2. ज्ञान-विज्ञान और तकनीकी साहित्य
3. सामाजिक विज्ञान

इकाई-4 : अनुवाद व्यवहार - 2 (अंग्रेज़ी से हिंदी तथा हिंदी से अंग्रज़ी)

1. जनसंचार
2. प्रशासनिक अनुवाद

3. बैंकिंग अनुवाद
4. विधि अनुवाद

<u>सहायक ग्रंथ :</u>

- अनुवाद के भाषिक सिद्धांत – कैटफोर्ड, जे.सी. सिद्धांत, (अनुवादक : डॉ. रविशंकर दीक्षित) प्रकाशक : मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल
- अनुवाद के सिद्धांत – रेड्डी आर.आर.; (अनुवाद : डॉ. जे.एल. रेड्डी) साहित्य अकादमी, मंडी हाऊस, नई दिल्ली
- अनुवाद सिद्धांत और प्रयोग; गोपीनाथन जी.; लोकभारती प्रकाशन, इलाहाबाद
- अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग, – नगेंद्र (संपा.) हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
- अनुवाद सिद्धांत की रूपरेखा, सुरेश कुमार; वाणी प्रकाशन, दिल्ली

अथवा

5.2 (ख) जनपदीय साहित्य

इकाई-1 : जनपदीय साहित्य की अवधारणा, जनपदीय साहित्य के विविध रूप - लोकगीत, लोककथा, लोकगाथाएँ, लोकनाट्य, लोकोक्तियाँ, पहेलियाँ-बुझौवल और मुहावरे हिंदी प्रदेश की जनपदीय बोलियाँ और उनका साहित्य (सामान्य परिचय) मौखिक साहित्य और समाज।

इकाई-2 : **लोकगीत : वाचिक और मुद्रित**

संस्कार गीत : सोहर, विवाह, मंगलगीत इत्यादि।

सोहर भोजपुरी : भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी - बिहार राष्ट्रभाषा परिषद, पृ. 8, गीत संख्या-4

सोहर अवधी - हिंदी प्रदेश के लोकगीत - कृष्णदेव उपाध्याय; पृ. 110, 111 साहित्य भवन, इलाहाबाद

विवाह - भोजपुरी - भारतीय लोकसाहित्य : परंपरा और परिदृश्य – विद्या सिन्हा, पृ. 116

ऋतुबंधी गीत : बारहमासा, होली, चैती, कजरी इत्यादि।

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव, पृ 231

हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ. 205

वाचिक कविता : भोजपुरी : पं. विद्यानिवास मिश्र, पृ 51, 49

श्रमसंबंधी गीत : कटनी, जँतसर, दँवनी, रोपनी इत्यादि।

कटनी के गीत, अवधी 2 गीत - हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ 134, 135

जँतसारी : भोजपुरी - भारतीय लोकसाहित्य परंपरा और परिदृश्य – विद्या सिन्हा, पृ. 140, 141

हरियाणी : ईख निराई

विविध गीत: घुघुति - कुमाउंनी : कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी, पृ 802, 803

गढ़वाली : कविता कौमुदी : ग्रामगीत, पं. रा.न. त्रिपाठी, पृ 801-802

इकाई-3 : **लोककथाए एवं लोकगाथाए** विधा का सामान्य परिचय और प्रसिद्ध लोककथाएं एवं लोकगाथाएं आल्हा, लोरिक, सारंगा-सदावृक्ष, बिहुला

राजस्थानी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, पृ. 10,11 (सोलहवाँ भाग)

मालवी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, पृ. 461-462
अवधी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, पृ. 187-188

इकाई-4 : लोकनाट्य

(क) पाठः संक्षिप्त शाही लक्कडहारा सांग लखमीचंद ग्रंथावली,
संपा. प्रो. पूरनचंद शर्मा, हरियाणा साहित्य अकादमी, चंडीगढ़

(ख) बिदेसिया : भिखारी ठाकुर कृत लोकनाट्य

बिदेसिया, कठपुतली, सांग (हरियाणा), भांड, ख्याल (राजस्थान) माच (मालवा)

<u>सहायक ग्रंथ</u>

- हिंदी प्रदेश के लोकगीत – कृष्णदेव उपाध्याय
- हरियाणा प्रदेश का लोकसाहित्य – शंकर लाल यादव
- मीट माई पीपल – देवेन्द्र सत्यार्थी
- मालवी लोकसाहित्य का अध्ययन – श्याम परमार
- रसमंजरी – सुचिता रामदीन; महात्मा गांधी संस्थान, मॉरीशस
- हिंदी साहित्य का बृहत् इतिहास – पं. राहुल सांकृत्यायन (सोलहवाँ भाग)
- वाचिक कविता : भोजपुरी – पं. विद्यानिवास मिश्र
- भारतीय लोकसाहित्य : परंपरा और परिदृश्य - विद्या सिन्हा
- कविता कौमुदी : ग्रामगीत – पं. रामनरेश त्रिपाठी
- लखमीचंद का काव्य-वैभव : हरीचन्द बंधु
- सूत्रधार – संजीव
- हिन्दी साहित्य को हरियाणा प्रदेश की देन – हरियाणा साहित्य अकादमी का प्रकाशन
- मध्यप्रदेश लोककला अकादमी की पत्रिका – चौमासा
- हिंदी का जनपदीय साहित्य – पं. विद्यानिवास मिश्र

सेमेस्टर-6

6.2 (क) अस्मितामूलक अध्ययन और हिंदी साहित्य

इकाई-1 : विमर्शों की सैद्धांतिकी :

(क) दलित विमर्श : अवधारणा और आंदोलन, फुले और अम्बेडकर

(ख) स्त्री विमर्श : अवधारणाएँ और मुक्ति आंदोलन (पाश्चात्य और भारतीय)
रैडिकल, मार्क्सवादी, उदारवादी आदि, यौनिकता, लिंगभेद, पितृसत्ता, समलैंगिकता

(ग) आदिवासी विमर्श : अवधारणा और आंदोलन
जल, जंगल, जमीन और पहचान का सवाल

इकाई- 3 **विमर्शमूलक कथा साहित्य :** (1) ओमप्रकाश बाल्मीकि – सलाम (2) हरिराम मीणा - धूणी तपे तीर, पृष्ठ संख्या : 158-167 (3) नासिरा शर्मा - खुदा की वापसी

इकाई-3 : विमर्शमूलक कविता :

क. दलित कविता : अछूतानंद (दलित कहाँ तक पड़े रहेंगे), नगीना सिंह (कितनी व्यथा), माता प्रसाद (सोनवा का पिंजरा)

ख. स्त्री कविता : कीर्ति चौधरी (सीमा रेखा), कात्यायनी (सात भाइयों के बीच चम्पा), सविता सिंह (मैं किसकी औरत हूँ)

इकाई-4 : विमर्शमूलक अन्य गद्य विधाएं :

1. प्रभा खेतान, पृष्ठ 28-42 : अन्या से अनन्या तक
2. तुलसीराम मुर्दहिया (चौधरी चाचा से प्रारंभ पृष्ठ संख्या 125 से 135)
3. महादेवी वर्मा : 'स्त्री के अर्थ-स्वातंत्र्य का प्रश्न'

सहायक ग्रंथ

- सिमोन द बोउवा - स्त्री उपेक्षिता
- गुलामगीरी - ज्योतिबा फुले
- अंबेडकर रचनावली - भाग-1
- प्रभा खेतान - उपनिवेश में स्त्री
- स्त्री अस्मिता साहित्य और विचारधारा - सुधा सिंह
- मूक नायक, बहिष्कृत भारत - अंबेडकर
- दलित साहित्य का सौंदर्यशास्त्र - शरण कुमार लिंबाले

- दलित साहित्य का सौंदर्यशास्त्र – ओमप्रकाश बाल्मीकि
- दलित आंदोलन का इतिहास – मोहनदास नैमिशराय
- नारीवादी राजनीति – जिनी निवेदिता
- हिंदी दलित कथा साहित्य : अवधारणा एवं विधाएँ – रजत रानी 'मीनू'
- औरत होने की सजा – अरविंद जैन
- आदिवासी अस्मिता का संकट – रमणिका गुप्ता

अथवा

6.2 (ख) हिंदी सिनेमा और उसका अध्ययन

इकाई-1 : कला विधा के रूप में सिनेमा और उसकी सैद्धान्तिकी

इकाई-2 : हिन्दी सिनेमा : उद्‌भव और विकास

इकाई-3 : सिनेमा में कैमरे की भूमिका

इकाई-4 : नयी तकनीकी और सिनेमा - सम्भावनाएं और चुनौतियां
(**सन्दर्भ** - मुगले आज़म, मदर इंडिया, दीवार, पीके)

सहायक ग्रंथ :

- हिंदी सिनेमा का इतिहास - मनमोहन चड्‌ढा
- सिनेमा, नया सिनेमा – ब्रजेश्वर मदान
- भारतीय सिने सिद्धांत - अनुपम ओझा
- सिनेमा : कल, आज और कल – विनोद भारद्वाज
- हिंदी का मौखिक परिदृश्य – करुणाशंकर उपाध्याय
- हिंदी का मौखिक परिदृश्य – कौशल कुमार गोस्वामी

CBCS

बी.ए. ½प्रोग्राम½ हिंदी

HSEC (B.A. Prog.) (Any 2)

हिंदी : कौशल-संवर्द्धक पाठ्यक्रम (कोई 2)

सेमेस्टर-3

3.2 (क) रचनात्मक लेखन

इकाई-1 : रचनात्मक लेखन : अवधारणा, स्वरूप एवं सिद्धांत

भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया

विविध अभिव्यक्ति-क्षेत्र : साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ

जनभाषण और लोकप्रिय संस्कृति

लेखन के विविध रूप : मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ्य, बाललेखन-प्रौढ़लेखन, मुद्रित-इलेक्ट्रॉनिक आदि।

इकाई-2 : रचनात्मक लेखन : आधार और विश्लेषण

अर्थ निर्मिति के आधार : शब्दार्थ-मीमांसा, शब्द के प्राक्-प्रयोग, नव्य-प्रयोग, शब्द की व्याकरणिक कोटि।

भाषा की भंगिमाएँ : औपचारिक-अनौपचारिक, मौखिक-लिखित, मानक

भाषिक संदर्भ : क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष।

रचना-सौष्ठव : शब्द-शक्ति, प्रतीक, बिंब, अलंकरण और वक्रताएँ

इकाई- 3 : विविधे विधेाओं की आधेारभूत संरचनाओं का व्यावहारिक अधेयन

(क) कविता : संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक

(ख) कथा साहित्य : वस्तु, पात्र, परिवेश एवं विमर्श

(ग) नाट्य साहित्य : वस्तु, पात्र, परिवेश एवं रंगकर्म

(घ) विविध गद्य-विधाएँ : निबंध, संस्मरण, व्यंग्य, रिपोतार्ज आदि

(ड.) बालसाहित्य की आधारभूत संरचना

इकाई-4 : सूचना-तंत्र के लिए लेखन

प्रिंट माध्यम : फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा आदि।

इलेक्ट्रॉनिक माध्यम : रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन

सहायक ग्रंथ :

- साहित्य चिंतन : रचनात्मक आयाम – रघुवंश
- शैली – रामचंद्र मिश्र
- रचनात्मक लेखन – संपा. रमेश गौतम
- कला की जरूरत – अन्र्स्ट फिशर; अनु. रमेश उपाध्याय
- साहित्य का सौंदर्यचिंतन – रवींद्रनाथ श्रीवास्तव
- सृजनशीलता और सोंदर्यबोध – निशा अग्रवाल
- कविता-रचना-प्रक्रिया – कुमार विमल
- समकालीन कविता में छंद – अज्ञेय
- कविता से साक्षात्कार – मलयज
- कविता क्या है – विश्वनाथ प्रसाद तिवारी
- एक कवि की नोटबुक – राजेश जोशी
- हिंदी साहित्य का छंद-विवेचन – गौरीशंकर मिश्र द्विजेंद्र
- अलंकार-धारणा : विकास और विश्लेषण – शोभाकांत मिश्र

- उपन्यास की संरचना – गोपाल राय
- उपन्यास सृजन की समस्याएँ –शमशेर सिंह नरूला
- रेडियो लेखन – मधुकर गंगाधर
- पत्रकारी लेखन के आयाम – मनोहर प्रभाकर
- सर्जक का मन – नंदकिशोर आचार्य
- शब्द-शक्ति विवेचन – रामलखन शुक्ल
- राइटिंग क्रिएटिव फिक्शन –एच.आर.एफ. कीटिंग

अथवा

(ख) भाषा शिक्षण

इकाई-1 : भाषा-शिक्षण की अवधारणा

- भाषा शिक्षण : अभिप्राय तथा उद्देश्य
- भाषा शिक्षण का राष्ट्रीय, सामाजिक, शैक्षिक और भाषिक संदर्भ
- शिक्षण, प्रशिक्षण, अर्जन और अधिगम

इकाई-2 : भाषा शिक्षण की आधारभूत संकल्पनाएँ – जे.एस. ब्रूनर, वाईगोत्स्की, हिलगार्ड, पियाजे

- प्रथम भाषा, मातृभाषा तथा अन्य भाषा (द्वितीय एवं विदेशी) की संकल्पना
- मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतर
- सामान्य और विशिष्ट प्रयोजन के लिए भाषा शिक्षण

इकाई-3 : हिंदी शिक्षण

- भाषा कौशल – सुनना, बोलना, पढ़ना, लिखना
- हिंदी का मातृभाषा के रूप में शिक्षण (स्कूली शिक्षा, उच्च शिक्षा, दूरस्थ शिक्षा)
- द्वितीय भाषा के रूप में हिंदी शिक्षण
- विदेशी भाषा के रूप में भारत तथा विदेशों में हिंदी भाषा शिक्षण

इकाई-4 : भाषा परीक्षण और मूल्यांकन

- भाषा परीक्षण की संकल्पना
- भाषा मूल्यांकन की संकल्पना
- भाषा परीक्षण के विविध प्रकार
- मूल्यांकन के प्रकार

सहायक ग्रंथ

- भाषा शिक्षण – रवींद्रनाथ श्रीवास्तव
- अन्य भाषा-शिक्षण के कुछ पक्ष – संपा. अमर बहादुर सिंह

- भाषा-शिक्षण तथा भाषाविज्ञान – संपा. ब्रजेश्वर वर्मा
- हिंदी शिक्षण : अंतर्राष्ट्रीय परिप्रेक्ष्य – संपा. सतीश कुमार रोहरा, सूरजभान सिंह
- हिंदी भाषा-शिक्षण – भोलानाथ तिवारी
- अनुप्रयुक्त भाषाविज्ञान – संपा. रवींद्रनाथ श्रीवास्तव, भोलानाथ तिवारी, कृष्ण कुमार गोस्वामी
- Focus Group Papers on Teaching of Indian Languages : NCERT, 2005

अथवा

(ग) कार्यालयी हिंदी

इकाई-1 : कार्यालयी हिंदी का स्वरूप, उद्देश्य तथा क्षेत्र

- अभिप्राय तथा उद्देश्य
- कार्यालयी हिंदी का क्षेत्र
- सामान्य हिंदी तथा कार्यालयी हिंदी : संबंध तथा अंतर
- कार्यालयी हिंदी की स्थिति और संभावनाएँ

इकाई-2 : कार्यालयी हिंदी की शब्दावली

- कार्यालयी हिंदी की पारिभाषिक शब्दावली
- पदनाम तथा अनुभाग के नाम
- मुख्य कार्यालय, क्षेत्रीय कार्यालय और अन्य प्रशासनिक अधिकारियों के लिए प्रयुक्त होने वाले संबोधन, निर्देश आदि
- औपचारिक पदावलियाँ/अभिव्यक्तियाँ (सूची विभाग द्वारा तैयार की जाएगी)

इकाई-3 : कार्यालयी पत्राचार के विविध प्रकार

- सामान्य परिचय
- कार्यालय से निर्गत पत्र (ज्ञापन, परिपत्र, अनुस्मारक, पृष्ठांकन, आदेश, सूचनाएँ, निविदा आदि)
- रिक्त पदों पर भर्ती हेतु विज्ञापन
- आवेदन-लेखन

इकाई-4 : टिप्पण, प्रारूपण और संक्षेपण

- टिप्पण का स्वरूप, विशेषताएँ और भाषा शैली
- प्रारूपण के प्रकार, भाषा शैली, प्रारूपण की विधि
- संक्षेपण के प्रकार, विशेषताएँ और संक्षेपण की विधि
- उपर्युक्त सभी इकाइयों पर आधारित व्यावहारिक प्रश्न

<u>सहायक ग्रंथ</u>

- प्रयोजनमूलक हिंदी – माधव सोनटक्के
- प्रारूपण शासकीय पत्राचार और टिप्पण लेखन विधि – राजेंद्र प्रसाद श्रीवास्तव
- प्रयोजनमूलक हिंदी की नई भूमिका – कैलाशनाथ पाण्डेय
- प्रयोजनमूलक भाषा और कार्यालयी हिंदी – कृष्ण कुमार गोस्वामी
- प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग – दंगल झाल्टे

4.3 (क) भाषायी दक्षता

इकाई-1 : भाषायी दक्षता का विकास

- भाषायी दक्षता से तात्पर्य
- भाषायी दक्षता का महत्त्व
- श्रवण और वाचन
- पठन और लेखन

इकाई-2 : भाषायी दक्षता की निर्माण-प्रक्रिया

- भाषिक संरचना की समझ और विकास
- भाषा-व्यवहार (भाषिक प्रयोग और शैली)
- भाषिक क्षमता को प्रभावित करने वाले तत्व (आयु, लिंग, शिक्षा, वर्ग)

इकाई-3 : भाषायी दक्षता के प्रायोगिक पक्ष

- भाषायी दक्षता की रणनीति : आकलन, लक्ष्य-निर्धारण, नियोजन के स्तर पर
- शब्द-सामर्थ्य – सामान्य एवं तकनीकी शब्द
- सुनना और बोलना – प्रभावी श्रवण के आयाम, शुद्ध उच्चारण, भाषण, एकालाप, वार्तालाप
- पढ़ना और लिखना – स्वाध्याय और उद्देश्य-केन्द्रित पठन, सामान्य लेखन और रचनात्मक लेखन

इकाई-4 : भाषायी दक्षता का व्यावहारिक पक्ष

- किसी एक विषय पर – भाषण, वार्तालाप या टिप्पणी, समूह चर्चा
- किसी एक विषय का भाव-विस्तार या पल्लवन
- द्रुतवाचन – किसी साहित्यिक कृति पर आधारित
- समीक्षा – पुस्तक-समीक्षा, फिल्म-समीक्षा

सहायक ग्रंथ :

- भाषा शिक्षण – रवींद्रनाथ श्रीवास्तव
- सृजनात्मक साहित्य – रवींद्रनाथ श्रीवास्तव
- व्यावसायिक हिंदी – दिलीप सिंह
- प्रयोजनमूलक हिंदी – दंगल झाल्टे
- आधुनिक पत्रकारिता – डॉ. अनुज तिवारी
- व्यावहारिक हिंदी एवं प्रयोग – डॉ. ओम प्रकाश
- व्यावहारिक का वैचारिक परिप्रेक्ष्य – जबरीमल्ल पारख

- जनमाध्यम प्रौद्योगिकी और विचारधारा – जगदीश्वर चतुर्वेदी

अथवा

विज्ञापन और हिंदी भाषा

इकाई-1 : विज्ञापन : स्वरूप एवं अवधारणा

- विज्ञापन : अर्थ व परिभाषा
- विज्ञापन का महत्त्व
- विज्ञापन के सामाजिक तथा व्यावसायिक उद्देश्य, मार्केटिंग और ब्रांड-निर्माण
- विज्ञापन के नए संदर्भ (प्रायोजित कार्यक्रम)

इकाई-2 : विज्ञापन : विविध माध्यम

- सामान्य परिचय
- विज्ञापन माध्यम का चयन
- प्रिंट, रेडियो एवं टेलीविज़न के लिए कॉपी लेखन

इकाई-3 : विज्ञापन की भाषा

- विज्ञापन की भाषा का स्वरूप
- विज्ञापन की भाषागत विशेषताएँ
- विज्ञापन की भाषा के विभिन्न पक्ष, सादृश्य विधान, अलंकरण, तुकांतता, समानांतरता, विचलन, मुहावरे-लोकोक्तियाँ, भाषा संकर)
- हिंदी विज्ञापनों की भाषा

इकाई-4 : विज्ञापन-निर्माण का अभ्यास

- प्रिंट माध्यम : वर्गीकृत एवं सजावटी विज्ञापन-निर्माण
- रेडियो जिंगल लेखन
- टेलीविज़न के लिए स्टोरी बोर्ड निर्माण

सहायक ग्रंथ

- जनसंपर्क, प्रचार एवं विज्ञापन – विजय कुलश्रेष्ठ

- जनसंचार माध्यम : भाषा और साहित्य – सुधीश पचौरी
- डिजिटल युग में विज्ञापन – सुधा सिंह, जगदीश्वर चतुर्वेदी
- ब्रेक के बाद – सुधीश पचौरी
- मीडिया की भाषा – वसुधा गाडगिल
- विज्ञापन की दुनिया – कुमुद शर्मा
- विज्ञापन डॉट कॉम – रेखा सेठी
- संचार क्रांति और बदलता सामाजिक सौंदर्य-बोध – कृष्ण कुमार रत्तू

वेबलिंक

- www.adbrands.net
- www.afaqs.com
- www.adgully.com
- www.cnbc.com
- www.exchange4media.com

अथवा

कम्प्यूटर और हिंदी भाषा

इकाई-1 : कम्प्यूटर का विकास और हिंदी

- कम्प्यूटर का परिचय और विकास
- कम्प्यूटर में हिंदी का आरम्भ एवं विकास
- हिंदी के विविध फॉन्ट
- कम्प्यूटर में हिंदी की चुनौतियाँ और संभावनाएँ

इकाई-2 : हिंदी भाषा और प्रौद्योगिकी

- इंटरनेट पर हिंदी
- यूनिकोड, देवनागरी लिपि और हिंदी भाषा
- हिंदी और वेब डिजाइनिंग
- हिंदी की वेबसाइट्स

इकाई-3 : हिंदी भाषा, कम्प्यूटर और गवर्नेंस

- राजभाषा हिंदी के प्रसार में कम्प्यूटर की भूमिका
- ई-गवर्नेंस, इंटरनेट
- हिंदी भाषा शिक्षण और ई-लर्निंग
- सरकारी और गै़र-सरकारी संस्थाएँ

इकाई-4 : हिंदी भाषा और कम्प्यूटर : विविध पक्ष

- इंटरनेट पर हिंदी पत्र-पत्रिकाएँ
- एसएमएस की हिंदी
- न्यू मीडिया और हिंदी भाषा
- हिंदी के विभिन्न की बोर्ड

सहायक ग्रंथ

- कम्प्यूटर के भाषिक अनुप्रयोग – विजय कुमार मल्होत्रा
- कम्प्यूटर और हिंदी – हरिमोहन
- हिंदी भाषा और कम्प्यूटर – संतोष गोयल

- कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा-सिद्धांत – पी.के. शर्मा
- मीडिया : भूमंडलीकरण और समाज – संपा. संजय द्विवेदी
- सोशल नेटवर्किंग : नए समय का संवाद – संपा. संजय द्विवेदी
- नए ज़माने की पत्रकारिता – सौरभ शुक्ल
- पत्रकारिता से मीडिया तक – मनोज कुमार
- जनसंचार के सामजिक संदर्भ – जबरीमल्ल पारख

CBCS

बी.ए. ½प्रोग्राम½ हिंदी

CC

(कोर/अनिवार्य प्रश्नपत्र)

सेमेस्टर-1

1.1 हिंदी भाषा और साहित्य का इतिहास

इकाई-1 **आदिकाल**

- हिंदी भाषा का विकास : सामान्य परिचय
- आदिकाल : काल विभाजन एवं नामकरण
- आदिकाल की प्रमुख प्रवृत्तियाँ

इकाई-2 **भक्तिकाल**

- भक्ति आंदोलन : उद्‌भव और विकास
- भक्तिकाल की प्रमुख प्रवृत्तियाँ

इकाई-3 **रीतिकाल**

- रीतिकाल : नामकरण
- रीतिकाल की प्रमुख प्रवृत्तियाँ

इकाई-4 **आधुनिककाल**

- मध्यकालीन बोध तथा आधुनिक बोध (संक्रमण की परिस्थितियाँ)
- आधुनिक हिंदी कविता की प्रमुख प्रवृत्तियाँ
- उपन्यास, कहानी, नाटक, निबंध, आलोचना तथा अन्य गद्य रूप

सहायक ग्रंथ

- हिंदी भाषा – धीरेंद्र वर्मा
- हिंदी भाषा की संरचना – भोलानाथ तिवारी
- हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल
- हिंदी साहित्य का इतिहास – डॉ. नगेंद्र
- आदिकालीन हिंदी साहित्य के अध्ययन की दिशाएँ – अनिल राय
- हिंदी साहित्य का अतीत – विश्वनाथ प्रसाद मिश्र

सेमेस्टर-2

2.1 हिंदी कविता ¼मध्यकाल और आधुनिक काल½

इकाई-1 : कबीर-ग्रंथावली; माता प्रसाद गुप्त; लोकभारती, 1969 ई.

कबीर – साँच कौ अंग (1) भेष कौ अंग (5, 9, 12) संग्रथाई कौ अंग (12)

सूरदास – सूरसागर-सार, संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन, 1990 ई.

गोकुल लीला – पद संख्या 20, 26, 27, 60

गोस्वामी तुलसीदास – तुलसी ग्रंथावली (दूसरा खंड); संपा. आचार्य रामचंद्र शुक्ल (नागरी प्रचारिणी सभा, काशी)

दोहावली – छंद संख्या - 277, 355, 401, 412, 490

इकाई-2 :

बिहारी – रीतिकाव्य-संग्रह, जगदीश गुप्त, ग्रंथम, कानपुर, 1983 ई.

छंद संख्या – 9, 13, 18, 21, 58, 66, 67

घनानंद – रीतिकाव्य-संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम संस्करण; 1961 ई.

छंद संख्या – 3, 14, 16, 18, 23, 24

इकाई-3 :

मैथिलीशरण गुप्त – रईसों के सपूत (भारतभारती, वर्तमान खंड; साहित्य सदन; झाँसी)

छंद संख्या – 123 से 128

जयशंकर प्रसाद – बीती विभावरी जाग री! (लहर, लोकभारती प्रकाश, 2000)

हिमालय के आगन में . . . (स्कन्दगुप्त : भारती भण्डार, इलाहाबाद, 1973 ई.)

इकाई-4 :

हरिवंश राय 'बच्चन' – जो बीत गयी . . . (हरिवंश राय बच्चन : प्रतिनिधि कविताएँ, राजकमल पेपर बैक्स, संपा. मोहन गुप्त, 2009)

नागार्जुन – उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल पेपर बैक्स, 2009)

भवानीप्रसाद मिश्र – गीत-फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन; द्वितीय संस्करण, 1970 ई.)

<u>सहायक ग्रंथ :</u>

- कबीर – हजारीप्रसाद द्विवेदी
- तुलसी काव्य मीमांसा – उदयभानु सिंह
- बिहारी की वाग्विभूति – विश्वनाथ प्रसाद मिश्र
- सूरदास – ब्रजेश्वर शर्मा
- सूरदास – रामचंद्र शुक्ल
- गोस्वामी तुलसीदास – रामचंद्र शुक्ल
- घनानंद और काव्यधारा – मनोहर लाल
- सनेह को मारग – इमरै बंघा
- मैथिलीशरण गुप्त : व्यक्ति और काव्य – कमलकांत पाठक
- प्रसाद, पंत और मैथिलीशरण – रामधारी सिंह दिनकर
- प्रसाद का काव्य – प्रेम शंकर
- जयशंकर प्रसाद – नंददुलारे वाजपेयी
- हरिवंशराय बच्चन – संपा. पुष्पा भारती
- आधुनिक हिंदी कविता – विश्वनाथ प्रसाद तिवारी

सेमेस्टर-3

3.1 हिंदी कथा साहित्य

इकाई-1 : उपन्यास : स्वरूप और संरचना

इकाई-2 : उपन्यास : गबन – प्रेमचंद

इकाई-3 : कहानी : स्वरूप और संरचना

इकाई-4 : कहानी : परदा – यशपाल

रोज - अज्ञेय

दिल्ली में एक मौत - कमलेश्वर

दाज्यू - शेखर जोशी

हरी बिंदी - मुदुला गर्ग

सहायक ग्रंथ

- प्रेमचंद और उनका युग - रामविलास शर्मा
- हिन्दी उपन्यास : एक अंतर्यात्रा – रामदरश मिश्र
- एक दुनिया समानान्तर - राजेन्द्र यादव
- कहानी : नई कहानी – नामवर सिंह
- नई कहानी की भूमिका - कमलेश्वर
- हिंदी कहानी : अंतरंग पहचान - रामदरश मिश्र
- हिंदी कहानी की रचना-प्रक्रिया – परमानंद श्रीवास्तव
- नई कहानी : संदर्भ और प्रकृति – देवीशंकर अवस्थी
- साहित्य से संवाद - गोपेश्वर सिंह
- कुछ कहानियाँ : कुछ विचार – विश्वनाथ त्रिपाठी

सेमेस्टर-4

4.1 अन्य गद्य विधाएं

इकाई-1

- शिवशंभु के चिट्ठे बनाम लार्ड कर्जन – बालमुकुंद गुप्त
- साहित्य का उद्देश्य – प्रेमचंद

इकाई-2

- भक्तिन : संस्मरण- महादेवी वर्मा
- अदम्य जीवन – रांगेय राघव

इकाई-3

- वैष्णव जन (ध्वनि रूपक) – विष्णु प्रभाकर
- शायद : एकांकी - मोहन राकेश

इकाई-4

- उखड़े खंभे - हरिशंकर परसाई (व्यंग्य)
- लक्खा बुआ ('नंगा तलाई का गाँव' से) – विश्वनाथ त्रिपाठी

सहायक ग्रंथ :

- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- गद्यकार जानकी वल्लभ शास्त्री – पाल भसीन
- हिंदी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी
- हिंदी गद्य का विन्यास और विकास – रामस्वरूप चतुर्वेदी
- निबंधों की दुनिया – विजयदेवनारायण साही; निर्मला जैन/हरिमोहन शर्मा
- निबंधों की दुनिया - शिवपूजन सहाय; निर्मला जैन/अनिल राय
- छायावादोत्तर गद्य साहित्य - विश्वनाथ प्रसाद तिवारी

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF HISTORY

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

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	***Credits**	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

Structure of B.A (Programme) History

Core Courses-4

1. History of India from the Earliest Times upto 300 CE
2. History of India from C.300 to 1206.
3. History of India from C. 1206 to 1707
4. History of India from 1707 to 1950

Discipline Specific Elective (DSE) Any Two

1. Patterns of Colonialism in the World: 15TH TO 19 Centuries.
2. National liberation Movements in 20th Century World.
3. Some Aspects of European History: C.1780-1945.
4. Patterns of Capitalism in Europe: C.16TH Century to early 20th Century
5. Paper-5: Some Aspects of Society &Economy of Modern Europe: 15 – 18 Century
6. Political History of Modern Europe: 15 th-18th Century

Generic Elective (Inter-Disciplinary) Any Two

1. Women Studies in India.
2. Women in Politics &Governance.
3. Some Perspectives on Women's Rights in India.
4. Gender and Education in India.
5. History of Indian Journalism: Colonial &Post Colonial Period.

Paper 6.CULTURES IN THE INDIAN SUBCONTINENT

1. Ability Enhancement Elective Course (AEEC) Any Four
2. Historical Tourism: Theory &Practice
3. Museums &Archives in India
4. Indian History &Culture
5. Ethnographic Practices in India: Tradition of Embroidery;TextileMaking, Knitting, Handicrafts
6. An Introduction to Archaeology
7. Documentation &Visual Culture
8. Orality and Oral Culture in India

Core Courses: 4

1. History of India from Earliest Times up to 300 CE

I. Sources & Interpretation

II.A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.

III.Harappan Civilization ;Origin, Extent, dominant features &decline, Chalcolithic age.

iv. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW &Megaliths.

v. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the

Causes of Magadha's success

vi. Iranian and Macedonian Invasions, Alexander's Invasion and impact

vii. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

viii. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion

viii. Emergence and Growth of Mauryan Empire; State ,Administration,Econoy,Ashoka's Dhamma,Art &Architecture

ix. The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion

x. The Sangam Age: Samgam Literature, The three Early Kingdoms, Society & the Tamil language

xi. The age of Shakas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts &Crafts, Coins, Commerce and Towns.

References:

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder That was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Jaiswal, Suvira Caste: Origin, Function and Dimensions
5. Subramanian, N. Sangam Polity
6. Thapar, Romila History of Early India
7. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
8. Basham, A.L. The Wonder That was India
9. Jha, D.N. Ancient India in Historical Outline (1998 edn.)
10. Kosambi, D.D. Culture and Civilization of Ancient India
11. Ray, H.P. Monastery and Guild India in Historical Outline
12. Sastri, K.A.N. A History of South India
13. R.S Sharma, India's Ancient Past
14. Ray, Niharranjan Maurya and Post Maurya Art
15. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
16. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn
17. Yazdani, G. Early History of Deccan
18. Aspects of Political Ideas and Institutions in
19. Ancient India (1991 edn.)
20. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn
21. Yazdani, G. Early History of Deccan

Paper-2: History of India from. C.300 to1206

I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science &Technology.

II. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda

III. South India: Polity, Society, and Economy & Culture

IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas..
V. Evolution of Political structures of Rashtakutas, Pala &Pratiharas.
VI. Emergence of Rajput States in Northern India: Polity, Economy &Society.
VII. Arabs in Sindh: Polity, Religion &Society.
VIII. Struggle for power in Northern India &establishment of Sultanate.

References:

1. R. S. Sharma: Indian Feudalism-India's Ancient Past
2. B. D. Chattopadhaya: Making of Early Medieval India
3. Derryl N. Maclean: Religion and Society in Arab Sindh
4. K. M. Ashraf: Life and Conditions of the People of Hindustan
5. M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
6. Tapan Ray Chaudhary and Irfan Habib (ed.)
7. : The Cambridge Economic History of India, Vol.I
8. Peter Jackson: Delhi Sultanate: A Political and Military History
9. Tara Chand: Influence of Islam on Indian Culture
10. Satish Chandra: A History of Medieval India, 2 Volumes
11. Percy Brown, : Islamic Architecture

Paper -3:History of India from 1206 to 1707

I. Foundation, Expansion &consolidation of the Delhi Sultanate; Nobility &Iqta system.

II.Miltary, administrative &economic reforms under the Khiljis &the Tughlaqs.

III. Bhakti &Sufi Movements.

IV.Provincialkingdoms: Mewar, Bengal, Vijaynagara &Bahamanis.

V. Second Afghan State.

VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.

VII. Akbar to Aurangzeb: administrative structure-Mansab&Jagirs, State &Religion, Socio-Religious Movements.

VIII. Economy, Society &Culture under the Mughals.

IX.Emergence of Maratha Power.

References:

1. Irfan Habib: The Agrarian System of Mughal India 1556-1707,
2. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
3. M. Athar Ali: Mughal Nobility under Aurangzeb,
4. Shireen Moosvi: The Economy of the Mughal Empire
5. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
6. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.
   I. H. Siddiqui: Some Aspects of Afghan Despotism
7. Kesvan Veluthat: Political Structure of Early Medieval South India
8. P.J. Marshall: The Eighteenth Century in Indian History.
9. Stewart Gordon, : The Marathas 1600-1818
10. Percy Brown, : Islamic Architecture

Paper-4: History of India; 1707-1950.

I. Interpreting the 18th Century.

II.Emergence of Independent States &establishment of Colonial power.

III.Expansion &consolidation of Colonial Power upto 1857.

IV.Uprising of 1857: Causes, Nature &Aftermath.

V. Colonial economy: Agriculture, Trade & Industry.

VI.Socio-Religious Movements in the 19th century.

VII. Emergence &Growth of Nationalism with focus on Gandhian nationalism.

VIII. Communalism: Genesis, Growth and partition of India.

IX. Advent of Freedom: Constituent Assembly, establishment of Republic.

References:

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
2. Sekhar Bandyopadhyay From Plassey to Partition
3. Barbara D Metcalf and T.R. Metcalf A Concise History of India, Cambridge, 2002
4. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
5. Sumit Sarkar Modern India 1885 ñ 1947, Mamillan, 1983
6. Mushirul Hasan John Company to the Republic: A story of Modern India
7. R.P. Dutt, India Today.
8. Thomas Metcalf Ideologies of the Raj.
9. R. Jeffery, J Masseloss, From Rebellion to the Republic.
10. Bipan Chandra: Nationalism and Colonialism.
11. Urvashi Butalia The Other side of Silence.
12. Francine Frankel Indiaís Political Economy 1947- 1977.
13. Parul Brass The Politics of India since Independence.
14. Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
15. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
16. Gail Omvedt Dalits and Democratic Revolution.

17. Ramachandra Guha The Fissured Land.
18. K.G. Subramanian The Living Tradition: Perspectives on Modern Indian Art.
19. Radha Kumar A History of Doing.

Discipline Specific Elective: Any Two

Paper-1: Patterns of Colonialism in the World: 15th to 19th Century

I. Defining Colonialism.
II. Establishment of Colonial Empires by Spain and Portugal in 15th-16th centuries.
III. French in Canada: 1534-1763
IV. British in India in 18th century.
V. Informal Empire in 19th century Africa.
VI. Scramble for Power in late 19th century China.
VII. Nature of Colonial control and patterns of subjugation.

References:

1. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973,
2. J.H Perry, The Establishment of the European Hegemony 1415-1715, Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1959,
3. K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
4. Ralph Davis, The Rise of the Atlantic Economies,
5. Christopher Hill, From Reformation to Industrial Revolution
6. Basil Davidson, Modern Africa: A Social and Political History, 3d edn. London / New Jersey: Addison ñ Wesley, 1995
7. Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)

Paper-2: National Liberation Movements in 20th century World

I. Nationalism: Theory and Practice.
II.Nature of Imperialism and colonialism
III. National Movements in Nigeria, Kenya, Congo, Angola &South Africa.
IV.China between 1911-1949:Revolution of 1911,May Fourth Movement and Cultural Revolution under Mao Tse Tung.
Indonesian Revolution 1945-1949.
VI. National Movement in India.

References:

1. Lucian Bianco, Origins of the Chinese Revolution, 1915-1946.
2. A.J.Temu &Roger Owen eds, Studies in the theory of Imperialism, 1970.
3. E.F.Penrose,ed, European Imperialism the partition of Africa,1980.
4. Milton Osborne, Southeast Asia: An Introductory History.
5. Sumit Sarkar, Modern India, Macmillan, 1984.

Paper-3: Some Aspects of European History: C.1780-1939

I.The French Revolution: Genesis Nature & Consequences
II.Napoleonic Era and aftermath.
III.Revolutions of 1830 & 1848.
IV.Unification of Italy &Germany.
V.Social and economic Changes.
VI. Imperialist Conflicts: W.W I
VII.Rise of Fascism and Nazism.
VIII.Origin of W.W.II

References:

1. E.J. Hobsbawn: The Age of Revolution.
2. Lynn Hunt: Politics, Culture and Class in the French Revolution.
3. Andrew Porter, European Imperialism, 18760 -1914 (1994).
4. E.J. Hobsbawm, The Age of Extremes, 1914 - 1991, New York: Vintage, 1996

5. Carter V. Findley and John Rothey, Twentieth-Century World,. Boston: Houghton-Mifflin, 5th ed. 2003

Paper 4: Patterns of Capitalism in Europe: C.16TH Century to early 20th Century

I. Definitions & Concepts
II. Commercial Capitalism: 1500-1700
III. Industrial Revolution in England: Causes &Nature
IV. Industrial Capitalism in France: Genesis &Nature
V. Growth of Industries in Germany
VI. Impact of Industrial Revolution on European Society, Polity & Economy.

References:

Jerry Müller, The Mind &the Market

1. Karl Polany, The Great Transformation
2. Joseph Schumpeter, Capitalism, Socialism &Democracy
3. Wallerstein, World System Analysis: An Introduction, 2004
4. Cipolla Carlo, M, Fontana Economic History of Europe, VOL I&II
5. Christopher Hill, From Reformation to Industrial Revolution,
6. Jan De Vries, The Industrial Revolution &the Industrious Revolution, 1994

Paper-5: Society &Economy of Modern Europe: 15Tth - 18 Century

1: Historiographical Trends
II. Feudal Crisis: Main strands
III. Renaissance: Origin, Spread &Dominant Features
IV. European Reformation: Genesis, nature & Impact
V. Beginning of the era of colonization: motives; mining and plantation; the African slaves
VI. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic
VII. Transition from Feudalism to Capitalism: Industrial Revolution in England

References:

1. P S Gupta, AadhunikPaschimKaUday, Delhi
2. J H Plumb, The Pelican Book of the Renaissance, Penguin, 1982
3. G. R. Elton, Reformation Europe 1517,1559, Wiley, 1999
4. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973
5. Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
6. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
7. FernandBraudel, Civilization and Capitalism, Vols. I, II, III, California, 1992
8. Butterfield, Herbert. The origins of modern science.Vol. 90507. Free Press, 1997

Paper-6 Political History of Modern Europe: 15TH -18 Century

I. Europe in the 15th century: Political dimensions of feudal crisis
II. From City States to emergence of Absolutist States: Case Studies of Italy, Spain, France, England and Russia.
III.Constitutional Conflict in 17th century England: Causes, nature and results.
IV. Thirty Year War: Causes, nature and Impact
V. Absolutist State in 18th Century: Case studies of Prussia, Russia & England.
VI. Crisis of the Absolutist State in France

References:

1. ArvindSinha, Europe in Transition, Delhi, 2010 (also in Hindi)
2. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
3. Perry Anderson, Lineages of the Absolutist State, Verso, London 2013
4. John Merriman, A History of Modern Europe, New York, 2010

Generic Elective (Inter-Disciplinary) Any Two

Paper 1: Women Studies in India.

I. Basic Concepts &Theories:
-Defining Gender,
-Patriarchy :Ideology &Practice
-Relationship between Gender, Caste, Class, Religion &Politics
II.Emergence of Women Studies in India
III. Gender & Social History:
-Family &Marriage
-Women's Question in the 19th century
-Women'Movement in Colonial &Post Colonial in India
IV. Gender, Law & Politics:
-Political participation
-Violence against women &Preventive laws
V. Gender, Development & Culture:
- Issues of labour &Health
- Access to resources
- Gender audit

References:

1. Kamla Bhasin, Understanding Gender
2. Kamla Bhasin, What is Patriarchy?
3. Madhu Vij, et al, Women Studies in India, A journey of 25 Years, Rawat, 2014
4. Kumkum Sangari& Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006
5. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996
6. Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999
7. Women in Print –The change over the last half century in reporting on women &Gender Issues in Indian newspapers, A study by UNIFEM,by Shri Venkatram,2003

Paper 2: Women in Politics & Governance.

I. Theoretical Perspectives on Politics &Governance
II. Pre-Colonial Period: Women of learning &ruling classes
III.Colonial Period: Leaders in reforming activities, politics and national movement
IV.Electoral Politics, Women as voters & elected Representatives
V.Case Studies at local government levels, State Assemblies & Parliament.

References:

1. Raj Kumar, Women in Politics, Anmol Publishers, New Delhi, 2000
2. Raj Kumar, Women & Leadership, 2000
3. L.M.Sanghvi, Democracy &the Rule of Law, Occean Books, Pvt Ltd, New Delhi, 2002

Paper 3: Some Perspectives on Women's Rights in India.

I. Definition of Human Rights:UN Conventions &Indian Context
II.Indian Constitution &Women's Rights
III.Preventive Acts: Minimum Wage Act,1948, Family Courts Act,1986, Dowry Prohibition Act,1961,Immoral Traffic Prevention Act,1986, Domestic Violence Act,PNDT Act,1994,latest measures
IV.Issues of violence against women and remedial measures
V. Role of Non Government Institutions
VI. Present Status: Issues of enabling &empowering modalities.

References:

1. Bina Agarwal, Field of Her Own, New Delhi,Kali for Women,
2. Urvashi Butalia &T.Sarkar, ed, Women & Hindu Rights, New Delhi,Kali for Women,1996,
3. Zoya Hasan,ed, Forging Identities: Gender, Communities & Patriarchies, EPW,December,1995.

Paper: 4.Gender and Education in India.

I. Historiographical Trends
II.Education in Early and medieval times; Formal & Informal
III.Colonial Period: Socio-religious reform women & education for females.
IV.Role of School and Colleges in Colonial and Post Colonial Period.
V. Contours of Female literacy since 1950,
VI. Present Scenario: Education as a tool of empowerment.

References:

1. Aparna Basu, Growth of Education and Political Development in India, 1898-1920,1974
2. Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference, 2002
3. Ram Nath Sharma Rajender Nath Sharma, History of Education in India, Atlantic Publishers,1996
4. Radha Kumar, A History of Doing
5. Usha Sharma, Women Education in Modern India

Paper 5: History of Indian Journalism: Colonial &Post Colonial Period.

I. Pre-colonial History of written records &modalities of dissemination
II. Advent of Print media :Imperialist Ideologies
III.Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times
IV. Writing &Reporting: Field Work

References:

1. Natrajan.J, History of Indian Journalism, Vol. –ii of Press Commission Report, New Delhi, 1954
2. Natrajan. J, A history of the Press in India, Asian Publishing House, Bombay, 1962
3. Ghosh,Hamendra Prasad, Newspapers in India, University of Calcutta,1952
4. Ananda. Prakash, A History of the Tribune, A Centenary Publication by the Tribune Trust, 1986

Paper 6.CULTURES IN THE INDIAN SUBCONTINENT

(I). Definitions of Culture and its various aspects.

1. Languages and Literature

Sanskrit: Kavya - Kalidasaís Ritusambhara: Prakrit: Gatha Saptasati, Development of vernacular language and literature; Indo-Persian Literature: Amir Khusro's works: Urdu poetry and prose: Ghalib.

2. Performing Arts

a) Hindustani, (b) Carnatic classical Music, (c) Devotional music: bhakti and Sufi: -Classical and Folk Dance, Theatre: Classical, Folk, Colonial and Modern

3. Architecture: Meanings, form and Function

(a) Rock-cut-Mamallapuram (b) structural ñ temple architecture-Khajuraho complex

and Tanjavur temple; (c) fort of Dalulatabad or Chittor forts; (d) palace-dargah at

Fatehpur Sikri; (e) Lutyen's Delhi.
4. 1. Perceptions of visual Past and Present
2. Sculptures and Painting

(a) Silpashastric normative tradition: (b) Classicism ñ Narrative and Sculptural, Mural

Fresco paintings: (c) post Classicism : Pallava , Cola; (d) medieval idiom and Mughal paintings, painters and illustrated texts: (e) Modern and company school, Ravi Varma, Bengal School, Amrita Shergil and Progressive Artists.

5. Popular Culture

-Folk Lore and Oral tradition of Kathas, narratives, legends and proverbs, Linkages of bardic and literary traditions.
- Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.
-Textile and Crafts; the Culture of Food.

6. Communication, Patronage and Audiences
-Court Merchant groups and communities.

-Culture as Communication.
-Nationalism and the issue of Culture; Institutions of Cultural Practices Colonial and Post ColoniAL

SUGGESTED READINGS:

1. Asher Catherine, (ed.): Perceptions of Indiaís Visual Past, AIIS, Delhi, 1994

2. Asher Catherine, Architecture of Mughal India

3. Basham A.L., The Wonder that was India. Volume I, New Delhi

4. Brown Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956

5. Chandra Prainod, ed, Studies in Indian Temple Architecture; Chapter 1. AIIS, 1975.

6. Deva, B.C., An introduction to Indian Music, Delhi, 1973.

7. Maxwell, T.S., Image: Text and Meaning: Gods of South Asia, OUP, Delhi

8. Tillotson G, Havelis of Rajasthan.

9. Zimmer, H., Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, n.d.

10. Cohn. Bernard, India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, OUP, 2004

11. Vatasayana Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (in Hindi Translation also)

12. K. T. Achaya, A Historical Dictionary of Indian Food, OUP.

13. Banerjea J.N.: The Development of Hindu Iconography, Calcutta, 1956

14. Bussagli M and Srivaramamurthy C.: 5000 Years of Indian Art, New York, n.d.

15. History and Culture of the Indian People, Bharatiya Vidya Bhavan Series.

16. Huntington Susan L: The Art of Ancient India, Tokyo New York, 1985.

17. Kramrisch, Stella, The Art of India, Orient Book Depot. Delhi, 1987.

18. Miller Barbara Stoler: The Powers of Art: Patronage in Indian Culture, OUP, Delhi 1992.

19. Mitter Partha: Much Maligned Monsters, Oxford, 1977.

20. Mitter Partha: Art and Nationalism in Colonial India, OUP, and Delhi.

21. Mukherji: Folk Art of India

22. Ramanujan, A.K., Collected Papers OUP.

23. Richman, Paula, Many Ramayanas OUP.

24. Rizvi, S.A.A.: The Wonder that Was India: Volume II., New Delhi.

25. Varadpande M.L.History of Indian Theatre: Invitation to Indian Theatre, New Delhi, 1987.

26. Traditional Indian Theatre: Multiple Streams, Hindi translation: Paramparik Bharatiya

27. Rangmanch: Anant Dharayed NBT, New Delhi 1995.

Ability Enhancement Elective Course (AEEC) Any Four

Paper 1: Historical Tourism: Theory & Practice

I. Defining Heritage
- Art &Architecture in India: An overview:
-Field Work: Visit to historical sites &Museums
II. Understanding Built Heritage:
-Stupa Architecture
-Temple Architecture
-Indo Persian Architecture, Forts, Palaces, Mosques
-Colonial Architecture
-Present day structures
III. Field Work: Visit to site &Conducting of research
IV. Modalities of conducting tourism

References:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Hormonds worth, Penguin, 1988
6. S.K.Bhowmik, Heritage Management: Care, Understanding &Appreciation of Cultural Heritage, Jaipur, 2004.

Paper 2: Museums &Archives in India

I. Definitions
II. History of setting up of Museums and Archives: Some case studies
III. Field Work; Studying of structures & Functions
IV. Training &Employment

References:

1. G.Edson & Dean David, Handbook for Museum, London, Routledge, 1986
2. John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009

Paper 3: Indian History &Culture

I. Environment; Culture, Tradition &Practices:
-Historical overview
-Oral &codified information on medicinal Plants
-Water & Water Bodies
-Fieldwork
II. Urbanization &Urbanism:
-Issues of settlements & Landscapes
-Social differentiations
-Communication networks
III. Social inequality &Gender:
-Status within Households: An overview
-Present context
-Issues of Violence
-Employment, distribution of resources
IV.Cultural Heritage:
-Main components
-Built Heritage
-Historical Tourism
V. Cultural Forms &Cultural Expressions:
- Performing Arts
-Fairs &Festivals
-Fieldwork

References:

1. Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar,,1991
2. Koch, E. Mughal Art & Imperial Ideology
3. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights &Feminism in India 1880-1990,Zubaan, 2007
4. V.Vasudev, Fairs &Festivals, Incredible India Series, 2007
5. V.Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012
6. B. Parikh, Composite Culture in a multicultural Society, Delhi, NBT, 2007
7. N. Mehta, Introduction: Satellite Television, Identity & Globalization in Contemporary India in N.Mehta, ED, Television in India, New York, Routledge, 2008
8. R.C. Thakran & Sheo Dutt, ed Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi

Paper 4: Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts

I. History: Evidences and writings;

-Early India

-Medieval period

-Colonial and Post Colonial

II. Contemporary Practices:

- North
- -West
- East
- South

III. Field work:

-Practioners &Issues of sustenance

- Codification of Information

-Relationship between market & Conservation

References:

1. Textile Museum, Ahmadabad
2. Sanskrit Museum of Indian Textiles, Gurgaon
3. Indian Mirror.com,
4. Local & National Museums, Dharohar Museum, Kurukshetra University,
5. Museum, Punjabi University, Patiala

Paper 5: An Introduction to Archaeology

I. Definition &Components
II.Historiographical Trends
III.Research Methodologies
IV. Definition of Historical Sites &Explorations
V. Field Work & Tools of research
VI. Documentation, Codification, Classification, Analysis of findings and publications

References:

1. John.A. Bintliff, A Companion to Archaeology
2. D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947,New Delhi, Manohar, 1988
3. M. Hall & WS.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
4. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing,New Edition,2010
5. Published Works by ASI

Paper 6: .Documentation &Visual Culture

I. Conceptual Framework
II.Visual Culture: Colonial & Post Colonial Contexts
III. Politics of Documentation
IV. Methods of Documentation: Photographs, Films, Videos and digital
V. Fieldwork, Internship and Training

References:

1. Gayatri Sinha, ed, Art & Visual Culture in India: 1857-2007
2. Geeta Kapoor, When was Modernism-Essays on Cultural Practices in India,Delhi,Tullika Publications,2000
3. Publications by Sarai,CSDS,Rajpur Road,Delhi

Paper 7: Orality and Oral Culture in India

I. Defining orality
II. History &Historiography of Orality
III.Life Histories: Sociological Aspects
IV. Research Methodologies
V. Documentation: Written &Visual

References:

1. Humphries: The Handbook of Oral History
2. H. Roberts. Ed. Doing Feminist Research,Routledge &Kegan Paul,London,1981
3. M.F.D. Knowledge & Control, London,1971
4. John Miles Foley, Oral Formulaic-Theory: An Introduction &Annotated Bibliography, New York & London: Garland, 1985
5. Veena Das,ed, Mirros of Violence: Communities, Riots & Survivors in South Asia,Delhi,OUP,1990
6. Prasad M. Mahadeva,Ideology of the Hindi Film: A Historical Construction,Delhi,OUP,1998
7. Srirupa Roy,' The Post Colonial State &Visual Representations of India" Contributions to Indian Sociology, 2006,36,1&2:233-263

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PHILOSOPHY

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

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	***Credits**	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

CHOICE BASED CREDIT SYSTEM

B.A. (PROGRAMME) PHILOSOPHY

	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
I	English/MIL-1				INDUCTIVE LOGIC
	DSC – 1 A • LOGIC				
	DSC -2 A •				
II	MIL/English – 1				FUNDAMENTAL OF INDIAN PHILOSOPHY
	DSC 1 B • ETHICS				
	DSC 2 B •				
III	English/MIL-1		ETHICAL DECISION MAKING		TECNOLOGY AND ETHICS
	DSC 1 C • INDIAN PHILOSOPHY				
	DSC 2 C				
IV	MIL/English – 1		Yoga Philosophy		PHILOSOPHICAL THOUGHT OF AMBEDKAR
	DSC 1 D WESTERN PHILOSOPHY				
	DSC 2 D •				
V				DSE 1 A, 2A, 1 B & 2 B 1. Philosophy of Religion 2. Applied Ethics 3. Social and Political philosophy 4. Feminism 5. Aesthetics 6. Buddhism 7. Jainism 8. Vedic value system 9. Greek Philosophy	
VI					

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) CBCS COURSE

DISCIPLINE SPECIFIC CORE COURSE (DSC)

Semester I: **DSC 1A/2A: LOGIC**
Semester II: **DSC 1B/2B: ETHICS**
Semester III: **DSC 1C/2C: INDIAN PHILOSOPHY**
Semester IV: **DSC 1D/2D: WESTERN PHILOSOPHY**

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)

SEMESTER V / VI
DSE PAPERS:

- **AESTHETICS**
- **APPLIED ETHICS**
- **BUDDHISM**
- **JAINISM**
- **VEDIC VALUE SYSTEM**
- **SOCIAL AND POLITICAL PHILOSOPHY**
- **PHILOSOPHY OF RELIGION**
- **GREEK PHILOSOPHY**
- **FEMINISM**

GENERIC ELECTIVE COURSE (GE)

GE:

- **INDUCTIVE LOGIC**
- **FUNDAMENTALS OF INDIAN PHILOSOPHY**
- **TECHNOLOGY AND ETHICS**
- **PHILOSOPHICAL THOUGHT OF AMBEDKAR**

SKILL ENHANCEMENT COMPULSORY COURSE (2)

SECC:

- **ETHICAL DECISION MAKING**
- **YOGA PHILOSOPHY**

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) CORE PAPER

Semester I: DSC 1A / DSC 2A: LOGIC

UNIT I: Basic Logical Concepts

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

UNIT II: Traditional Logic

(A)

1. Terms and Distribution of Terms.
2. Categorical Propositions.
3. Traditional Square of Opposition and Existential Import.
4. Translating Ordinary Language Sentences into Standard Form.
5. Immediate Inference – Conversion, Obversion and Contraposition.

(B)

1. Categorical Syllogism: Figure and Mood
2. Syllogistic Rules and Fallacies
3. Venn-Diagram

UNIT III: Symbolization

1. Types of Truth Functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence).
2. Statements, Statement forms and Logical Status.
3. Decision Procedures: Truth Table Method and *Reductio ad absurdum*.

UNIT IV: Informal Fallacies

(As given in I. M. Copi, 14th ed.**)**

Prescribed Texts:

- Basson, A. H. and O'Connor, D. J. (1960) *An Introduction to Symbolic Logic*, Free Press.
- Copi, I. M. (2010) *Introduction to Logic* (14th ed) New Delhi: Prentice Hall of India

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) CORE PAPER

Semester II: DSC 1 B / DSC 2 B: ETHICS

UNIT I

1. The Fundamental Questions of Ethics.
2. The **Is - Ought** Controversy
3. The Ethical Journey (From Convention to Reflection).

UNIT-II

1. Consequentialism: J.S. Mill (Utilitarianism).
2. Deontological Ethics: Immanuel Kant (Duty, Categorical Imperative and Good will).

UNIT- III

1. Virtue ethics: Aristotle (Well-being and Golden Mean).
2. Puruṣārthas

UNIT-IV

1. *Niṣkāmakarma* (*Bhagvadgītā*)
2. Non-violence (M.K. Gandhi)
3. Compassion and Forgiveness. (Buddhism)

Recommended Readings:

- Aristotle, (1926) *Nichomachian Ethics*, Harvard University Press.
- Hartmann, N. (1950) *Moral Phenomena,* New Macmillan.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, Trans. H J Paton, as The Moral Law. London.
- Mill, JS (1863): *Utillitarianism*, London, in Mary Warnock. Ed.1962
- Prasad, R. (1989): *Karma, Causation and Retributive Morality*, ICPR, New Delhi.
- Sharma, I.C., (1965) *Ethical Philosophies of India*, London: George Allen and Unwin Ltd.
- Goodman, Charles. (2009), *Consequences of Compassion: An Introduction and Defense of Buddhist Ethics*, New York: Oxford University Press.
- Gowans, Christopher W. (2015), *Buddhist Moral Philosophy: An Introduction*, New York & London, Routledge.
- *Śrīmadbhagvadgītā*.
- The Selected Works of Mahatama Gandhi, (2006) V – Volumes, Ahmedabad: Navjivan.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) CORE PAPER

Semester III: DSC I C / DSC 2 C: INDIAN PHILOSOPHY

UNIT I: Indian Philosophy: An Overview:

1. General Characteristics of Indian Philosophy

UNIT II: Theory of Knowledge (Nyāya–Vaiśeṣika): The Four Pramāṇas:

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)
3. Testimony (*Śabda*)
4. Comparison (*Upamāna*)

UNIT III: Theories of Causation:

1. Buddhism (*Pratītyasumatpāda*)
2. Nyāya– Vaiśeṣika (*Asatkāryavāda*)
3. Sāṃkhya (*Satkāryavāda*)

UNIT IV: Theories of Reality:

1. Buddhism
2. Nyāya–Vaiśeṣika
3. Śaṃkara

Recommended Readings:

- Chatterjee, S & Datta. D.M (1984) *An Introduction to Indian Philosophy*, 8th ed., University of Calcutta,
- Dasgupta, S.N (2004), *A History of Indian Philosophy*, *vol.1*, Delhi: MLBD Publishers.
- Datta, D.M., (1972) *The Six Ways of Knowing*, University of Calcutta.
- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: MLBD Publishers.
  (2015) *The Essentials of Indian Philosophy*, Delhi: MLBD Publishers.
- Mohanty, J.N. (1992) *Reason and Tradition in Indian Thought*, Oxford: Calrendon Press.
  (2002) *Essays on Indian Philosophy*, (2nd ed) ed. by P. Bilimoria, UK: Oxford University Press.
- Murthi, K. S. (1959) *Revelation and Reason in Advaita Vedanta*. Waltair: Andhra University Press.
- Organ, T. W. (1964) *The Self in Indian Philosophy*. London: Mounton & Co.

- Pandey, S. L. (1983) *Pre-Samkara Advaita Philosophy*, (2nd ed.) Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929) *Indian Philosophy, Volume 1*. Muirhead Library of Philosophy (2nd ed.) London: George Allen and Unwin Ltd.
- Radhakrishnan, S. and Moore, C. A. (1967) *A Sourcebook in Indian Philosophy*, Princeton.
- Raju, P.T. (1985) *Structural Depths of Indian Thought,* Albany, NY: State University of New York Press.
- Sharma, C.D (2000), *A Critical Survey of Indian Philosophy*, Motilal Banarasidass,

Articles:

- Chatalian, G. (1983) Early Indian Buddhism and the Nature of Philosophy: A Philosophical Investigation, *Journal of Indian Philosophy,* June 1983, Volume 11, Issue 2, pp 167-222
- Gokhale, P, P. (1991**)** The Logical Structure of Syādvāda, in *The Journal of Indian Council of Philosophical Research,* Vol. 8, No.3.
- Koller, J. M. K. (1977), Skepticism in Early Indian Thought, *Philosophy East and West*, 27(2): 155-164
- Prevos, p. (2002) *The Self in Indian Philosophy: Hindu, Buddhist and Carvaka views*. http://prevos.net/humanities/philosophy/self/

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) CORE PAPER

Semester IV: DSC I D / 2 D: WESTERN PHILOSOPHY

UNIT I

1. **Plato:** Knowledge and Opinion
2. **Descartes:** Cogito Ergo Sum, Mind body Dualism and its critique by Ryle.

UNIT II

1. **Spinoza:** Concepts of Substance
2. **Leibnitz :** Theory of Monads

UNIT III

1. **Berkeley:** Critique of Locke's theory of Material substance
2. **Hume:** Theory of Causation

UNIT-IV

1. **Kant:** Classification of Propositions, Possibility of synthetic a priori.

Recommended Readings:

- Berkeley, G. (1985), *The Principles of Human Knowledge* G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.
- Descartes, R. (1647), *Meditations Concerning First Philosophy*, Meditation II, Harper Torch Books.
- Locke, J. (1706) *An Essay Concerning Human Understanding*, London,. CH. XXIII
- Moore, B. (2011) *Philosophy: The Power of Ideas*, New Delhi: TMH.
- O'Conor, D. J. (1964) *A Critical History of Western Philosophy*, New York: Macmillan.
- Plato: *Republic* (tr) Lee, penguin England Book VI, 502-501.
- Ryle, G. (1949) *The Concept of Mind*, Hutchinsion, Chapter-I.
- Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy*, , Dordrecht: D. Reidel Publishing.
- Thomson, G. (1992) *An Introduction to Modern Philosophy*, California: Wadsworth Publishing.
- Titus, S. and Nalan. (1994) *Living Issues in Philosophy*, London: OUP.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: AESTHETICS

UNIT I: Nature of Aesthetics

1. Problems and Questions
2. Definitions of art (Art as Significant Fort, Art as Intuition, Art as Communication, Art as Expression)
3. Art and Society

UNIT II: Identity of a work of art

1. Art as product and art as process
2. Art and physical medium
3. Art and emotion; Susanne Langer on "art as symbol of human emotion"

UNIT III: Art and Aesthetic Experience

1. Immanuel Kant on "Disinterested Delight"
2. John Dewey on "art as experience"
3. Abhinavagupta on "Rasa"; Aesthetic perception and attitude
4. E. Bullough on "Psychical Distance"

UNIT IV Art, Religion, and Spirituality

1. Ananda Coomaraswamy
2. Sri Aurobindo
3. Rabindranath Tagore.

Recommended Books

- Aldrich, V.C, (1963) *Philosophy of Art*, Prentice Hall.
- Coleman F, X. J (1968) *Contemporary Studies in Aesthetics*, Mcgraw-Hill.
- Ghosh , R. K. (2006) *Great Indian Thinkers on Art:* Creativity, Aesthetic Communication, and Freedom, Delhi: Sundeep Prakashan (Black and White).
- Gnoli,R. (1957)*Aesthetic Experience according to Abhinavagupta*, Artibus Asiae Publishers.
- Hanfling, O. ed. (1992) *Philosophical Aesthetics: An Introduction*, Blackwell.
- Miller, R. M. ed. (1952) A *Modern Book of Esthetics* (Fifth Edition}, Holt, Renehart and Winston.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: APPLIED ETHICS

UNIT I
1. An Introduction to Moral Philosophy and Applied Ethics.

UNIT II: Issues, Rights and Concerns
1. Issues of life and Death (Euthanasia and Suicide, Theories of Punishment)
2. Right to Dissent (Terrorism)
3. Concerns (Female Feticide, Surrogacy Clonning)

UNIT III: Environmental Ethics
1. Nature as Means or End.
2. Respect to animals and ecology

UNIT IV: Media Ethics- Print and Cyber Media
1. Media Ethics- Print and Cyber Media

Recommended Readings:

- Andrew, L. and Rolston, H. eds. (2007) *Environmental Ethics: An Anthology*. MA, U.S.A.: Blackwell Publishing.
- Dower, N. (2007) *World Ethics: The New Agenda*. Edinburgh: Edinburgh University Press.
- Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds. (2010)*Bioethics: An Introduction to the History, Method and Practice.* New Delhi: Jones and Bartlett.
- Motilal, S. ed. (2010) *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications.* London: Anthem Press: London, 2010.
- Rachel, J. (2011) *The Elements of Moral Philosophy*. Oxford: Oxford University Press:
- Singer, P. (1986) *Applied Ethics.* Oxford: Oxford University Press.
- Yogi, M. M. (2007) *Euthanasia: Its Moral Implication,* Delhi: Pratibha Prakashan.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V / VI: DSE: BIOETHICS

UNIT I: Introduction to Bio-ethics

1. Understanding ethics and bioethics
2. Human dignity and human rights
3. Principles of benefit and harm

UNIT II: Autonomy, Consent and Privacy

1. Autonomy and individual responsibility
2. Consent
3. Persons without the capacity to consent
4. Respect for human vulnerability and personal integrity
5. Privacy and confidentiality

UNIT III: Justice, Diversity and Co-operation

1. Equality, justice and equity
2. Non-discrimination and non-stigmatization
3. Respect for cultural diversity and pluralism
4. Solidarity and cooperation

UNIT IV: Health, and Responsibility

1. Social responsibility and health
2. Sharing of benefits
3. Protecting future generations
4. Protection of the environment, the biosphere and biodiversity

Recommended Readings:

- URL http://unesdoc.unesco.org/images/0016/001636/163613e.pdf
- Barilan, Yechiel M. (2014) Human Dignity, Human Rights, and Responsibility - *The New Language of Global Bioethics and Biolaw,* U.S.A.: MIT.
- Kuhse, H. and Singer, P. (2008) *Bioethics: An Anthology*, 2nd Ed. Blackwell.
- Singer, Peter A. and Viens, A. M. (2008) *The Cambridge Textbook of Bioethics*, Cambridge: Cambridge University Press**.**
- Vaughn, L. (2012) *Bioethics: Principles, Issues and Cases*, Oxford: Oxford University Press.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: BUDDHISM

UNIT I:

1. Origin and Nature of Buddhism
2. Classification of Buddhism

UNIT II:

1. Pancsila
2. Four Noble Truth
3. Eight Fold Path

UNIT III:

1. Paramitas
2. Brahma Viharas

UNIT-IV:

1. Karma and Rebirth
2. Nirvana
3. Anatmavada (No Soul theory)

Recommended Readings:

- Halbfars, W., 'Karma, Apurva and "Nature" causes: observation on the growth and limits of the theory of Samsars, 'in O' Flabearty, 1999.
- Harvey, Peter, An Introduction ot Buddhist Ethics, Cambridge, Cambridge University Press.
- Kamla, J. (1983) *The Concept of Pancsila in Indian Thought*, P. V. Institute: Varanasi.
- Keown, D. (1992) *The Nature of Buddhist Ethics*, London: Macmillan.
  "Karma, Character and Consequentialism" in Journal of Religious Ethics 24 (2):329 - 350 (1996)
- Bhatta, J. *Nyayamanjar*i ed. S.N. Shukla, (1971) Varanasi: Chowkhamba Vidyabhavan. https://archive.org/details/TheNyayamanjariOfJayantaBhattaEdited...BySuryaNarayanaSukla
- O' Flaheaty, W. D. (1999) *Karma and Rebirth in Classical Indian Traditions*, Delhi: Motilal Banarsidass.
- Saddhatissa, H. (1970) *Buddhist Ethics*, London: George Allen and Unwin.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: JAINISM

UNIT I: Unit I: Jainism: An overview

1. The Jain symbol
2. The 24 tirthankars
3. The sects: Digambar and Shvetambar

Unit II: Jain Metaphysics & Epistemology

1. Nature of Reality
2. Pramana and Nyaya
3. Types of Knowledge

Unit III: Manyness, Manifoldness and Probability

1. Anekantvada
2. Syadvada

Unit IV: Jain Ethics

1. The vows
2. The triratna
3. Practical Application of Jain Ethics

Recommended Readings:

- Jain, K. (1983) *The Concept of Pancsila in Indian Thought*, Varanasi: P V Institute.
  (1998) *Aparigraha- The Humane Solution*, Varanasi: P V Institute.
- Jaini, J. L. (2014) *Outlines of Jainism* - Primary Source Edition by F. W. Thomas.
- Jain, J. P. (2006) *Art and Science of Self Realization*, New Delhi: Radiant Publishers.
- Sharma, I C. (1965) *Ethical Philosophies of India*, USA: Harper and Row.
- Setia, T.(2004) *Ahimsa, Anekanta and Aparigrah*. New Delhi: Motilal Banarsidass.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/VI: DSE: VEDIC VALUE SYSTEM

UNIT I

1. Vedic System of Values
2. Concept of Man and Humanity

UNIT II

1. The value of the organizations of Personal Life (Asram)
2. The Social organization of Humanity in Smrtis
3. The Varna Theory

UNIT III

1. The hieratical types of values (purusarthas)
2. Nature of *Svadharma*
3. Evaluation of the Indian ethical concepts

UNIT IV

1. Three ways to attain moksa according to Bhagvad Gita's (JnanA marg, Karma marg, Bhakti Marg)
2. Niskama Karma and Bhakti

Recommended Readings

- Chaterjee, S. Chandra, *The Fundamentals of Hinduism*, Calcutta: University of Caluctta, 1970.
- Chennakesavan, Sarswati, *A Critical Study of Hinduism*, Delhi, Motilal Banarsidas, 1980.
- Dasgupta, S. N., *A History of Indian Philosophy*, Delhi, Motilal Banarsidass, 1975.
- Devraja, N. K., *Hinduism and Modern age*, New Delhi, Jamia Nagar, 1975.
- Hiriyana, M, *Outlines of Indian Philosophy*, London: George Allen and Unwin, 1952.
- Jingran, Saral, *Aspects of Hindu Morality*, Delhi, Motilal Banarsidas, 1999.
- Krishna, Yuvraj, *The Doctrine of Karma*, Delhi, Motilal Banarsidas, 1997.
- O' Flaherty, Wendy Doneger, *Karma and Rebirth in Classical Indian Traditions*, Delhi, Motilal Banarsidass, 1999.
- Potter, Karl H., *Presuppositions of Indian Philosophy*, New Delhi, Princeton Hall of India, 1965
- Prasad, H.S., *The Centrality of Ethics in Buddhism*, Expletory Essays, MLBD, 2007.
- Prasad, Rajendra, *Varnadharma, Niskamakarma and Practical Morality*, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi, 1999.
- Radhakrishnan, S., *Indian Philosophy*, Vol – I & II, New York: The Macmilan Company, 1956.
- *Srimad Bhagvad Gita*
- *The Hindu view of life*, London, Unwin books, 1960.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: SOCIAL AND POLITICAL PHILOSOPHY (INDIAN AND WESTERN)

UNIT I:

1. Ashoka, 13 Major Rock Edicts
2. Dhammapada (Selections)

UNIT II: Manavdharamshstra

1. Stridharma,
2. Rules for time of adversity
3. Fruits of action

UNIT III: John Locke:

1. The second Treatise of Civil Government (1690).

UNIT IV:

1. The Communist Manifesto: Marx and Engels

Recommended Readings

- Dhammapada trans Daw Mya Tin, Central Institute of Higher Tibetan studies, Varanasi, 1990, verses and stories from chapter 8,9,10,12,14,16,18,19 and 20.
- John Locke's The second Treatise of Civil Government (1690).
- Rupert Gethin, 'He who sees Dhamma sees Dhammas' in *Dharma*, ed. Partick Qlivelle Motilal Banarsidas, Delhi, 2009, pp 91-120.
- Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharma's-astra by Patrick Olivelle Chapter 5 'Law with Respect to Women;' Chapter 9 Chapter10, Chapter 12, Oxford University Press, New York, 2005.
- Karl Marx and Friedrich: The Communist Manifesto: (Penguin Classics Deluxe Edition)

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

Semester V/ VI: DSE: PHILOSOPHY OF RELIGION

UNITI: Religion and Philosophy of Religion

1. Nature of Religion
2. Its relation to Philosophy of Religion.

UNIT II: Conceptions and Attributes of God

1. Theism, Deism and Pantheism
2. Omnipresence, Omnipotence and Omniscience

UNIT III: Faith, Prayer and Soul

1. Faith, reason and revelation
2. The concept of Prayer
3. Immortality of the soul.

UNIT IV: Liberation and Religious Pluralism

1. The concept of liberation: Indian perspective
2. Religious Pluralism

Recommended Readings:

- Brody, B. A. ed. (1974) *Reading in Philosophy of Religion*, New Jersey: PHI Publication. (Part 1, 1.17 pp. 168-186).
- George Galloway, G. (1914) The Philosophy of Religion, New York: C. Scribner's Sons.
- Hick, J. (1988) *Philosophy of Religion*, New Delhi: PHI Publication.
  (1992) *Philosophy of Religion*, Delhi: Prentice Hall of India.
- Meister, C. ed. (2008) *Philosophy of Religion Reader*, Routledge: New York.
- Plato: *Euthyphro*, Trans. C. J. Emlyn-Jones, (1991) Briston Classical Press.
- Quinn, P. L. and Taliaferro, C. ed. (1999) *A Companion to Philosophy of Religion*, USA: Blackwell Publishers.
- Singh, R. K.(1994) *Dharma Darshana*, New Delhi: PHI. (Hindi Translation of *Philosophy of Religion*, by John Hick).
- Verma, V. P. (1991) *Dharma Darshan Ke Mool Siddhant*, New Delhi: Hindi Madhyam Karyanvaya Nideshalaya.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: GREEK PHILOSOPHY

UNIT I: Socrates and the Sophists

1. Care of the self and moral relativism.
2. Virtue
3. Law and freedom

UNIT II: Plato and Moral psychology

1. Metaphysics
2. The ideal state
3. Critique of Democracy

UNIT III: Aristotle

1. Political Naturalism
2. Human nature and the nature of the state
3. Justice

UNIT IV: Epicurus and the Stoics

1. Pleasure and happiness
2. Living according to nature
3. On suicide

Recommended Readings

- Annas, J. (1993) *The Morality of Happiness*, Oxford: Oxford Unicersity Press.
- *Epicurus, Letter to Menoeceus,* Trans. by Robert Drew Hicks (E Text: http://classics.mit.edu/Epicurus/menoec.html)
- Kerferd, G. B. (1981) *The Sophistic Movement*, Cambridge: Cambridge University Press.
- Keyt, D. and Miller (Jr.), F. D. (eds.) (1991) *A Companion to Aristotle's Politics*. Oxford: Oxford University Press.
- Long, A. A. (1986) *Hellenistic Philosophy*, 2nd ed. California: University of California Press.
- Plato, *Apology* and *Crito*, *Protagoras*, *Republic* Book IV (E texts: http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Plato)
- Rist, J. M. (1972) *Epicurus*, Cambridge: Cambridge University Press.
- Schofield, M. (2006) *Plato: Political Philosophy*, Oxford: University Press.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DSE PAPERS

SEMESTER V/ VI: DSE: FEMINISM

UNIT I: The Sex/Gender Debate: Masculinity and Feminity.

4. Gender
5. Patriarchy

UNIT II: Gender and Society

1. Family Kinship and Marriage in India
2. Reproduction – Female Feticide and Infanticide

UNIT III: Embodiment

UNIT IV: Gender Politics

Essential Readings:

UNIT I

- Linda Nicholsan, 'Gender' in Alison M Jaggar and Iris Marion Young, *A Comparion to Feminist Philosophy*, Blackwell Companion to Philosophy. (Oxford, Blackwell Publishers, 1998)
- Kamla Bhasin, *What is Patricarchy?* Kali for Women, New Delhi, 1993.
- V. Geeta, *Gender*, Stree, Calutta, 2002

UNIT II

- Patricia Oberoi, "Family Kinship and Marriage in India", in Student's Encyclopedia, New Delhi, 2000. Pp. 145-155
- S. H. Venkataramani, 'Female Infanticide: Born to Die', in Jill Radford and Diana Russell (ed.) Femicide – *The Policits of Women Killing* (New York, Twayna Publishers, 1992)
- Laura Shanner, Procreation in Alison M Jaggar and Iris Marion Young, *A Comparion to Feminist Philosophy*, Blackwell Companion to Philosophy. (Oxford, Blackwell Publishers, 1998)

UNIT III

- Naomi Wolf – *The Beauty Myth*, (New York, Harper Collins, 1991) (selective readings)

- Sandra Lee Bartrey, “Body Politics” in Alison m Jaggar and Iris Marion Young, *A Comparion to Feminist Philosophy*, Blackwell Companion to Philosophy. (Oxford, Blackwell Publishers, 1998)
- Anita Silvers, “Disability” in Alision M. Feminist Philosophy, *A Comparion to Feminist Philosophy*, Blackwell Companion to Philosophy. (Oxford, Blackwell Publishers, 1998)

UNIT IV

- Virginia Held, “Rights”, in Alison M Jaggar and Iris Marion Young, *A Comparion to Feminist Philosophy*, Blackwell Companion to Philosophy. (Oxford, Blackwell Publishers, 1998)
- Elizabeth Kiss, “Justice”, in Alison M. Jaggar and Iris Marion Young, *A Comparion to Feminist Philosophy*, Blackwell Companion to Philosophy. (Oxford, Blackwell Publishers, 1998)
- Prof. Poonam Saxena, *Succession laws and Gender Justice* ed., Parashar and Dhanda 2006.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) GENERIC ELECTIVE PAPER

GE PH 01: INDUCTIVE LOGIC

UNIT I: Introduction to Inductive Logic

1. Subject matter of Inductive Logic
2. Significance of Probability in Inductive Reasoning
3. Probability and the Scientific Method
4. The Philosophical Problem of Induction

UNIT II: Kinds of induction

1. Perfect induction
2. Imperfect induction
3. Scientific inductive methods its stages
4. Non-scientific methods of inquiry (Intuitive method, Method of Tenacity, Method of authority)

UNIT III: Postulates of Induction

1. Definitions of Postulates
2. Law of uniformity – Kinds of uniformity (Uniformity of Succession, Uniformity of Co-existence)
3. The law of universal causation - Definition of Cause, Plurality of Cause
4. The law of unity of nature

UNIT IV: Mill's Experimental Methods

1. Method of agreement
2. Method of difference
3. Joint method of Agreement & difference
4. Method of Concomitant variation
5. Method of Residues.

UNIT IV: Hypothesis

1. Definition of Hypothesis with examples
2. Kinds of Hypothesis (Explanatory Hypothesis, Descriptive Hypotheses)
3. Conditions of a good Hypotheses
4. Verification of a Hypothesis.

Recommended Readings:

- Chakraborti, C. (2007) *Logic*: *Informal, Symbolic and Inductive*, New Delhi: Prentice Hall of India.

- Copi, I. M. (2013) *Introduction to Logic*, New Delhi: Pearson.
- Hacking, I. (2001) *An Introduction to Probability and Inductive Logic*, Cambridge University Press.
- Read, C. *The Project Gutenberg EBook of Logic*, EBook #18440] 2006

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) GENERIC ELECTIVE PAPER

GE PH 02: FUNDAMENTALS OF INDIAN PHILOSOPHY

UNIT I: Indian Philosophy: An Overview.

1. Basic characteristics of Indian Philosophy

UNIT II: Epistemology

1. Prama
2. Pramanya
3. Types of Pramana.

UNIT III: Metaphysics

1. Self
2. Causality

UNIT IV: Moral Philosophy

- The Ethical Theory of Bhagvad Gita.

Prescribed Reading: Mohanty, J. N. (2000) *Classical Indian Philosophy*, U.S.A.: Rowman and Littlefield Publisher.

Recommended Readings:

- Ganeri, J. (2001) *Philosophy in Classical India: An Introduction and Analysis*. New Delhi: MBD.
- Hamilton, S. (2001) *Indian Philosophy* (Very Short Introduction). UK: OUP.
- Sarma, Deepak. (2011) *Classical Indian Philosophy - A Reader*, Columbia University Press

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) GENERIC ELECTIVE PAPER

GE PH 03: Philosophical Thought of B.R. Ambedkar

UNIT I: Ambedkar and Indian Philosophy

1. Socio- Political Context
2. His method and interrogation of Indian Philosophy

UNIT II: Ambedkar's Social Philosophy and Philosophy of Religion

1. Critique of Caste system and Hindu social order
2. Critical views on Philosophy of Hinduism and its religious texts

UNIT III: Moral and Political Philosophy

1. Human Dignity and Social Justice
2. Moral community
3. Constitutional morality

UNIT IV: Ambedkar and Buddhism

1. Celebration of Self respect and Religious conversion
2. Construction of rational, moral and humanistic religion

UNIT V: Contemporary Relevance of Ambedkar

- Ambedkarism
- Casteless society and Dalit Movement

Essential Writings

- B.R. Ambedkar Introduction, Rodrigues, Valerian(ed). *The Essential Writings of B.R. Ambedkar*New Delhi: Oxford Press, 2002, p.10-40
- B.R.Ambedkar, Castes in India, Rodrigues, Valerian(ed). *The Essential Writings of B.R. Ambedkar*New Delhi: Oxford Press, 2002, pp.241-261
- B.R.Ambedkar, 'Annihilation of Caste,' Rodrigues, Valerian(ed). *The Essential Writings of B.R. Ambedkar*, New Delhi: Oxford Press, 2002, pp.263-301
- B.R.Ambedkar. 'Philosophy of Hinduism', Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and* Speeches Vol.3, Education Department, Government of Maharastra, 1987
- 'Buddha or Karl Marx,' Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and* Speeches Vol.3, Education Department, Government of Maharastra, 1987
- B.R. Ambedkar, Krishna and His Gita, Rodrigues, Valerian.(Ed.) *The Essential Writings of B.R. Ambedkar*New Delhi: Oxford Press, 2002, pp.193-204

- B.R. Ambedkar . Democracy, Rodrigues, Valerian.(ed.) *The Essential Writings of B.R. Ambedkar*New Delhi: Oxford Press, 2002 ,pp.60-65
- B.R. Ambedkar Political safeguards for Depressed classes, Rodrigues, Valerian(Ed.). *The Essential Writings of B.R. Ambedkar*New Delhi: Oxford Press, 2002, pp379-382
- B.R. Ambedkar , Basic Features of Indian constitution, Rodrigues, Valerian(Ed.). *The Essential Writings of B.R. Ambedkar*New Delhi: Oxford Press, 2002, pp.473-495
- B.R. Ambedkar , 'What the Buddha Taught,' from Buddha and His Dhamma, *Dr. BabasahebAmbedkar Writings and* Speeches Vol.11, Education Department, Government of Maharastra,1979.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) GENERIC ELECTIVE PAPER

GE PH 04: TECHNOLOGY AND ETHICS

UNIT I: Interface of Science, Technology and Society

1. Industrial Revolution
2. Age of Information Technology
3. Biotechnology and Nano Technology

UNIT II: Introduction to Technology and Ethics

1. Ethical dilemmas
2. Philosophy of technology

UNIT III: Information Technology Ethics

1. Computer Ethics
2. Digital Divide

UNIT IV: Biotechnology and Ethics

1. GM foods
2. Cloning
3. Stem cell culture

UNIT IV: Nano Ethics

1. Social and Economic Implication
2. Concerns of Public

UNIT V: Democratization of Technology

1. Rights
2. Justice
3. Public Evaluation of Science and Technology

Essential Readings:

- Debiprasad Chattopadhyaya, Science, Philosophy and Society, New Delhi: Critical Quest, 2007
- Carl Mitcham Introduction Mitcham C.(Ed.) Encyclopedia of Science, Technology and Ethics, Mac Milllan Reference USA:2005, pp. xi-xvii
- Terryl Wards Bynum and Simon Rogerson " Definitions of Computer Ethics, Terryl Wards Bynum and Simon Rogerson (ed.) *Computer Ethics and Professional Responsibility,* Wiley Blackwell Publishing , 2003 , pp.17-20

- James H Moor, Reason, Relativity and Responsibility in computer ethics, , Terryl Wards Bynum and Simon Rogerson (eds.) *Computer Ethics and Professional Responsibility,* Wiley Blackwell Publishing , 2003, pp.22-38
- Terryl Wards Bynum. Milestones in the history of information and computer ethics, Kenneth Einar Himma and Herman T Tavani (Eds.), The Hand Book of Information and Computer Ethics, New Jersey: John Wiley and sons, 2008, pp.25-48
- Maria Canellopoulou and Kenneth Einar Himma The Digital Divide: Perspective for future, The Hand Book of Information and Computer Ethics, New Jersey: John Wiley and sons, 2008, Pp621-638
- Margaret R Mclean, The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods , Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentations/genetically-modified-foods.html
- Jeffrey Burkhardt , The GMO Debates: Taking Ethics Seriously Institute of Food and Agricultural Science, University of Florida http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf
- John Bryant, Linda Bagott La Velle and John Searle Introduction to Bioethics, 2005, John Wiley Sons 2005, pp.17-32
- David Strong, Environmental Ethics vol.2 From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics:* Mac Millan Reference USA, 2005, pp.653-660.
- Robert Melchior, Figueroa Environmental Justice vol.2, From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics:* Mac Millan Reference USA, 2005, pp.663-669
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology***,** John Wiley and sons, 2008, pp1-17
- Feenberg, Andrew. Questioning Technology, Routledge, 1999 pp.139-158
- John Bryant, Linda Bagott La Velle and John Searle Introduction to Bioethics, John Wiley Sons 2005, pp.17-32
- Barry Barnes. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics:* Mac Millan Reference USA, 2005,pp. 16-35.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME)

Skill Enhancement Elective Course

AEEC (SEC) ETHICAL DECISION MAKING

UNIT I: ETHICAL CONCEPTS AND ETHICAL APPROACHES

1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness
3. Respect for self and others

UNIT II: ETHICAL DECISION PROCESS

1. Ethical codes and tests
2. Steps to ethical decision-making
3. Case studies and Situational role plays

Recommended Readings:

- Blanchard, K., & Peale, N.V. (1988) *The Power of Ethical Management*, New York: William Morrow and Co. pp. 20-24. http://www.blanchardbowleslibrary.com/books/powerofethicalmanagement.htm
- Brown, M. (1996) *The Quest for Moral Foundations: An Introduction to Ethics* Georgetown University Press
- Davis, M. (1999) *Ethics and The University*, New York: Routledge.
- Heller, R. (1998) *Making Decisions*, New York: DK.
- Josephson, M. S. (2002) *Making Ethical Decisions*, Josephson Institute of Ethics.
- Kardasz, F. (2008) *Ethics Training For Law Enforcement: Practices and Trends*, VDM Verlag Dr. Müller.
- Nosich, G. M. (2002*) Learning to Think Things Through: A Guide to Critical Thinking*, Prentice Hall.

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CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME)

Skill Enhancement Elective Course: YOGA PHILOSOPHY

UNIT I

1. The Definition and Essence of Yoga
2. Jnana Yoga, Bhakti Yoga and Karma Yoga

UNIT II

1. Yoga in Jainism, Yoga in Buddhims (Vipassana) and Yoga in Bhagvadgita
2. Patanjali's Astangik Yoga Marga

Recommended Readings:

- Abhishiktananda, Swami: (1974) *Guru and Disciple*, London: Society for the Promotion of Christiona Knowledge,
- Aranya, H.: (1983) *Yoga Philosophy of Patanjali*, rev. ed.. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
- Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.
- Cleary, T. (1995) translated *Buddhist Yoga: A Comprehensive Course*, Boston, Mass: Shambhala Publications.
- Dasgupta, S. N. (1930) *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Calcutta: University of Calcutta.
- Gopalan S. (1974) *Outlines of Jainism*, John Wiley & Sons (Asia) Pte Ltd.
- Kaveeshwar, G. W. (1971) *The Ethics of the Gita*, Delhi: Motilal Banarsidas.

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Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF POLITICAL SCIENCE

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

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	***Credits**	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

CHOICE BASED CREDIT SYSTEM

B.A (Programme) POLITICAL SCIENCE

LIST OF PAPERS AND COURSES

A) DISCIPLINE SPECIFIC CORE COURSE (4)

1. **Paper I- Introduction to Political Theory**
2. **Paper-II - Indian Government and Politics**
3. **Paper-III- Comparative Government and Politics**
4. **Paper-IV- Introduction to International Relations**

B) CORE/ FOUNDATION (Compulsory) (4)

- **ENGLISH (2)**
- **MIL (2)**

c) Ability Enhancement (Compulsory) (2)

- **ENGLISH/MIL (Communication)**
- **ENVIRONMENTAL SCIENCE**

D) Ability Enhancement (Elective) Skill Based (4)

1) **Legislative Support**
2) **Public Opinion and Survey Research**
3) **Democratic Awareness Through Legal Literacy**
4) **Conflict and Peace Building Peace**

E) Discipline Specific Elective Course(2)

1) **Themes in Comparative Political Theory**
2) **Administration and Public Policy: Concepts and Theories**
3) **Democracy and Governance**
4) **Understanding Globalization**

F) Generic Elective -2 (Interdisciplinary): (2)

1) **Reading Gandhi**
2) **Human Rights Gender and Environment**

Choice Based Credit System

B.A PROGRAMME POLITICAL SCIENCE

S.No	SEMESTER-I	COURSE	PAPER	
1.1	Subject-I Political Science-1	Discipline Specific Core	Introduction to Political Theory	DSC I A
1.2	Subject-II(Any Other)	Discipline Specific Core		DSC II A
1.3	ENGLISH	CORE (COMPULSORY)		CC
1.4	ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE	Ability Enhancement (Compulsory)		AEEC
	SEMESTER-II			
2.1	Subject-I Political Science-2	Discipline Specific Core	Indian Government and Politics	DSC I B
2.2	Subject-II(Any Other)	Discipline Specific Core		DSC II B
2.3	MIL	CORE (COMPULSORY)		CC
2.4	ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE	Ability Enhancement (Compulsory)		AECC
	SEMESTER-III			
3.1	Subject-I Political Science-3	Discipline Specific Core	Comparative Government and Politics	DSC I C
3.2	Subject-II(Any Other)	Discipline Specific Core		DSC II C
3.3	ENGLISH	CORE(COMPULSORY)		CC
3.4	Skill Based-1	Ability Enhancement (Elective)	Legislative Support	AEEC (1)
	SEMESTER-IV			
4.1	Subject-I	Discipline Specific Core	Introduction to	DSC I D

	Political Science-4		International Relations	
4.2	Subject-II(Any Other)	Discipline Specific Core		DSC II D
4.3	MIL	CORE(COMPULSORY)		CC
4.4	Skill Based-2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AEEC (2)
	SEMESTER-V			
5.1	Skill Based-3	Ability Enhancement (Elective)	Democratic Awareness ThroughLegal Literacy	AEEC (3)
5.2	Discipline Specific Elective Course-I Political Science	A)Themes in Comparative Political Theory		DSE-1A
		B) Administration and Public Policy: Concepts and Theories		
5.3	Discipline Specific Elective Course-II	From Second Discipline/ Subject		DSE-2A
5.4	Generic Elective-I (Interdisciplinary) Any One	Reading Gandhi		GE-I
		From Second Discipline/Subject Based		
	SEMESTER-VI			
6.1	Skill Based-4	Ability Enhancement (Elective)	Peace and Conflict Resolution	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science	A) Democracy and Governance		DSE-1B
		B) Understanding Globalization		
6.3	Discipline Specific Elective Course-II	From Second Discipline/ Subject		DSE-2B

6.4	**Generic Elective -II (Interdisciplinary) Any One**	**Human Rights Gender and Environment**		**GE-II**	
		From Second Discipline Based			

CHOICE BASED CREDIT SYSTEM

SYLLABI AND READING LIST

BA (PROGRAMME) POLITICAL SCIENCE

DISCIPLINE SPECIFIC CORE COURSE(4)

Paper I- Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

1. a. What is Politics?
b. What is Political Theory and what is its relevance? (11 lectures)
2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)

3. Debates in Political Theory:
a. Is democracy compatible with economic growth?
b. On what grounds is censorship justified and what are its limits?
c. Does protective discrimination violate principles of fairness?
d. Should the State intervene in the institution of the family? (13 lectures)

Essential Readings:
Topic I
Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 18-37.

Topic 2
Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 88-105.
Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi:Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.*New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: OxfordUniversity Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 172-193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory.* New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians.* Cambridge: Polity Press.

Topic 3

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *TheDemocracy Sourcebook.* Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook.* Cambridge, Massachusetts: MIT Press, pp. 447-454.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 308-319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers,* New Delhi: Pearson.

Paper-II - Indian Government and Politics

1) Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

2) Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

3) Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

4) Power Structure in India: Caste, class and patriarchy (07 lectures)

5) Religion and Politics: debates on secularism and communalism (06 lectures)

6) Parties and Party systems in India (05 lectures)

7) Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

8) Social Movements : Workers, Peasants, Environmental and Women's Movement (10 lectures)

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics.* New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics.* New
Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics.* New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence.* New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns.* New Delhi: PHI
Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives.* New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989.* London: Zed Book.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation.* New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics.* New Delhi: Oxford
University Press.

Paper-III- Comparative Government and Politics

1. The nature, scope and methods of comparative political analysis (10 lectures)

2. Comparing Regimes: Authoritarian and Democratic (06 lectures)

3. Classifications of political systems:
a) Parliamentary and Presidential: UK and USA
b) Federal and Unitary: Canada and China (15 lectures)

4. Electoral Systems: First past the post, proportional representation, mixed systems (07lectures)

5 Party Systems: one-party, two-party and multi-party systems (09 lectures)

6 Contemporary debates on the nature of state: the security state and the changing nature of nation-state in the context of globalization. (13 lectures)

READING LIST

Essential Texts

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics.* New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction.* (Eight
Edition). London: Palgrave McMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book.* Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the*
Modern World. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics.* (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics.* New Delhi: PHI Learning Pvt. Ltd.

Readings
Topic 1.
Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative*

Politics. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics.* Nos. 1 & 2, pp. 22-38.

Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction.* London: Palgrave McMillan, pp. 36-50, 51-68.

Topic: 3.

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction.* London: Palgrave McMillan, pp. 268-290.

Topic: 4.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries.* Montreal &Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India.* New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction.* London, New York: Routledge, 2009, pp. 137-160.

Topic: 5.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative*
Politics. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 159- 167.

Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics.*
Oxford: Oxford
University Press, pp. 293-317, 318-347.

Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics.* Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government*

and Politics: An Introduction. London: Palgrave McMillan, pp. 17-34.

Further Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics.* New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies. Vol. 47, Issue 1,* pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly.* vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics.* Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book.* Los Angeles: Sage, pp. 177- 185.

Watts, D. (2003) *Understanding US/UK Government and Politics.* Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

Paper-IV- Introduction to International Relations

Course Objective: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

1. Approaches to International Relations
(a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
(b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
(c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
(d) Feminist Perspective (J. Ann Tickner) (27 lectures)

2. Cold War & Post-Cold War Era
(a) Second World War & Origins Cold War

(b) Phases of Cold World War: First Cold War
Rise and Fall of Detente
Second Cold War
End of Cold War and Collapse of the Soviet Union
(c) Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan) (20 lectures)

3. India's Foreign Policy
(a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
(b) India's Policy of Non-alignment
(c) India: An Emerging Power (13 lectures)

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues.*5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations.* New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era.* Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations.* Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World.* London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations.* New Delhi: South Asian
Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*.Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics.* London: Croom Helm.

Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect.* New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy.* New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Ability Enhancement (Elective) Skill Based (4)

1.Legislative Support

Aim of the course: To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team.

Rationale:

Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. All over the world, elected representatives have an office with specialised support team to carry out these tasks.

In India this has just begun. With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need that needs to be responded to. This course will equip the students with basic skills for this task and expose them to real life legislative work. It will build their skills and deepen their understanding of the political process

Course outline:

1. ***Powers and functions of people's representatives at different tiers of governance***
   Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self government from Zila Parishads/Municipal Corporation to Panchayat/Ward. ***(Weeks 1-3)***

2. ***Supporting the legislative process:*** How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. ***(Week 4)***

3. ***Supporting the legislative committees***

   Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation**.(Weeks 5-7)**

4. ***Reading the budget document:***

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. **(Weeks 8-10)**

5. ***Support in media monitoring and communication***: Types of media and their significance for legislators. Basics of communication in print and electronic media. **.(Weeks 11-12)**

Suggested Readings:

Madhavan, M.R. & N.Wahi ***Financing of Election Campaigns*** PRS, Centre for Policy Research, New Delh, 2008:

http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

Vanka, S. ***Primer on MPLADS*** Centre for Policy Research, New Delhi, 2008. can be accessed on:

http://www.prsindia.org/parliamenttrack/primers/mplads-487/

Kalra, H. ***Public Engagement with the Legislative Process*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf

Government of India (Lok Sabha Secretariat) ***Parliamentary Procedures (Abstract Series)***, 2009. Can be accessed on:

http://164.100.47.132/LssNew/abstract/index.aspx

Government of India, (Ministry of Parliamentary Affairs) ***Legislation, Parliamentary Procedure,*** 2009. Can be accessed on: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm

Government of India, (Ministry of Parliamentary Affairs) ***Subordinate Legislation***, ***Parliamentary Procedure,*** 2009. Can be accessed on: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm

Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," *Democracy, Governance and Human Rights,* Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on:

http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf

Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February, 2005. Can be accessed on:

http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf.

Debroy, Bibek, "Why we need law reform," ***Seminar*** January 2001.

Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," ***Journal of Democracy*** Vol.18, No.2, pp.70-83.

Government links:

http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/

Sanyal,K. ***Strengthening Parliamentary Committees*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf

Celestine, A. ***How to read the Union Budget*** PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/

2.Public Opinion and Survey Research

Course Objective: This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarise the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

I. Introduction to the course (6 lectures)
Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)
a. What is sampling? Why do we need to sample? Sample design.
b. Sampling error and non-response
c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

III. Survey Research (2 lectures)
a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
b. Questionnaire: Question wording; fairness and clarity.

IV. Quantitative Data Analysis (4 lectures)
a. Introduction to quantitative data analysis
b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

V. Interpreting polls (6 lectures)
Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

READING LIST

I. Introduction to the course
Essential Readings:
R. Erikson and K. Tedin, (2011) *American Public Opinion,* 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling
Essential Readings:
G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly,* Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly,* Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

III. Survey Research

Essential Readings:

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know,* Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion,* 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

IV. Quantitative Data Analysis

Essential Readings:

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences,* 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

V. Interpreting polls

Essential Readings:

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Readings:

K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling,* Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', *Sampling Techniques,* John Wiley & Sons.

G. Gallup, (1948) *A Guide to Public Opinion Polls.* Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians,* Harmondsworth: Penguin.

Suggested Student Exercises:

1. Discussion of readings and Indian examples.

2. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.

3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.

4. Give the students the electoral list of an area in Delhi (http://ceodelhi.gov.in). The students have to draw a random sample of n number of respondents.

5. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on 10 different individuals.

6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

3. Democratic Awareness Through Legal Literacy

Course Objective: The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

Expected Learning Outcome: The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

This course consists of 100 marks - comprising 25 marks for evaluation of the practical work and a written paper of 75 marks.

Course Content:

Unit I

- Outline of the Legal system in India
- System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- Role of the police and executive in criminal law administration.
- Alternate disputes mechanisms such as lok adalats, non - formal mechanisms.

Unit II

- Brief understanding of the laws applicable in India
- Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian PenalCode, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- Personal laws in India : Pluralism and Democracy
- Laws relating to contract, property; tenancy laws, labour laws, and environmental laws.
- Laws relating to dowry, sexual harassment and violence against women
- Laws relating to consumer rights
- Labour laws in the context of globalisation

- Laws relating to cyber crimes
- Anti-terrorist laws: implications for security and human rights
- Practical application: Visit to either a (I) court or (ii) a legal aid centre set up by the
- Legal Services Authority in Delhi or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.

Unit III

Access to courts and enforcement of rights

- Critical Understanding of the Functioning of the Legal System
- Legal Services Authorities Act and right to legal aid, ADR systems
- What to do if you are arrested ; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies
- Human Rights - emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and civil liberties groups.
- Practical application - Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

Essential Reading

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Reading list for course on Legal Literacy

- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also.
- Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture,
- Second Series, Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
- Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi,2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.

- P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, , Universal Law Books and Publishers, Delhi, 2002
- V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, *'Access to Justice and the Indian Supreme Court'*, 10 & 11 Delhi Law Review 156, 1981-82.

4.Conflict and Peace Building

Course Objectives: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

Unit I. Concepts (6 Lectures)
a. Understanding Conflict (Week 1)
b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
c. Peace Building (Week 3)

Unit II: Dimensions of Conflict (6 Lectures)
a. Ideology (Week 4)
b. Economic/Resource Sharing Conflicts (Week 5)
c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

Unit III: Sites of Conflict (6 Lectures)
a. Local (Week 7)
b. Sub-National (Week 7)
c. International (Week 8)

Unit IV: Conflict Responses: Skills And Techniques (6 Lectures)
a. Negotiations: Trust Building (Week 9)
b. Mediation: Skill Building; Active Listening (Week 10)
c. Track I, Track II & Multi Track Diplomacy (Week 11)
d. Gandhian Methods (Week 12)

Unit I. Concepts
a. Understanding Conflict
Essential Readings:
O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122. W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars,* Washington: The Brookings Institute, pp. 3-29.

Additional Readings:
P. Wallensteen, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.

b. Conflict Management, Conflict Resolution and Conflict Transformation
Essential Readings:
C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.

S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.

Additional Reading:
J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.

I. Doucet, (1996)*Thinking About Conflict,* Resource Pack For Conflict Transformation: International Alert.

c. Peace Building
Essential Readings:
M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide,* Boulder: Lynne Rienner, pp. 16-20. L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

Unit II: Dimensions of Conflict
Essential Readings:
R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.

P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.)*The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.

S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.)*The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

Unit III: Sites of Conflict
Essential Readings:
D. Barash and C. Webel, (2009) *Peace and Conflict Studies*, London: Sage Publication, pp. 91- 117.

D. Sandole, (2003) 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.39-54.

P. Wallenstein, (2007) *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications.

Unit IV: Conflict Response: Skills And Techniques Essential Readings**:**
H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts,* Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

M. Steger , (2001) 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs,* New Jersey: Prentice-Hall.

Additional Readings:
J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

Toolkits by United States Institute of Peace

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute Of Peace.

A. Smith and D. Smock, (2010) *Managing A Mediation Process,* Washington D.C: United States Institute Of Peace.

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute Of Peace.

Online Resources Conflict Resolution in Popular Art and Culture:

The International Network of Peace Museums, at www.mueseumsforpeace.org/, contains links to visit the websites of many of the world's peace museums.

Theatre, peace and conflict at Theatre Without Borders,www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

Dialogue:
http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf

Mediation:
http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf
http://www.pgexchange.org/images/toolkits/civicus%20mediation%20tool.pdf
http://www.beyondintractability.org/bi-essay/mediation

Facilitation:
http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf
http://www.beyondintractability.org/bi-essay/facilitation

Negotiation:
Roger Fisher et al, *Getting to Yes: Negotiating Agreement without Giving In*, New York: Penguin, 1991.
http://peacebuilding.caritas.org/index.php/Introduction_to_Principled_Negotiation

Reconciliation: http://www.peacebuildinginitiative.org/index.cfm?pageId=1975 John Paul Lederach,*The Journey Toward Reconciliation,* London: Herald Press, 1999.
Charles Lerche, "Peace Building Through Reconciliation," *International Journal of Peace Studies,* Vol. 5. No. 2, 2000.http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm

Crossword Puzzle:
http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101
http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781111344238

Suggested Classroom Exercises/ Activities:
1) Map the ethnic composition of your classroom and examine the prevailing prejudices and stereotyping practices and their manifestations and then suggest a strategy for trust building.

2) Identify a group of immigrants/ refugees from the South Asian region (Afghans, Bangladeshis, Sri Lankans, Tibetans, Rohingya Muslims from Myanmar) and based on your interactions with them, write a report explaining their respective experiences of conflicts are amenable to what kind of solution?

3) Identify musical bands and other such endeavours in the South Asian region which have used music as a peace building measure for promoting understanding among different communities.

4) Sports is a means or a barrier to promoting inter community understanding. Have a debate in the class arguing for and against this proposition.

5) Conduct a case study of resource allocation of water and electricity by the Government of Delhi. Identify, if any, elements of institutional discrimination has taken place.

6) Follow a conflict from any level (local/sub-national/national) covered in the news for a month and prepare a report on its causes, the parties and the dynamics of the conflict.

7) Identify protests over sharing of environmental resources and study their modus operandi for seeking redressal (for example, Narmada Bachao Andolan, Protests against the Nuclear Plant in Kondakulm, Movements against POSCO and Vedanta in Orissa)

8) Organize a peace film festival in your college.

9) Follow any track-two initiative between India and any of its neighbours (for example, Neemrana Initiative, The Pakistan India Peoples forum for Peace and Democracy , RIMC Old Boys Network, Women's Initiative for Peace in South Asia, Committee for Sane Nuclear Policy, Peace Pals) and, write a report on its activities and the impact factor.

Discipline Specific Elective Course (2)

1.Themes in Comparative Political Theory

Course Objective: This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective is to appreciate the value and distinctiveness of comparative political theory.

1. **Distinctive features of Indian and Western political thought (08 lectures)**

2. Western Thought: Thinkers and Themes
a. Aristotle on Citizenship
b. Locke on Rights
c. Rousseau on inequality
d. J. S. Mill on liberty and democracy
e. Marx and Bakunin on State (26 lectures)

3. Indian Thought: Thinkers and Themes
a. Kautilya on State
b. Tilak and Gandhi on Swaraj
c. Ambedkar and Lohia on Social Justice
d. Nehru and Jayaprakash Narayan on Democracy
e. Pandita Ramabai on Patriarchy (26 lectures)

Readings:
Topic 1.
Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia.* Plymouth, United Kingdom: Lexington,pp. 13-24.

Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogiman, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia.* Plymouth, United Kingdom:Lexington, pp. 187-208.

Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 9-16.

Topic 2.
Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present.* New York: Oxford University Press, pp. 73-91.

Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press, pp. 181-197.

Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.
Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

Wilde, L. (2003) 'Early Marx', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present.* New York: Oxford University Press, pp. 404-435.

Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge, pp. 237-255.

Topic 3.

Mehta, V. R. (1992) *Foundations of Indian Political Thought.* New Delhi: Manohar Publishers, pp. 88-109.

Inamdar, N.R. (1986) 'The Political Ideas of Lokmanya Tilak', in Panthan, Th. & Deutsch, K. L. (eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 110-121.

Patham, Th. (1986) 'Beyond Liberal Democracy: Thinking With Democracy', in Panthan, Th. & Deutsch, K.L. (eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 325-46.

Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, Th. & Deutsch, K. L.(eds.) *Political Thought in Modern India.* New Delhi: Sage, pp. 161-75.

Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' *Economic and Political Weekly*. Vol. XLV: 40, October 2008, pp. 64-70.

Pillai, R.C. (1986) 'The Political thought of Jawaharlal Nehru', in Panthan, T. & Deutsch, K. L. (eds.) *Political Thought in Modern India.* New Delhi: Sage pp. 260-74.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought:Themes and Thinkers,* New Delhi: Pearson.

2. Administration and Public Policy: Concepts and Theories

Topics:

1. Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)

2. Administrative theories: the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)

3. Development administration: Elements of development administration. Time and space dimensions in the study of development administration, politics of development administration. (14 lectures)

4. Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)

Readings:

Topic 1. Public administration as a discipline

Awasthi, A.and Maheshwari, S. (2003) *Public Administration.* Agra: Laxmi Narain Agarwal, pp. 3-12.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp. 1- 52.

Topic 2. Administrative theories

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction: Public Administration: Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public *Administration: A Reader*. Delhi: Oxford University Press, pp. 1-50.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp. 53-74.

Mouzelis, N.P. (2005) 'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public *Administration: A Reader*. Delhi: Oxford University Press, pp. 88-100.

Hyderbrand, W. (1980) 'A Marxist Critique of Organization Theory', in Evan, W (ed.) *Frontiers in Organization & Management.* New York: Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) *Organizational Analysis: Critique and Innovation*. Beverly Hills: Sage, pp. 85-109.

Topic 3. Development administration

Bhattacharya, M. (1999) *Restructuring Public Administration: Essays in Rehabilitation.* New Delhi: Jawahar, pp. 29-70, 85-98.
Bhattacharya, M. (2001) *New Horizons in Public Administration*. New Delhi: Jawahar, pp. 248-272, 301-323.

Topic 4. Understanding public policy

Dye, T.R. (1975) *Understanding Public Policy.* New Jersey: Prentice Hall, pp. 1-38, 265- 299.

Dror, Y. (1983) *Public Policy Making Reexamined.* Oxford: Transaction Publication, pp. 129-216.

Additional Readings:

Bernard, C. (1938) *The Functions of Executive.* Cambridge: Harvard University Press.

Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and

Siffin, W. (eds.), *Approaches to Development Politics* . New York: McGraw-Hill.

Gant, G.F. (1979) *Development Administration: Concepts, Goals, Methods*. Madison: University of Wisconsin Press.

Kamenka, E. & Krygier, M. (eds.) (1979) *Bureaucracy*. London: Edward Arnold.

Lee, H.B. (ed.) (1953) *Korea: Time, Change and Administration.* Hawai'i: University of Hawai'i Press.

Leftwich, A. (1994) 'Governance, the State and the Politics of Development', *Development and Change,* 25.

March, J. and Simon, H. (1958) *Organization.* New York: Wiley.

Mooney, J. (1954) *The Principles of Organization*. New York: Harper & Row.

Simon, H. (1967) *Administrative Behavior: A Study of Decision Making Process in Administrative Organization.* New York: Macmillan.

Wiedner, E. (ed.) (1970) *Development Administration in Asia.* Durham: Duke University Press.

3. Democracy and Governance

Lectures: 60

Course Objective: This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

1. Structure and Process of Governance: Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy)
Political Communication -Nature,Forms and Importance
Lectures 15

2. Ideas, Interests and Institutions in Public Policy:
a. Contextual Orientation of Policy Design
b. Institutions of Policy Making
Lectures 15

a. Regulatory Institutions – SEBI, TRAI, Competition Commission Of India,Corporate Affairs.
Lectures 05

b. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.
Lectures 05

3. Contemporary Political Economy of Development in India: Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.
Lectures 10

4. Dynamics of Civil Society: New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.
Lectures 10

Essential Readings:

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.

Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

J.Dreze and A.Sen, India: Economic Development and Social Opportunity,Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013 Nick Stevenson, Understanding Media Cultures, 2002

Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997

Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.

Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.

Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.

Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy

Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985. Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

Qah, John S.T., Curbing Corruption in Asia: A Comparative Study of Six Countries, Eastern University Press, 2003.

Vasu Deva, *E-Governance In India : A Reality*, Commonwealth Publishers,2005

M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-*Governance: The New Age Governance*, APH Publishers,2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.

Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation , Rawat Publishers, 2010

S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

Richard Cox, Production, Power and World Order, New York, Columbia University Press,1987

Additional Readings

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.
Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.
Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003

Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.

Paul Brass, Politics in India Since Independence, Hyderabad, Orient Longman, 1990.

Rob Jenkins – Regional Reflections: Comparative Politics Across India's States, New Delhi, OUP, 2004.

Stanley Kochanek, Business and Politics in India, Berkeley, University of California Press, 1974.

Sury, M.M, India : A Decade of Economic Reforms : 1991 –2001, New Delhi, New Century Publication, 2003.

Thomas R. Dye., Understating Public Policy, Prentice Hall NJ, 1984.

Y. Dror, Public Policy Making Reexamined, Leonard Hill Books, Bedfordshire, 1974.

4.Understanding Globalization

Course Objective: the Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

1. Globalization
a) What is it?
b) Economic, Political, Technological and Cultural Dimensions (09 Lectures)

2. Contemporary World Actors
a) United Nations
b) World Trade Organisation (WTO)
c) Group of 77 Countries (G-77) (25 Lectures)

3. Contemporary World Issues
a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
b) Poverty and Inequality
c) International Terrorism (26 Lectures)

Reading List

Essential Readings

Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.

Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.

Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity.* Third Edition. Delhi: Pearson Education, pp. 430-450.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations.* Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385; 468-489.

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics: An Introduction to International Relation. 4th Edition.* Oxford: Oxford University Press.

Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium.* London: Continuum. pp. 1-20.

Ravenhill, J. (2008) 'The Study of Global Political Economy', in Ravenhill, John (ed.)

Global Political Economy. Second Edition. New York: Oxford University Press, pp. 18-24.

Sauvant, K. (1981) *Group of 77: Evolution, Structure and Organisation*, New York: Oceana Publications.

Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) *Global Environmental Politics.* Fourth Edition. Boulder: Colorado: Westview Press.

Roberts, J.M. (1999) *The Penguin History of the 20th Century*. London: Penguin.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics.* London: Croom Helm.

White, B. et al. (eds.) (2005) *Issues in World Politics.* Third Edition, New York: Macmillan, pp. 74-92; 191-211.

Halliday, F. (2004) 'Terrorism in Historical Perspective', *Open Democracy.* 22 April, available at:
http://www.opendemocracy.net/conflict/article_1865.jsp

Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics.* Third Edition. New Delhi: Oxford University Press, pp. 645-668.

Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.

Art, R.J. and Jervis, R. (eds.) (1999) *International Politics: Enduring Concepts and Contemporary Issues.* 5th Edition. New York: Longman, pp. 495-500; pp.508-516.

Generic Elective -2 (Interdisciplinary): (2)

1) Reading Gandhi

Course Objective: The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

A).Ways to read a text:

a. textual

b. contextual

- Terence Ball, *Reappraising Political Theory,* Ch. 1, OUP, 1995
- "Meaning and Interpretation in the History of Ideas" in *Visions of Politics,* Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.

B) Hind Swaraj:

1. **Gandhi in his own words: A close reading of Hind Swaraj.**
2. **Commentaries on Hind Swaraj and Gandhian thought:**

- "Introduction", M.K.Gandhi, Hind Swaraj and other writings ed. A.J.Parel (1997).
- B.Parekh, Gandhi (1997), chs. 4 ("Satyagraha") and 5("The critique of modernity").
- D.Hardiman, Gandhi in his time and ours (2003), ch.4("An alternative modernity"

C) Gandhi and modern India.

a. Nationalism.
b. Communal unity
c. Women's Question
d. Untouchability.

This component will contain the following selections from Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no.45); "Regeneration of Indian women" (no.54); "Women's education" (no.55); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

2) Human Rights Gender and Environment

Course Objective: This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Expected Learning Outcome: The study of the course will equip the students with theoretical and conceptual understanding of socio – economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

I Understanding Social Inequality

- Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- Globalisation and its impact on workers, peasants, dalits, adivasis and women.

II Human Rights

- Human Rights: Various Meanings
- UN Declarations and Covenants
- Human Rights and Citizenship Rights
- Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- Human Rights Movement in India.

III Gender

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

IV Environment

- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio – diversity

- Environment Policy in India
- Environmental Movement in India

Essential Readings

Agarwal, Anil and Sunita Narain (1991), *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.

Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.

Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi.

Geetha, V. (2002) *Gender*, Stree Publications, Kolkata.

Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi.

Guha, Ramachandra and Madhav Gadgil, (1993) *Environmental History of India*, University of California Press, Berkeley.

Haragopal, G. (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.

Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi.

Patel, Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.

Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PSYCHOLOGY

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

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	***Credits**	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A. (PROG) PSYCHOLOGY

Semester	CORE COURSE (12)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective (GE) (4)
I	English/ MIL-1	(English/MIL Communication)/ Environmental Science			
	DSC-PSY-1A: Foundations of Psychology (Theory + Practical)				
	DSC-2A				
II	MIL/English-1	Environmental Science/ (English/MIL Communication)			
	DSC-PSY-1B: Introduction to Social Psychology (Theory + Tutorial)				
	DSC-2B				
III	English/ MIL-2		AEEC-1		
	DSC-PSY-1C: Understanding Psychological Distress and Well-being (Theory+ Tutorial)				
	DSC-2C				
IV	MIL/English-2		AEEC-2		
	DSC-PSY-1D: Statistical Methods and Psychological Research (Theory + Practical)				
	DSC-2D				
V			AEEC-3	DSE-1 A	GE-1
				DSE-2 A	
VI			AEEC-4	DSE-1 B	GE-2
				DSE-2 B	

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in Semester V and 1 in Semester VI):

DSE-PSY-1Aa: Life span development (Theory+ Practical)

DSE-PSY-1Ab: Industrial/ Organizational Psychology (Theory+ Practical)

DSE-PSY-2Ba: Counseling Psychology (Theory+ Practical)

DSE-PSY-2Bb: Project/ Dissertation (6^{th} semester)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Semester III, IV, V and VI):

AEEC-PSY-P-01: Developing emotional competence (Theory+ Tutorial)

AEEC-PSY-P-02: Managing Stress (Theory+ Tutorial)

AEEC-PSY-P-03: Making decisions (Theory+ Tutorial)

AEEC-PSY-P-04: Psychology in education (Theory+ Tutorial)

AEEC-PSY-P-05: Managing human resources (Theory+ Tutorial)

AEEC-PSY-P-06: Applications of social psychology (Theory+ Tutorial)

ELECTIVE: GENERIC (GE) (Any 2, 1 each in Semester 5 and 6):

GE-PSY-P-01: Psychology for Living (Theory+ Tutorial)

GE-PSY-P-02: Psychology of Gender (Theory+ Tutorial)

GE-PSY-P-03: Self and Personal Growth (Theory+ Tutorial)

CORE COURSES

SEMESTER-I

DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:
Psychology: as a science ,perspectives, origin and development of psychology, psychology in India, methods; experimental and case study.

Unit 2: Cognitive processes:
Perception: nature of perception, laws of perceptual organization, learning-conditioning, observational learning memory-processes, information processing model, techniques for improving memory.

Unit 3: Motivation and Emotion:
Motives: biogenic and sociogenic
Emotions: nature of emotions, key emotions

Unit 4: Personality and Intelligence:
Personality: nature and theories
Intelligence: nature and theories

Practicum: Two experiments to be done on any two topics from the syllabus

Readings:

Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition).Pearson Education Ltd.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.

Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Behaviour. McGraw-Hill Education.UK.

SEMESTER II

DSC-PSY-1 B: INTRODUCTION TO SOCIAL PSYCHOLOGY

Objective: to understand the basics of social psychology and to understand the individual in the social world.

Unit 1: Introduction:
Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behavior

Unit 2: Individual level processes:
Person perception: attribution-theories, biases and errors
Attitude: formation, change and resistance to change

Unit 3: Interpersonal processes:
Interpersonal attraction, prosocial behavior, aggression

Unit 4: Group dynamics:
Key aspects of groups, cooperation and conflict, group decision making.

Readings:

Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan.

Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

SEMESTER-III

DSC-PSY-1C: UNDERSTANDING PSYCHOLOGICAL DISTRESS AND WELL BEING

Objective: To introduce the concepts of psychological distress and abnormality and to understand how to achieve well-being.

Unit 1: Basic Concepts:
Psychological distress, abnormality and psychological well-being

Unit 2: Theoretical perspectives:
Biological, familial, cultural, behavioral, cognitive and psychodynamic.

Unit 3: Clinical states:
Anxiety disorders-Obsessive compulsive disorder, mood disorders-Unipolar, Bipolar, and schizophrenia: Disorganized, Paranoid and Catatonic.

Unit 4: Dealing with psychological distress:
Coping strategies, personal growth and well-being

Readings:

Carson, R.C., Butcher, J.N., Mineka,S.& Hooley, J.M. (2008). Abnormal Psychology.
New Delhi: Pearson.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

SEMESTER IV

DSC-PSY-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

Objective: To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

Unit 1: Introduction: Scales of measurement, graphical representation of data

Unit 2: Data analysis: Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method, properties of Normal Probability Curve (NPC).

Unit 3: Psychological Testing: Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, types of tests.

Unit 4: Qualitative methods: Interview, observation, case study

Practicum: Two practicum to be done: 1 test and one practical based on unit 4.

Readings:

Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education.Mumbai: Vakils, Feffer & Simons Pvt. Ltd.

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.).* New Delhi: Pearson Education.

King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.

Kerlinger, F.N. & Lee, H.B. (1999). *Foundations of Behavioural Research.* Wadsworth-Thomson Learning

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in sem V and 1 in Sem VI):

DSE-PSY-1Aa: LIFE SPAN DEVELOPMENT

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

1. **Introduction to life-span perspective:** Nature, issues and theoretical perspectives; methods and designs
2. **Physical development:** Patterns of growth from conception till late adulthood.
3. **Cognitive development:** Introduction, Piagetian and Vygotskian approaches; Cognitive changes in adulthood and old age; Language development.
4. **Socio-emotional development:** Emotional development; Moral development; Successful aging.

Practicum: Students have to carry out any 2 practicum based on the syllabus.

Readings:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

DSE-PSY-1Ab: INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

Objective: To introduce the basic concepts of I/O psychology and to understand the applications of psychology at the workplace.

Unit 1: Introduction: Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context.

Unit 2: Work Related Attitudes: Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior.

Unit 3: Work Motivation: Theories and application; Indian perspective.

Unit 4: Leadership: Classical and Contemporary approaches to leadership; Cross-cultural leadership issues; Indian perspective on leadership

Practicum: Any two practicum based on the syllabus

Reading List:

Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning. Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.

DSE-PSY-1Ba: COUNSELING PSYCHOLOGY

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling

1. **Introduction**: Meaning and Goals, Counselling as a Profession: professional ethics, Counsellor Effectiveness, Counselling in the Indian context.
2. **Counselling Process and Relationship.**
3. **Approaches and Techniques:** Psychodynamic, Behavioral, Person-Centered, Cognitive-Behavioral, Indian approaches: Yoga and Meditation.
4. **Application:** Family Counselling, Career Counselling, Crisis Intervention.

Practicum: Students are required to carry out any 2 practical based on the syllabus.

Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.

Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson

Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill. Seligman,L.& Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

DSE-PSY-1Bb: PROJECT/ DISSERTATION

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Semester III, IV, V and VI):

AEEC-PSY-P-01: DEVELOPING EMOTIONAL COMPETENCE

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions.

Unit 2: EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills

Readings:

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

AEEC-PSY-P-02: MANAGING STRESS

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress.

Unit 1: Stress: Nature of stress, symptoms of stress, sources of stress, Stress and health

Unit 2: Managing stress: Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

Readings:

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.* New Delhi: Pearson. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning .

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

AEEC-PSY-P-03: MAKING DECISIONS

Objective: Students will learn various strategies through which they can make good decisions.

Unit 1: Introduction: Basic concepts of decision making, Importance of making good decisions, self-efficacy.

Unit 2: Making effective decisions: Decisions regarding career, Decision making in interpersonal context, Decision making at the workplace

Readings:

Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

AEEC-PSY-P-04: PSYCHOLOGY IN EDUCATION

Objective: To understand how the principles of psychology can be applied to the area of education.

Unit I: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Theoretical Perspectives in Educational Psychology

Unit 2: Effective Teaching and Classroom Management

a. Characteristics of Effective Teachers

b. Teaching Methods

c. Classroom Management

d. Responsibilities of Teachers towards learners with Special Needs

Readings:

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

AEEC-PSY-P-05: MANAGING HUMAN RESOURCES

Objective: To understand the main concepts related to human resource management and learn related techniques.

Unit 1: Introduction: Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management.

Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation.

Readings:

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

AEEC-PSY-P-06: APPLICATIONS OF SOCIAL PSYCHOLOGY

Objective: To apply the principles of social psychology to understand and deal with social issues.

Unit 1: Introduction: Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context

Unit 2: Applications of social psychology: diversity, health, environment, population, law, work.

Readings:

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.

Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

ELECTIVE: GENERIC (GE) (Any 2: 1 each in Semester 5 and 6):

GE-PSY-P-01: PSYCHOLOGY FOR LIVING

Unit 1: Introduction: What is psychology, relevance of psychology, psychological factors and physical illness, body image, lifestyle interventions.

Unit 2: Self and relationships: importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

Unit 3: Self in disintegrative experiences: stress and coping

Unit 4: Growth and actualizing self: subjective well-being, optimism, resilience.

Readings:

Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

GE-PSY-P-02: PSYCHOLOGY OF GENDER

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development, theories

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health.

Readings:

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

GE-PSY-P-03: SELF AND PERSONAL GROWTH

1. **Introduction:** Notion of Personality, perspectives, Self as an object and as a process. Bases of Self knowledge.

2. **Self from a Developmental Perspective:** Ideas of William James, M. Lewis, Mead, Cooley, Robert Kegan; Carl Rogers.

3. **Self in the Indian Thought:** contributions of Indian thought to the understanding of self.

4. **Personal Growth:** Self and Personal growth; Developing character strengths and virtues.

Readings:

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PUNJABI

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

SYLLABUS OF COURSES TO BE OFFERED
(Punjabi paper in B.Com. (H)/B.Sc. (H)/B.A. (Prog.)/B.Com. (Prog.)/B.Sc. (Prog.))

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

Undergraduate Programme Secretariat

Preamble

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

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

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

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

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

Course	***Credits**	
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
III. Ability Enhancement Courses		
1**. Ability Enhancement Compulsory**	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2**. Ability Enhancement Elective**	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	**Total = 120**

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

Core Papers
B.A. (Prog) & B.Com (Prog.)

MODERN INDIAN LANGUAGES (MIL)

Semester : I/II

Core - MIL (Punjãbi)– 1

Punjãbi Novel, Drãmã and Functional Punjãbi

ਪੰਜਾਬੀ ਨਾਵਲ, ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ

(Punjãbi Novel, Nãtak ate Vihãrak Punjãbi)

Semester : III/IV

Core - MIL (Punjãbi) – 2

Medieval Narrative Poetry, Auto-Biography and Functional Punjãbi

ਮੱਧਕਾਲੀ ਬਿਰਤਾਂਤਕ ਕਾਵਿ, ਸਵੈ-ਜੀਵਨੀ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ

(Madhkãli Birtãntak Kãv ate Vihãrak Punjãbi)

DISCIPLINE SPECIFIC CORE (DSC)

Semester : I	Semester : II
DSC - 1 **Modern Punjãbi Story, Sufi Poetry and Functional Punjãbi** **ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ, ਸੂਫ਼ੀ ਕਾਵਿ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Ãdhunik Punjãbi Kahãnni, Sufi Kãv ate Vihãrak Punjãbi)**	**DSC – 2** **Gurmat Poetry, Punjãbi Travelogue and Functional Punjãbi** **ਗੁਰਮਤਿ ਕਾਵਿ, ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Gurmat Kãv, Punjãbi Safarnãmã ate Vihãrak Punjãbi)**
Semester : III	**Semester : IV**
DSC – 3 **Punjãbi Drãmã, Life Sketch and Functional Punjãbi** **ਪੰਜਾਬੀ ਨਾਟਕ, ਰੇਖਾ ਚਿੱਤਰ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Nãtak, Rekhã Chittar ate Vihãrak Punjãbi)**	**DSC- 4** **Punjãbi Novel, Modern Punjãbi Poetry and Functional Punjãbi** **ਪੰਜਾਬੀ ਨਾਵਲ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Novel, Ãdhunik Punjãbi Kavitã ate Vihãrak Punjãbi)**

Semester : I/II
Core - MIL (Punjãbi) - 1
Punjãbi Novel, Drãmã and Functional Punjãbi
ਪੰਜਾਬੀ ਨਾਵਲ, ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Novel, Nãtak ate Vihãrak Punjãbi)

1. ਸੁਖਿੰਦਰ, 2003, **ਅਲਾਰਮ ਕਲਾਕ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
   (Sukhinder, 2003, **Al**ãrm Clock, Manpreet Parkãshan, Delhi.)
   - 1.1 ਨਾਵਲ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
     (Novel di Paribhãshã, Visheshtãvãn ate Punjãbi Novel dã Sankhep Itihãs)
   - 1.2 ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
     (Vishã-Vastu ate Ãlochnãtmak Adhiyan)
   - 1.3 ਪਰਵਾਸੀ ਚੇਤਨਾ
     (Parvãsi Chetnã)
   - 1.4 ਪਾਤਰ-ਚਿੱਤਰਣ
     (Pãtar-chitrann)
   - 1.5 ਸਾਈਬਰ-ਕ੍ਰਾਈਮ
     (Cyber Crime)
   - 1.6 ਬਿਰਤਾਂਤਕ-ਜੁਗਤਾਂ
     (Birtãntak-Jugtãn)
   - 1.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
2. ਅਜਮੇਰ ਰੋਡੇ, 1984, **ਕਾਮਾਗਾਟਾ ਮਾਰੂ**, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕ ਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ.
   (Ajmer Rode, 1984, **Kãmãgãtã Mãru,** Nãnak Singh Pustak Mãlã, Amritsar.)
   - 2.1 ਨਾਟਕ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਤੇ ਰੂਪਾਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
     (Nãtak di Paribhãshã, Tatt te Roopãkãrak Visheshtãvãn)
   - 2.2 ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ
     (Itihãsak Pichhokarh)
   - 2.3 ਨਸਲੀ ਭੇਦ-ਭਾਵ
     (Naslee Bhed-Bhãv)
   - 2.4 ਨਾਟ-ਕਲਾ
     (Nãt-Kalã)
   - 2.5 ਉਦੇਸ਼ ਤੇ ਆਦਰਸ਼
     (Udesh te Ãdarsh)
   - 2.6 ਪੰਜਾਬੀ ਡਾਇਸਪੋਰਾ
     (Punjãbi Dãisporã)
   - 2.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

- 3.1 ਸੰਖੇਪ ਤੇ ਵਿਸਥਾਰ ਰਚਨਾ
  (Sankhep te Vistthãr Rachnã)
- 3.2 ਇਸਤਰੀ ਲਿੰਗ, ਪੁਲਿੰਗ ਤੇ ਵਚਨ
  (Istree Ling, Puling te Vachan)
- 3.3 ਲਗਾਂ ਤੇ ਲਗਾਖਰ
  (Lagãn te Lagãkhar)
- 3.4 ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਜਾਂ ਹਿੰਦੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ
  (Angrezi ton Punjãbi jãn Hindi ton Punjãbi vich Anuvãd)

Suggested Readings :

Akãl Amrit Kaur (Dr.), 2003, **Parvãsi Punjãbi Galap : Naven Pãsãr**, Nãnak Singh Pustakmãlã, Amritsar.

Dhimãn, Harbans Singh (Dr.), 2009, **Vihãrak Punjãbi Bhãshã ate Viãkarann (Bhag I)**, Manpreet Parkãshan, Delhi.

Duggal, Narinder Singh, 2009, **Punjãbi Viãkarann te Rachnãvali**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Rajinderpal Singh (Dr.) (Main-ed.), 2011, **Punjãbi Dãisporã : Adhiyan ate Adhiyãpan**, Publication Bureau, Punjãbi University, Patiãlã.

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

Semester : III/IV

Core - MIL (Punjãbi) - 2

Medieval Narrative Poetry, Auto-Biography and Functional Punjãbi

ਮੱਧਕਾਲੀ ਬਿਰਤਾਂਤਕ ਕਾਵਿ, ਸਵੈ-ਜੀਵਨੀ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ

(Madhkãli Birtãntak Kãv ate Vihãrak Punjãbi)

1. **ਰਵਿੰਦਰ ਸਿੰਘ (ਡਾ.), 2015, **ਮੱਧਕਾਲੀਨ ਬਿਰਤਾਂਤਕ ਕਾਵਿ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
   (Ravinder Singh (Dr.), 2015, **Madhkãleen Birtãntak Kãv**, Manpreet Parkãshan, Delhi.)
   - 1.1 ਬਿਰਤਾਂਤਕ ਕਾਵਿ ਰੂਪਾਕਾਰ
     (Birtãntak Kãv Roopãkãr)
   - 1.2 ਕਿੱਸਾ ਤੇ ਵਾਰ-ਕਾਵਿ ਵਿਚਲਾ ਅੰਤਰ
     (Qissã te Vãr-Kãv Vichlã Antar)
   - 1.3 ਵਾਰ ਤੇ ਜੰਗਨਾਮਾ ਵਿਚਲਾ ਅੰਤਰ
     (Vãr te Jangnãmã Vichlã Antar)
   - 1.4 ਸਮਾਜ-ਸਭਿਆਚਾਰਕ ਪੱਖ
     (Samãj-Sabhiãchãrak Pakh)
   - 1.5 ਕਲਾਤਮਕ ਪੱਖ
     (Kalãtmak Pakh)
   - 1.6 ਮੱਧਕਾਲੀਨਤਾ ਦਾ ਸੰਕਲਪ
     (Madhkãleentã dã Sankalp)
   - 1.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
2. ਬਚਿੰਤ ਕੌਰ, 2009, **ਪਗਡੰਡੀਆਂ**, ਨਵਯੁਗ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.
   (Bachint Kaur, 2009, **Pagddanddiãn**, Navyug Publishers, Delhi.)
   - 2.1 ਸਵੈ-ਜੀਵਨੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ
     (Sawai-Jeevani di Paribhãshã ate Tatt)
   - 2.2 ਜੀਵਨੀ ਅਤੇ ਸਵੈ-ਜੀਵਨੀ ਵਿਚਲਾ ਅੰਤਰ
     (Jeevani ate Sawai-Jeevani Vichlã Antar)
   - 2.3 ਸਵੈ-ਜੀਵਨੀ ਦੇ ਤੌਰ 'ਤੇ
     (Sawai-Jeevani de tour te)
   - 2.4 ਦਲਿਤ ਚੇਤਨਾ
     (Dalit-Chetnã)
   - 2.5 ਨਾਰੀ-ਸੰਵੇਦਨਾ
     (Nãri Samvednã)
   - 2.6 ਕਲਾਤਮਕ ਜੁਗਤਾਂ
     (Kalãtmak Jugtãn)
   - 2.7 ਭਾਸ਼ਾ ਸ਼ੈਲੀ
     (Bhãshã Shailie)
   - 2.8 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
3. **ਵਿਹਾਰਕ ਪੰਜਾਬੀ**
   (Vihãrak Punjãbi)
   - 3.1 ਕਾਰਕ ਤੇ ਉਸ ਦੀਆਂ ਕਿਸਮਾਂ
     (Kãrak te us diãn Kismãn)
   - 3.2 ਸ਼ਬਦ ਸ਼ਕਤੀਆਂ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਕਿਸਮਾਂ
     (Shabad Shaktiãn : Paribhãshã te Kismãn)
   - 3.3 ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ
     (Annddittha Paerã)
   - 3.4 ਸਵਰ ਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ
     (Swar te Viyanjan Dhuniãn)

Suggested Reading(s) :

Duggal, Narinder Singh, 2009, **Punjãbi Viãkarann te Rachnãvali**, New Book Company, Mãi Hirãn Gate, Jalandhar, PP. 138-225.

Jagbir Singh (Dr.), 2009, **Madhkãli Shabad-Sabhiãchãr,** Manpreet Parkãshan, Delhi, PP. 96-120.

Kãng, Kulbir Singh (Dr.), 2005, **Punjãbi Qissã Kãv dã Itihãs**, Punjãbi Academy, Delhi, PP. 13-100.

Lãmbã, Kulwant Kaur (Dr.), 2013, **Nãri Bimb ate Swai-Jeevani Sãhit**, Manpreet Parkãshan Delhi.

Piãrã Singh (Prof.), 2009, **Madhkãleen Punjãbi Kavitã : Sidhãnt, Itihãs ate Parvirtiãn**, New Book Company, Mai Hirãn Gate, Jalandhar.

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

Semester : III
DSC - 1
Modern Punjãbi Story, Sufi Poetry and Functional Punjãbi
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ, ਸੂਫ਼ੀ ਕਾਵਿ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Ãdhunik Punjãbi Kahãnni, Sufi Kãv ate Vihãrak Punjãbi)

1. ਸੁਜਾਨ ਸਿੰਘ, 2001, **ਸਭ ਰੰਗ**, ਸਿੰਘ ਬ੍ਰਦਰਜ਼, ਮਾਈ ਸੇਵਾਂ, ਅੰਮ੍ਰਿਤਸਰ.
   (Sujãn Singh, 2001, **Sabh Rang**,Singh Brothers, Mãi Sevãn, Amritsar**)**
   - 1.1 ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਤੇ ਰੂਪਾਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
     (Kahãnni di Paribhãshã, tatt te roopãkãrak visheshtãvãn)
   - 1.2 ਕਹਾਣੀ ਦੇ ਇਤਿਹਾਸ ਦੀ ਸੰਖੇਪ ਜਾਣਕਾਰੀ
     (Kahãnni de Itihãs di sankhep jãnnkãri)
   - 1.3 ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
     (Ãlochnãtmak Adhiyan)
   - 1.4 ਕਲਾਤਮਕ ਪੱਖ, ਸਰੋਕਾਰ ਤੇ ਵਿਚਾਰਧਾਰਾ
     (Kalãtmak Pakh, Sarokãr te Vichãrdhãrã)
   - 1.5 ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ
     (Birtãntak Jugtãn)
   - 1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
2. ਮਨਜੀਤ ਸਿੰਘ, (ਡਾ.) (ਸੰਪਾ.), 2012, **ਪੰਜਾਬੀ ਸੂਫ਼ੀ ਕਾਵਿ-ਸੁਰਾਂ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
   (ਬਾਬਾ ਸ਼ੇਖ਼ ਫ਼ਰੀਦ, ਸ਼ਾਹ ਹੁਸੈਨ, ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ, ਸੁਲਤਾਨ ਬਾਹੂ, ਸ਼ਾਹ ਸ਼ਰਫ਼)
   (Manjit Singh (Dr.) (ed.), 2012, **Punjãbi Sufi Kãv-Surãn,** Manpreet Parkãshan, Delhi.)
   (Bãbã Sheikh Farid, Shãh Hussain, Bulleh Shãh, Sultãn Bãhoo, Shãh Sharf.)
   - 2.1 ਪੰਜਾਬੀ ਸੂਫ਼ੀ ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
     (Punjãbi Sufi Kavitã dã Sankhep Itihãs)
   - 2.2 ਸੂਫ਼ੀਮਤ ਤੇ ਸੂਫ਼ੀ ਸਿਲਸਿਲੇ
     (Sufimat te Sufi Silsile)
   - 2.3 ਕਲਾਤਮਕ ਪੱਖ
     (Kalãtmak Pakh)
   - 2.4 ਬਿੰਬ-ਵਿਧਾਨ ਤੇ ਸੂਫ਼ੀ ਸੰਕਲਪ
     (Bimb-Vidhãn te Sufi Sankalp)
   - 2.5 ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
     (Prasang Sahit Viãkhiyã)
   - 2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
3. **ਵਿਹਾਰਕ ਪੰਜਾਬੀ**
   (Vihãrak Punjãbi)
   - 3.1 ਫ਼ੀਚਰ ਲੇਖਣ
     (Feature Lekhann)
   - 3.2 ਛੰਦ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਕਿਸਮਾਂ (ਕਬਿਤ, ਚੌਪਈ, ਦੋਹਿਰਾ, ਸਿਰਖੰਡੀ, ਬੈਂਤ ਤੇ ਦਵੱਈਆ)
     (Chhand : Paribhãshã te kismãn (Kabit, Choupai, Doherã, Sirkhandi, Baint te Dawaiyã)
   - 3.3 ਅੰਗਰੇਜ਼ੀ ਦੀ ਤਕਨੀਕੀ ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ ਦਾ ਅਨੁਵਾਦ (ਦਫ਼ਤਰੀ ਅਤੇ ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ)
     (Angrezi di takniki Paribhãshak Shabdãvali dã Anuvãd) (Daftari ate Sãhitak Shabdãvali)
   - 3.4 ਪੈਰ੍ਹਾ ਰਚਨਾ
     (Pairã Rachnã)
   - 3.5 ਅਖਾਣਾਂ ਦੀ ਵਰਤੋਂ
     (Akhãnnãn di Varton)

Suggested Readings :

Dhimãn, Harbans Singh (Dr.), 2009, **Vihãrak Punjãbi Bhãshã ate Viãkarann (Part 1)**, Manpreet Parkãshan, Delhi, PP. 127-166.

Jagdhir Singh (Dr.), 2013, **Sufi ate Gurmat Kãv-Chintan**, Gracious Books, Patiãlã.

Jaswinder Singh (Dr.) & Mãn Singh Dhindsa (eds.), 2006, **Punjãbi Sãhit dã Itihãs (Ãdhunik Kãl 1901-1995)**, Publication Bureau, Punjãbi University, Patiãlã, PP. 26-69.

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

Semester : II
DSC - 2
Grumat Poetry, Punjãbi Travelogue and Functional Punjãbi
ਗੁਰਮਤਿ ਕਾਵਿ, ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Gurmat Kãv, Punjãbi Safarnãmã ate Vihãrak Punjãbi)

1. **ਸਲੋਕ : ਗੁਰੂ ਤੇਗ਼ ਬਹਾਦਰ ਜੀ**
(Salok : Guru Tegh Bahãdar Ji)
ਹਰਬੰਸ ਸਿੰਘ ਲਿੱਟ (ਡਾ.) (ਸੰਪਾ.), 2015, **ਬਾਣੀ ਗੁਰੂ ਤੇਗ਼ ਬਹਾਦਰ, ਐੱਚ ਕੇ. ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
(Harbans Singh Litt (Dr.) (ed.), 2015, **Bãnni Guru Tegh Bahãdar**, H. K. Parkãshan, Delhi.**)**
   1.1 ਗੁਰਮਤਿ ਕਾਵਿ-ਧਾਰਾ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
   (Gurmat Kãv-Dhãrã dã Sankhep Itihãs)
   1.2 ਸਲੋਕ ਰੂਪਾਕਾਰ
   (Salok Roopãkãr)
   1.3 ਵਿਚਾਰਧਾਰਕ ਤੇ ਦਾਰਸ਼ਨਿਕ ਪੱਖ
   (Vichãrdhãrak te Dãrshanik Pakh)
   1.4 ਵਿਸ਼ਾ-ਵਸਤੂ
   (Vishã-Vastu)
   1.5 ਕਲਾਤਮਕ ਪੱਖ
   (Kalãtmak Pakh)
   1.6 ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
   (Prasang Sahit Viãkhiyã)

2. ਮਨਮੋਹਨ ਬਾਵਾ, 1990, **ਅਣਡਿੱਠੇ ਰਸਤੇ ਉੱਚੇ ਪਰਬਤ**, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ
(Manmohan Bãwã, 1990, **Annddithe Raste Uche Parbat,** Lokgeet Parkãshan Chandigarh.)
   2.1 ਸਫ਼ਰਨਾਮੇ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਤੇ ਰੂਪਾਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
   (Safarnãme di Paribhãshã, Tatt te Roopãkãrk Visheshtãvãn)
   2.2 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮੇ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
   (Ãdhunik Punjãbi Safarnãme dã sankhep Itihãs)
   2.3 ਕਿਸੇ ਕਾਂਡ ਦਾ ਆਲੋਚਨਾਤਮਕ ਸਾਰ
   (Kise Kãndd dã Ãlochnãtmak Sãr)
   2.4 ਵਾਰਤਕ-ਸ਼ੈਲੀ
   (Vãrtak Shailie)
   2.5 ਸਫ਼ਰਨਾਮੇ ਦੇ ਤੌਰ 'ਤੇ ਪਰਖ
   (Safarnãme de tour te parkh)
   2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
   (Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)
   3.1 ਨਾਂਵ ਤੇ ਪੜਨਾਂਵ
   (Nãnv te Parhnãnv)
   3.2 ਕਿਰਿਆ ਤੇ ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ
   (Kiriyã te Kiriyã Visheshann)
   3.3 ਮੁਹਾਵਰੇ
   (Muhãvre)
   3.4 ਲੇਖ ਰਚਨਾ (ਚਲੰਤ ਮਸਲਿਆਂ ਬਾਰੇ)
   Lekh Rachnã (Chalant Masleãn Bãre)
   3.5 ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ
   (Bahute Shabadãn di thãn ik Shabad)
   3.6 ਅਗੇਤਰ-ਪਿਛੇਤਰ
   (Agetar-Pichhetar)

Suggested Readings :

Ãmir Kaur, 2011, '**Safar-dar-Safar' dã Shailiegat Adhiyan**, Manpreet Parkãshan, Delhi.

Dhimãn, Harbans Singh (Dr.), 2009, **Vihãrak Punjãbi Bhãsha te Viãkarann (Part 1)**, Manpreet Parkãshan, Delhi.

Diwãn Singh (Dr.) & Satinder Singh (Prof.), 1999, **Guru Tegh Bahãdur : Chintan Kalã te Bãnni**, Guru Nanak Dev University, Amritsar.

Manjit Singh (Dr.), 2003, **Sãhit Sanrachnã ate Parvachan System**, Ãrsee Publishers, Delhi.

Sãhib Singh (Prof.), 2003, **Bãnni Mahalã 9 Steek**, Singh Brothers, Amritsar.

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

Semester : I
DSC - 3
Punjãbi Drãmã, Life Sketch and Functional Punjãbi
ਪੰਜਾਬੀ ਨਾਟਕ, ਰੇਖਾ ਚਿੱਤਰ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Nãtak, Rekhã Chittar ate Vihãrak Punjãbi)

1. ਸਵਰਾਜਬੀਰ, 2013, **ਧਰਮ ਗੁਰੂ**, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ
   (Swarãjbir, 2013, **Dharam Guru,** Lokgeet Parkãshan**)**
   - 1.1.ਨਾਟਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
     (Nãtak di Paribhãshã te tatt)
   - 1.2.ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
     (Punjãbi Nãtak dã sankhep itihãs)
   - 1.3.ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਆਲਚੋਚਨਾਤਮਕ ਅਧਿਐਨ
     (Vishã-Vastu ate Ãlochnãtmak Adhiyan)
   - 1.4.ਰੰਗਮੰਚੀ ਪੇਸ਼ਕਾਰੀ ਦੇ ਪੱਖ ਤੋਂ
     (Rangmanchi Peshkãri de Pakh ton)
   - 1.5.ਮਿਥ ਰੂਪਾਂਤਰਣ
     (Myth Roopãntarann)
   - 1.6.ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
2. ਸੁਤਿੰਦਰ ਸਿੰਘ ਨੂਰ (ਡਾ.) (ਸੰਪਾ.), 2004, **ਸਪਤਿਕਾ**, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.
   (Sutinder Singh Noor (Dr.) (ed.), 2004, **Saptika**, Ãrsee Publishers, Delhi.)
   - 2.1 ਰੇਖਾ ਚਿੱਤਰ ਇਕ ਵਾਰਤਕ ਰੂਪਾਕਾਰ ਵਜੋਂ
     (Rekhã Chittar Ik Vãrtak Roopãkãr Vajon)
   - 2.2 ਪੰਜਾਬੀ ਰੇਖਾ ਚਿੱਤਰ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
     (Punjãbi Rekhã Chittar dã Sankhep Itihãs)
   - 2.3 ਕਿਸੇ ਇਕ ਰੇਖਾ ਚਿੱਤਰ ਦਾ ਆਲੋਚਨਾਤਮਕ ਸਾਰ
     (Kise Ik Rekhã Chittar dã Ãlochnãtmak Sãr)
   - 2.4 ਵਿਸ਼ਾ-ਵਸਤੂ
     (Vishã-Vastu)
   - 2.5 ਕਲਾਤਮਕ ਪੱਖ
     (Kalãtmak Pakh)
   - 2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
3. **ਵਿਹਾਰਕ ਪੰਜਾਬੀ**
   (Vihãrak Punjãbi)
   - 3.1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
     (Punjãbi Bhãshã dã Nikãs ate Vikãs)
   - 3.2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
     (Punjãbi Bhãshã diãn Visheshtãvãn)
   - 3.3 ਪੰਜਾਬੀ ਉਪ-ਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ
     (Punjãbi Up-bhãshãvãn bãre sankhep jannkãri)
   - 3.4 ਭਾਸ਼ਾ ਦੇ ਵਿਭਿੰਨ ਰੂਪ : ਟਕਸਾਲੀ ਭਾਸ਼ਾ, ਸਲੈਂਗ, ਰਜਿਸਟਰ, ਪਿਜਿਨ ਅਤੇ ਕਰਿਓਲ ਭਾਸ਼ਾ
     (Bhãshã de vibhin roop : Taksãli Bhãshã, Slang, Register, Pidgin ate Creole Bhãshã.)
   - 3.5 ਅਲੰਕਾਰ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਕਿਸਮਾਂ (ਰੂਪਕ, ਯਮਕ, ਉਪਮਾ, ਦ੍ਰਿਸ਼ਟਾਂਤ, ਅਤਿਕਥਨੀ, ਅਨੁਪ੍ਰਾਸ)
     (Alankãr : Paribhãshã te kismãn {Roopak, Yamak, Upmã, Drishtãnt, Atkathni, Anuprãs})

Suggested Readings :

Duggal, Narinder Singh, 2009, **Punjãbi Viãkarann te Rachnãvali**, New Book Company, Mãi Hiran Gate, Jalandhar.

Jaswinder Singh & Mãn Singh Dhindsa (eds.), 2006, **Punjãbi Sãhit dã Itihãs**, Publication Bureau, Punjãbi University, Patiãlã.

Bhupinder, Pãli, 2009, **Nãtak ate Nãt-Chintan**, Chetnã Parkãshan, Ludhiãnnã.

Sarabjit Singh (Dr.) (ed.), 2005, **Myth ate Vartmãn** : ***Swarãjbir dã Nãt Paripekh,*** Chetnã Parkãshan, Ludhiãnnã. (PP. 131-158)

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

Semester : IV
DSC - 4
Punjãbi Novel, Modern Punjãbi Poetry and Functional Punjãbi
ਪੰਜਾਬੀ ਨਾਵਲ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Novel, Ãdhunik Punjãbi Kavitã ate Vihãrak Punjãbi)

1. ਗੁਰਦਿਆਲ ਸਿੰਘ (ਪ੍ਰੋ.), 2000, **ਮੜ੍ਹੀ ਦਾ ਦੀਵਾ**, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ
(Gurdiãl Singh (Prof.), 2000, **Marhi dã Deewã**, Lokgeet Parkãshan, Chandigarh**)**
   - 1.1 ਨਾਵਲ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਤੇ ਰੂਪਾਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
     (Novel di Paribhãshã, Tatt te Toopãkãrak Visheshtãvãn)
   - 1.2 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
     (Vishaegat Adhiyan)
   - 1.3 ਆਂਚਲਿਕਤਾ
     (Ãnchliktã)
   - 1.4 ਨਾਵਲ ਕਲਾ
     (Novel Kalã)
   - 1.5 ਸਭਿਆਚਾਰਕ ਪਰਿਪੇਖ
     (Sabhiãchãrak Paripekh)
   - 1.6 ਪਾਤਰ ਚਿੱਤਰਣ
     (Pãttar Chitrann)
   - 1.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
2. ਹਰਚੰਦ ਸਿੰਘ ਬੇਦੀ (ਡਾ.) (ਸੰਪਾ.), 2010, **ਦੇਸ ਹੋਇਆ ਪਰਦੇਸ**, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ. (ਹਰ ਦੇਸ਼ ਨਾਲ ਸੰਬੰਧਤ ਪਹਿਲੇ ਕਵੀ ਦੀਆਂ ਕਵਿਤਾਵਾਂ)
   (Harchand Singh Bedi (Dr.) (ed.), 2010, **Des Hoeyã Pardes**, Ravi Sãhit Parkãshan, Amritsar.)
   (Har Desh nãl sambandat paehle kavi diãn kavitãvãn)
   - 2.1 ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ
     (Kavitã di Paribhãshã ate tatt)
   - 2.2 ਪਰਵਾਸੀ ਚੇਤਨਾ
     (Parvãsi Chetnã)
   - 2.3 ਕਲਾਤਮਕ ਪੱਖ
     (Kalãtmak Pakh)
   - 2.4 ਕਵਿਤਾ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
     (Kavitã dã Ãlochnãtmak Adhiyan)
   - 2.5 ਪਰਵਾਸੀ ਕਵਿਤਾ ਦਾ ਮਸਲਾ
     (Parvãsi Kavitã dã Maslã)
   - 2.6 ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
     (Prasang Sahit Viãkhiyã)
   - 2.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
     (Sankhep Uttarãn Wãle Prashan)
3. **ਵਿਹਾਰਕ ਪੰਜਾਬੀ**
   (Vihãrak Punjãbi)
   - 3.1 ਵਰਣ ਬੋਧ : ਪੈਂਤੀ ਅੱਖਰੀ, ਸਵਰ ਤੇ ਵਿਅੰਜਨ, ਲਗਾਂ-ਲਗਾਖਰ
     (Varann bodh : Painti Akhri, Swar te Vianjan, Lagãn-Lagãkhar)
   - 3.2 ਸ਼ਬਦ-ਜੋੜਾਂ ਦੇ ਨੇਮ, ਸ਼ੁੱਧ-ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਬੋਧ
     (Shabad-Jorhãn de nem, Shudh-Ashudh Shabad Bodh)
   - 3.3 ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
     (Gurmukhi Lippi diãn Visheshtãvãn)
   - 3.4 ਅਗੇਤਰ-ਪਿਛੇਤਰ
     (Agetar-Pichhetar)
   - 3.5 ਕਾਫ਼ੀਆ, ਰਦੀਫ਼, ਮਕਤਾ, ਮਤਲਾ, ਮਿਸਰਾ, ਸ਼ਿਅਰ
     (Kãfiã, Radeef, Maktã, Matlã, Misrã, Sheyar)

Suggested Reading(s) :

Dhimãn, Harbans Singh (Dr.), 2009, **Vihãrak Punjãbi Bhãshã ate Viãkarann (Bhag I)**, Manpreet Parkãshan, Delhi.

Duggal, Narinder Singh, 2009, **Punjãbi Viãkarann te Rachnãvali**, New Book Company, Mãi Hirãn Gate, Jalandhar.

G.B. Singh, 1998, **Gurmukhi Lippi dã Janam te Vikãs**, Punjãb University Press, Chandigarh.

Jalaur Singh (Dr.), 1981, **Gurdiãl Singh dã Novel Jagat**, Ravi Sahit Parkãshan, Amritsar.

Rajinderpal Singh (Dr.) (Co-ed.), 2011, **Punjãbi Dãisporã : Adhiyan ate Adhiyãpan**, Publication Bureau, Punjãbi University, Patiãlã.

Sukhbir Kaur (Dr.), 1985, **Gurdiãl Singh de Novelãn vich Ãnchliktã**, Nãnak Singh Pustakmãlã, Amritsar.

Updesh Kaur (Dr.), 2005, **Gurdiãl Singh Ik Adhiyan**, Manpreet Parkãshan, Delhi.

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

*Elective : Discipline Specific
(DSE)
BA (Prog.) & B.Com (Prog.)

Semester : V/VI

DSE-1 **Marginalized Punjãbi Literature** **ਪੰਜਾਬੀ ਦਲਿਤ ਸਾਹਿਤ** **(Punjãbi Dalit Sãhit)**	**DSE-2** **Punjãbi Feminist Literature** **ਪੰਜਾਬੀ ਨਾਰੀ ਸਾਹਿਤ** **(Punjãbi Nãri Sãhit)**
DSE-3 **History of Punjãbi Literature** **(from Beginning Period to 1900 A.D.)** **ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ** **(ਆਦਿ ਕਾਲ ਤੋਂ 1900 ਤੱਕ)** **(Punjãbi Sãhit dã Itihãs)** **(Ãdi-Kãl ton 1900 tak)**	**DSE-4** **History of Punjãbi Literature** **(from 1900 A.D. to present)** **ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ** **(1900 ਤੋਂ ਸਮਕਾਲ ਤੱਕ)** **(Punjãbi Sãhit dã Itihãs)** **(1900 ton Samkãl tak)**
DSE-5 **Comparative Study of Indian and Pakistani Modern Punjabi Poetry** **ਭਾਰਤੀ ਅਤੇ ਪਾਕਿਸਤਾਨੀ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ** **(Bhãrti ate Pãkistãni Ãdhunik Punjãbi Kavitã dã Tulnãtmak Adhiyan)**	**DSE-6** **Sufi and Gurmat Poetry** **ਸੂਫ਼ੀ ਅਤੇ ਗੁਰਮਤਿ ਕਾਵਿ** **(Sufi ate Gurmat Kãv)**
DSE-7 **Punjãbi Historical Novel** **ਪੰਜਾਬੀ ਇਤਿਹਾਸਕ ਨਾਵਲ** **(Punjãbi Itihãsak Novel)**	**DSE-8** **Medieval and New Punjãbi Prose** **ਮੱਧਕਾਲੀਨ ਅਤੇ ਨਵੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ** **Madhkãleen ate Naveen Punjãbi Vãrtak**
DSE-9 **Punjãbi Gadar Poetry and Revolutionary Movements** **ਪੰਜਾਬੀ ਗ਼ਦਰ ਕਾਵਿ ਅਤੇ ਕ੍ਰਾਂਤੀਕਾਰੀ ਲਹਿਰਾਂ** **(Punjãbi Gadar Kãv ate Krãntikãri Laehrãn)**	

***Optional Dissertation or Project Work in place of one Discipline Specific Elective Paper (6 Credits) in 6th Semester.**

Semester : V/VI
DSE - 1

Marginalized Punjãbi Literature
ਪੰਜਾਬੀ ਦਲਿਤ ਸਾਹਿਤ
(Punjãbi Dalit Sãhit)

	Total Credits 6

1. ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ
(Sidhãntak Paripekh)

1.1 ਦਲਿਤ ਚਿੰਤਨ : ਵਿਰਸਾ ਤੇ ਵਰਤਮਾਨ
(Dalit Chintan : Vishã te Vartmãn)
1.2 ਪੰਜਾਬੀ ਕੌਮ, ਦਲਿਤ ਮੁਕਤੀ ਅਤੇ ਸ਼ਕਤੀਕਰਨ
(Punjãbi Qaum, Dalit Mukti ate Shaktikaran)
1.3 ਦਲਿਤ ਸਵਾਲ ਤੇ ਮਾਰਕਸਵਾਦ
(Dalit Swãl te Mãrxvãd)
1.4 ਭਾਰਤੀ ਜਾਤੀ ਵੰਡ : ਮਾਰਕਸੀ ਪਰਿਪੇਖ
(Bhãrti Jãtee Vandd : Marxee Paripekh)
1.5 ਦਲਿਤ ਚੇਤਨਾ ਅਤੇ ਪੰਜਾਬ ਵਿਚ ਸਮਾਜਕ ਪਰਿਵਰਤਨ
(Dalit Chetnã ate Punjãbi Vich Samãjak Parivartan)
1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਬਲਬੀਰ ਮਾਧੋਪੁਰੀ, 2006, **ਛਾਂਗਿਆ ਰੁੱਖ**, ਨਵਯੁਗ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.
(Balbir Mãdhopuri, 2006, **Chhãngiã Rukh**, Navyug Publishers, Delhi.)

2.1 ਸਵੈ-ਜੀਵਨੀ ਦੇ ਤੌਰ 'ਤੇ
(Sawai-Jeevani de tour ute)
2.2 ਦਲਿਤ ਚੇਤਨਾ
(Dalit Chetnã)
2.3 ਕਲਾਤਮਕ ਜੁਗਤਾਂ
(Kalãtmak Jugtãn)
2.4 ਭਾਸ਼ਾ-ਸ਼ੈਲੀ
(Bhãshã-Shailie)
2.5 ਨਾਇਕ ਬਿੰਬ ਤੇ ਵਿਚਾਰਧਾਰਾ
(Nãyak Bimb te Vichãrdhãrã)
2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਚਰਨ ਦਾਸ ਸਿੱਧੂ (ਡਾ.), 2013, **ਬਾਬਾ ਬੰਤੂ**, ਨੈਸ਼ਨਲ ਬੁੱਕ ਸ਼ਾਪ, ਦਿੱਲੀ.
(Charan Dãss Sidhu, 2013, **Bãbã Bantu**, National Book Shop, Delhi.)

3.1 ਨਾਟਕੀ ਜੁਗਤਾਂ
(Nãtaki Jugtãn)
3.2 ਦਲਿਤ ਚੇਤਨਾ
(Dalit Chetnã)
3.3 ਕਥਾਨਕ
(Kathãnak)
3.4 ਪਾਤਰ ਚਿੱਤਰਣ
(Pãtar Chitrann)
3.5 ਤ੍ਰਾਸਦੀ ਨਾਟਕ ਵਜੋਂ
(Trãsdi Nãtak Vajon)
3.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Bhim Inder Singh (Dr.) 2005, **Dalit Chintan : Marxi Pripekh (Marxist Perspective of Dalit Thought)**, Quqnãs Parkãshan, Jalandhar.

Noor, Sutinder Singh (Dr.) (ed.), 2007, **Balbir Mãdhhopuri di Swai-Jeevani 'Chhangiã Rukh' dã Sahitak-Samajak Mulãnkann**, Lokgeet Parkãshan, Chandigarh.

Noor, Sutinder Singh (Dr.), Batra, Pritam Singh (Dr.) (ed.), 2000, **Dalit Chetnã ate Sãhit**, Punjãbi Academy, Delhi.

Ravinder Singh (Dr.), 2003, **Charan Dãss Sidhu de Nãtakãn dã Ãlochnãtmak Adhiyan**, Manpreet Parkãshan, Delhi.

Ravinder Singh (Dr.), 2009, **Samkãli Punjãbi Nãtak de Sarokãr**, Chetnã Parkãshan, Punjãbi Bhawan, Ludhiãnnã. (PP. 104-115)

Vermã, Satish Kumãr (Dr.), 2006, Punjãbi Nãtak dã Itihãs, Punjãbi Academy, Delhi.

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

Semester : V/VI

DSE - 2

Punjãbi Feminist Literature

ਪੰਜਾਬੀ ਨਾਰੀ ਸਾਹਿਤ

(Punjãbi Nãri Sãhit)

	Total Credits 6

1. ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ

(Sidhãntak Paripekh)

1.1 ਨਾਰੀਵਾਦ : ਪਰਿਭਾਸ਼ਾ, ਵਿਕਾਸ ਤੇ ਮੰਤਵ
(Nãrivãd : Paribhãshã, Vikãs te Mantav)

1.2 ਨਾਰੀ ਲਿਖਤ ਦਾ ਮਸਲਾ
(Nãri Likhat dã Maslã)

1.3 ਭਾਰਤੀ ਨਾਰੀ ਅਤੇ ਨਾਰੀਵਾਦ
(Bhãrti Nãri ate Nãrivãd)

1.4 ਪੰਜਾਬੀ ਸਾਹਿਤ ਅਤੇ ਨਾਰੀਵਾਦ
(Punjãbi Sãhit ate Nãrivãd)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, 2014, **ਰਸੀਦੀ ਟਿਕਟ**, ਸ਼ਿਲਾਲੇਖ, ਦਿੱਲੀ.
(Amritã Pritam, 2014, **Rasidi Ticket**, Shilãlekh, Delhi.)

2.1 ਨਾਰੀ-ਬਿੰਬ
(Nãri-Bimb)

2.2 ਸਵੈ-ਜੀਵਨੀ ਦੇ ਤੌਰ 'ਤੇ
(Swai-Jeevani de tour te)

2.3 ਸਾਹਿਤਕ-ਦ੍ਰਿਸ਼ਟੀ
(Sãhitak Drishti)

2.4 ਕਲਾਤਮਕ ਜੁਗਤਾਂ
(Kalãtmak Jugtãn)

2.5 ਸਿਰਲੇਖ
(Sirlekh)

2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਬੇਅੰਤ ਕੌਰ (ਡਾ.), 2011, **ਪੰਜਾਬੀ ਨਾਰੀ ਕਾਵਿ ਸੰਵੇਦਨਾ**, ਸ਼ਿਲਾਲੇਖ, ਦਿੱਲੀ.
(Beant Kaur, 2011, **Punjãbi Nãri Kãv Samvednã**, Shilãlekh, Delhi.)

3.1 ਨਾਰੀ ਸੰਵੇਦਨਾ
(Nãri Samvednã)

3.2 ਕਾਵਿ ਜੁਗਤਾਂ
(Kãv Jugtãn)

3.3 ਵਿਹਾਰਕ ਸਮੀਖਿਆ
(Vihãrak Samikhiyã)

3.4 ਕਾਵਿ-ਸਰੋਕਾਰ
(Kãv Sarokãr)

3.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Brãrh, Balwinder Kaur (Dr.), 2002, **Nãrivãd : Sidhãnt, Chintan ate Vihãr**, Publication Bureau, Punjãbi University Patiãlã.

Duggal, Navneet Kaur (Dr.) 2009, **Ajit Kaur diãn Galapi-Rachnãvãn di Nãrivãdi Alochnnã**, Shilãlekh, Delhi.

Lamba, Kulwant Kaur (Dr.), 2013, **Nãri Bimb ate Swai Jeevani Sãhit**, Manpreet Parkãshan, Delhi.

Rãnni, Rajni (Dr.), 2006, **Nãrivãdi Chintan ate Punjãbi Kahãnni**, M.P. Parkãshan, Delhi.

Sandhu, Rupinder Kaur, 2007, **Nãri Chetnã : Sidhãnt te Vihãr**, Ruhi Parkãshan, Amritsar.

Sharma, Sarikã (Dr.) 2012, **Nãrivãdi Chetnã ate Nãri Kãv**, Shilãlekh, Delhi.

Vanita (Dr.), 2015, **Nãrivãd te Sãhit**, Manpreet Parkãshan, Delhi.

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

Semester : V/VI

DSE - 3

History of Punjãbi Literature
(from Beginning Period to 1900 A.D.)
ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ
(ਆਦਿ ਕਾਲ ਤੋਂ 1900 ਤੱਕ)
(Punjãbi Sãhit dã Itihãs)
(Ãdi-Kãl ton 1900 tak)

	Total Credits 6

ਪਰਮਿੰਦਰ ਸਿੰਘ (ਡਾ.) ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ (ਡਾ.) ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ (ਡਾ.) (ਸੰਪਾ.), 2004, **ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ**, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ.

(Parminder Singh (Dr.), Kirpãl Singh Kasel, Gobind Singh Lãmbã (Dr.) (ed.), 2004, **Punjãbi Sãhit Di Utpatti te Vikãs**, Lãhore Book Shop, Ludhiãnnã.**)**

1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਉਗਵਣ ਕਾਲ
   (Punjãbi Sãhit dã Ugvann Kãl)
   1.1. ਨਾਥ ਜੋਗੀਆਂ ਦੇ ਸਾਹਿਤ ਨਾਲ ਜਾਣ-ਪਛਾਣ
   (Nãth Jogiãn de Sãhit Nãl Jãnn-Pachhãnn)
   1.2. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
   (Sankhep Uttarãn Wãle Prashan)
2. ਮੱਧਕਾਲ : ਮੱਧਕਾਲ ਦੀਆਂ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ
   (Madhkãl : Madhkãl diãn Kãv-Dhãrãvãn de Nikãs ate Vikãs Sambandhi Jãnnkãri)
   2.1. ਸੂਫ਼ੀ ਕਾਵਿ
   (Sufi Kãv)
   2.2. ਕਿੱਸਾ ਕਾਵਿ
   (Qissã Kãv)
   2.3. ਗੁਰਮਤਿ ਕਾਵਿ
   (Gurmat Kãv)
   2.4. ਬੀਰ ਕਾਵਿ
   (Bir Kãv)
   2.5. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
   (Sankhep Uttarãn Wãle Prashan)
3. ਸੰਕ੍ਰਾਂਤੀ ਕਾਲ : 1850 ਤੋਂ 1900 ਈ. ਤੱਕ ਸਮੁੱਚਾ ਸਾਹਿਤ
   (Sankrãnti Kãl : 1850 ton 1900 Esavee tak Samuchã Sãhit)
   3.1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿਚ ਆਧੁਨਿਕਤਾ ਦਾ ਆਰੰਭ ਤੇ ਵਿਕਾਸ
   (Punjãbi Sãhit vich Ãdhuniktã dã Ãrambh te Vikãs)
   3.2. ਸੰਕ੍ਰਾਂਤੀ ਕਾਲ ਦੇ ਲੱਛਣ
   (Sankrãnti Kãl de Lachhann)
   3.3. 1850 ਤੋਂ 1900 ਈ. ਤੱਕ ਦਾ ਰਚਿਆ ਗਿਆ ਪੰਜਾਬੀ ਸਾਹਿਤ (ਕਿੱਸਾ ਕਾਵਿ, ਸੂਫ਼ੀ ਕਾਵਿ)
   1850 ton 1900 Esavee tak dã Racheã giã Punjãbi Sãhit (Qissã Kãv, Sufi Kãv)
   3.4. ਵਾਰਾਂ ਤੇ ਜੰਗਨਾਮੇ
   (Vãrãn te Jangnãme)
   3.5. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
   (Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Diwãnã, Mohan Singh (Dr.), 1956, **Punjãbi Adab Di Muktsar Tãreekh** (**1100-1932 AD),** Kasturi Lãl and Sons, Amritsar.

Diwãnã, Mohan Singh (Dr.), 1955, **Introduction to Punjãbi Literature**, Nãnak Singh Pustakmãlã, Amritsar.

Bedi, S.S. Wanjãrã (Dr.), 1977, **Punjãbi Sãhit diãn Lok-Roorhiãn,** Lok Parkãshan, New Delhi.

Narinder Singh (Dr.), 2002, **Punjãbi Sãhit di Ithãskãri : Ik Drishti,** National Book Shop, Delhi.

Kanwar, Tarlok Singh (Dr.), 1995, **Punjãbi Sãhit di Itihãskãri,** Punjãbi Academy, Delhi.

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

Semester : V/VI
DSE - 4
History of Punjãbi Literature
(from 1900 A.D. to present Period)
ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ
(1900 ਤੋਂ ਸਮਕਾਲ ਤੱਕ)
(Punjãbi Sãhit dã Itihãs)
(1900 ton Samkãl tak)

	Total Credits 6

1. ਸਿਧਾਂਤ ਪੱਖ
(Sidhãntak Pakh)

1.1. ਸਾਹਿਤ ਅਤੇ ਇਤਿਹਾਸ
(Sãhit ate Itihãs)

1.2. ਸਾਹਿਤ ਇਤਿਹਾਸ ਲਿਖਣ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ
(Sãhit Itihãs Likhann diãn Samassiãvãn)

1.3. ਕਾਲ ਵੰਡ ਦਾ ਮਸਲਾ
(Kãl Vandd dã Maslã)

1.4. ਆਧੁਨਿਕਤਾ ਦਾ ਸੰਕਲਪ
(Ãdhuniktã dã Sankalp)

2. ਪਰਮਿੰਦਰ ਸਿੰਘ (ਡਾ.) ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ (ਡਾ.) ਅਤੇ ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ (ਡਾ.) (ਸੰਪਾ.), 2004, **ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ**, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ.
(Parminder Singh (Dr.), Kirpãl Singh Kasel (Dr.), Gobind Singh Lãmbã (Dr.) (ed.), 2004, **Punjãbi Sãhit di Utpatti te Vikãs**, Lãhore Book Shop, Ludhiãnnã.**)**

2.1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ
(Ãdhunik Punjãbi Kãvitã dã Itihãs)

2.2. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਇਤਿਹਾਸ
(Ãdhunik Punjãbi Novel dã Itihãs)

2.3. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ
(Ãdhunik Punjãbi Nãtak dã Itihãs)

2.4. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ
(Ãdhunik Punjãbi Kahãnni dã Itihãs)

2.5. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਦਾ ਇਤਿਹਾਸ
(Ãdhunik Punjãbi Vãrtak dã Itihãs)

2.6. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Narinder Singh (Dr.), 2002, **Punjãbi Sãhit di Ithãskãri : Ik Drishti,** National Book Shop, Delhi.

Piãrã Singh (Prof.), 2004, **Punjãbi Vãrtak : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Piãrã Singh (Prof.), 2004, **Punjãbi Galap : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Piãrã Singh (Prof.), 2004, **Ãdhunik Punjãbi Kavitã : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Piãrã Singh (Prof.), 2004, **Punjãbi Nãtak te Rangmanch : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Vashishta, Om Prakash (Dr.) (ed), (2002), **Vihvin Sadi De Punjabi Sahit Da Mulankann,** Sahitya Akademi, New Delhi.

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

Semester : V/VI
DSE - 5

Comparative Study of Indian and Pakistani Modern Punjãbi Poetry
ਭਾਰਤੀ ਅਤੇ ਪਾਕਿਸਤਾਨੀ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ
(Bhãrti ate Pãkistãni Ãdhunik Punjãbi Kavitã dã Tulnãtmak Adhiyan)

	Total Credits 6

1. ਸਿਧਾਂਤ ਅਤੇ ਇਤਿਹਾਸ
(Sidhãnt ate Itihãs)

1.1. ਤੁਲਨਾਤਮਕ ਅਧਿਐਨ : ਵਿਧੀ ਤੇ ਵਿਧਾਨ
(Tulnãtmak Adhiyan : Vidhi te Vidhãn)

1.2. ਆਧੁਨਿਕਤਾ ਦਾ ਸੰਕਲਪ
(Ãdhuniktã dã Sankalp)

1.3. ਬਿੰਬ ਤੇ ਪ੍ਰਤੀਕ
(Bimb te Prateek)

1.4. ਵਿਚਾਰਧਾਰਾ
(Vichãrdhãrã)

1.5. ਕਾਵਿ ਸੰਚਾਰ
(Kãv Sanchãr)

1.6. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਮੋਹਨਜੀਤ (ਡਾ.) (ਸੰਪਾ.), 1994, **ਪੱਤਣ ਤੇ ਪਰਛਾਵੇਂ**, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ. (ਹਰ ਕਵੀ ਦੀ ਪਹਿਲੀ ਕਾਵਿ-ਕਿਰਤ) (Mohanjit (Dr.) (ed.), 1994, **Pattann te Parchhãven**, Ãrsee Publishers, Delhi.) (Har Kavi di Paehlee Kãv-Kirat)

2.1. ਕਾਵਿ ਸਰੋਕਾਰ
(Kãv Sarokãr)

2.2. ਬਿੰਬ ਤੇ ਪ੍ਰਤੀਕ ਵਿਧਾਨ
(Bimb te Prateek Vidhãn)

2.3. ਕਾਵਿ ਸੰਚਾਰ
(Kãv Sanchãr)

2.4. ਆਧੁਨਿਕ ਸੰਵੇਦਨਾ
(Ãdhunik Samvednã)

2.5. ਭਾਸ਼ਾ ਸ਼ੈਲੀ
(Bhãshã Shailie)

2.6. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਅਤਰ ਸਿੰਘ (ਡਾ.) ਅਤੇ ਜਗਤਾਰ (ਡਾ.), 2007, **ਦੁਖ ਦਰਿਆਓਂ ਪਾਰ ਦੇ**, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ. (ਅਫ਼ਜ਼ਲ ਅਹਿਸਨ ਰੰਧਾਵਾ, ਨਜਮ ਹੁਸੈਨ ਸੱਯਦ,, ਸ਼ਰੀਫ਼ ਕੁੰਜਾਹੀ, ਮੁਨੀਰ ਨਿਆਜ਼ੀ, ਫ਼ਖ਼ਰ ਜ਼ਮਾਨ, ਬੁਸ਼ਰਾ ਐਜਾਜ਼, ਅਹਿਮਦ ਜ਼ਫ਼ਰ)
(Attar Singh (Dr.) ate Jagtãr (Dr.), 2007, **Dukh Dariãon Pãr De,** Lokgeet Parkãshan, Chandigarh.) (Afzal Aehsan Randhãwã, Najam Hussain Sayed, Sharif Kunjãhee, Munir Niãzi, Fakhar Zamãn, Bushrã Aejãz, Ahmad Zafar)

3.1. ਪੰਜਾਬੀਅਤ ਦਾ ਸੰਕਲਪ
(Punjãbiat dã Sankalp)

3.2. ਕਾਵਿ-ਸਰੋਕਾਰ
(Kãv-Sarokãr)

3.3. ਪ੍ਰਤੀਕ ਤੇ ਬਿੰਬ ਵਿਧਾਨ
(Prateek te Bimb Vidhãn)

3.4. ਭਾਸ਼ਾ ਸ਼ੈਲੀ
(Bhãshã Shailie)

3.5. ਕਾਵਿ ਵਿਲੱਖਣਤਾ
(Kãv Vilakhanntã)

3.6. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Ajmer Singh (Dr.) (ed.), 2000, **Khoj Patrikã : Pakistãni Punjãbi Sãhit Vishesh Ank (Ank 37)**, Publication Bureau, Punjãbi University, Patiãlã. (PP. V-IX & 160-188)

Anjeel Kaur (Dr.), 2013, **Bhãrti ate Pãkistãni Punjãbi Kavitã : Tulnãtmak Adhiyan**, Shilãlekh, Delhi.

Attar Singh (Dr.), 1984, **Sãhit Samvednã**, Raghbir Rachnã Parkãshan, Chandigarh.

Dheer, Kuldeep Singh (Dr.), 1996, **Tulnãtmak Sãhit : Sidhãnt te Vihãr**, Publication Bureau, Punjãbi University Patiãlã.

Piãrã Singh (Prof.), 2012, **Ãdhunik Punjãbi Kavitã : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Satinder Singh (Dr.), 1990, **Tulnãtmak Bhãrti Sãhit**, Guru Nãnak Dev University, Amritsar.

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

Semester : V/VI

DSE - 6

Study of Sufi and Gurmat Poetry

ਸੂਫ਼ੀ ਅਤੇ ਗੁਰਮਤਿ ਕਾਵਿ ਦਾ ਅਧਿਐਨ

(Sufi ate Gurmat Kãv dã Adhiyan)

	Total Credits 6

1. ਸਿਧਾਂਤ ਅਤੇ ਇਤਿਹਾਸ

(Sidhãnt ate Itihãs**)**

1.1 ਸੂਫ਼ੀ ਮੱਤ ਦੇ ਮੂਲ ਸੰਕਲਪ
(Sufi Matt de Mool Sankalp)

1.2 ਗੁਰਮਤਿ ਦੇ ਮੂਲ ਸੰਕਲਪ
(Gurmat de Mool Sankalp)

1.3 ਸਾਮੀ ਤੇ ਆਰੀਅਨ ਸੰਸਕ੍ਰਿਤੀ
(Sãmi te Ãriyan Sanskriti)

1.4 ਸੂਫ਼ੀ ਤੇ ਗੁਰਮਤਿ ਕਾਵਿ : ਸਾਂਝਾਂ ਤੇ ਵੱਖਰਤਾਵਾਂ
(Sufi te Gurmat Kãv : Sãnjhãn te Vakhartãvãn)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਕਲਾਮ : ਬਾਬਾ ਸ਼ੇਖ਼ ਫ਼ਰੀਦ

(Kalãm : Bãbã Shekh Farid)

ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ (ਪ੍ਰੋ.) (ਸੰਪਾ.), 2009, **ਸ਼ਲੋਕ ਤੇ ਸ਼ਬਦ : ਬਾਬਾ ਸ਼ੇਖ਼ ਫ਼ਰੀਦ**, ਵਾਰਿਸ ਸ਼ਾਹ ਫ਼ਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ.

(Brahamjagdish Singh (Prof.) (ed.), 2009, **Shalok te Shabad : Bãbã Sheikh Farid**, Wãris Shãh Foundation, Amritsar)

2.1 ਅਧਿਆਤਮਕ ਸਰੋਕਾਰ
(Adhiyãtmak Sarokãr)

2.2 ਨੈਤਿਕ ਆਧਾਰ
(Naetik ãdhãr)

2.3 ਨਾਸ਼ਮਾਨਤਾ ਤੇ ਮੌਤ ਦਾ ਸੰਕਲਪ
(Nãshmãntã te Mout dã Sankalp)

2.4 ਬਿੰਬ ਤੇ ਪ੍ਰਤੀਕ ਵਿਧਾਨ
(Bimb te Prateek Vidhãn)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਬਾਣੀ : ਆਸਾ ਦੀ ਵਾਰ – ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ

(Bãnni : Ãsã di Vãr – Guru Nãnak Dev ji)

ਮਹਿੰਦਰ ਕੌਰ ਗਿੱਲ (ਡਾ.) (ਸੰਪਾ.), 2004, **ਆਸਾ ਦੀ ਵਾਰ**, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.

Mahinder Kaur Gill (Dr.) (ed.), 2004, **Ãsã di Vãr**, Ãrsee Publishers, Delhi

3.1 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

3.2 ਤੱਤਕਾਲੀਨ ਸਮਾਜ ਦਾ ਬਿੰਬ
(Tatkãleen Samãj dã Bimb)

3.3 ਅਧਿਆਤਮਕ ਵਾਰ ਦੇ ਤੌਰ 'ਤੇ
(Adhiãtmak Vãr de tour ute)

3.4 ਗੁਰਮਤਿ ਵਿਚਾਰਧਾਰਾ
(Gurmat Vichãrdhãrã)

3.5 ਵਾਰ ਦਾ ਸੰਗਠਨ
(Vãr dã Sangatthan)

3.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Brahmjagdish Singh (Prof.), 2011, **Gurmat Kãv : Itihãs ate Vichãrdhãrak Paripekh**, Wãris Shãh Foundation, Amritsar.

Harbhajan Singh (Dr.), 2007, **Mul te Mulãnkann**, Guru Nanak Dev University, Amritsar.

Jagdhir Singh (Dr.), 2013, **Sufi te Gurmat Kãv Chintan**, Gracious Books, Patiãlã.

Manmohan Singh (Dr.), 1993, **Sufimat ate Dhãrmak Laehrãn**, Publication Bureau, Punjãbi University, Patiãlã.

Rãe, Jasbir Singh (Dr.), 2004, **Ãsã di Vãr : Bahupakhi Adhiyan**, Guru Nãnak Dev University, Amritsar.

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

Semester : V/VI
DSE - 7
Punjãbi Historical Novel
ਪੰਜਾਬੀ ਇਤਿਹਾਸਕ ਨਾਵਲ
(Punjãbi Itihãsak Novel)

	Total Credits 6

1. ਸਿਧਾਂਤ ਤੇ ਇਤਿਹਾਸ
(Sidhãnt te Itihãs)

1.1 ਇਤਿਹਾਸਕ ਨਾਵਲ ਰੂਪਾਕਾਰ ਦੀ ਵਿਲੱਖਣਤਾ
(Itihãsak Novel Roopãkãr di Vilakhanntã)

1.2 ਇਤਿਹਾਸ ਦਾ ਗਲਪੀ ਰੂਪਾਂਤਰਣ ?
(Itihãs dã Galapi Roopãntarann ?)

1.3 ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ
(Birtãntak Jugtãn)

1.4 ਵਿਚਾਰਧਾਰਾ
(Vichãrdhãrã)

1.5 ਪੰਜਾਬੀ ਇਤਿਹਾਸਕ ਨਾਵਲ ਦੀ ਪਰੰਪਰਾ
(Punjãbi Itihãsak Novel di Paramparã)

1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ, 1989, **ਨਾਨਕ ਨਾਮ ਚੜ੍ਹਦੀ ਕਲਾ**, ਨਵਯੁਗ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.
(Kartãr Singh Duggal, 1989, **Nãnak Nãm Charhdi Kalã**, Navyug Puublishers, Delhi.)

2.1 ਸਿੱਖ ਇਤਿਹਾਸ ਦਾ ਗਲਪੀ ਰੂਪਾਂਤਰਣ
(Sikh Itihãs dã Galapi Roopãntarann)

2.2 ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ
(Birtãntak Jugtãn)

2.3 ਪਾਤਰ-ਚਿਤਰਣ
(Pãtar-Chitarann)

2.4 ਕਥਾਨਕ
(Kathãnak)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਸੋਹਣ ਸਿੰਘ ਸੀਤਲ, 2013, **ਤੂਤਾਂ ਵਾਲਾ ਖੂਹ**, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ.
(Sohann Singh Seetal, 2013, **Tootãn Wãlã Khooh**, Lãhore Book Shop, Ludhiãnnã)

3.1 ਕਿਸਾਨੀ ਬਨਾਮ-ਸ਼ਾਹੂਕਾਰੀ
(Kirsãni Banãm-Shãhukãri)

3.2 ਅੰਗਰੇਜ਼ਾਂ ਦੀ ਬਸਤੀਵਾਦੀ ਸੋਚ
(Angrezãn di Bastiwãdi soch)

3.3 ਦੇਸ਼ ਦੀ ਜੰਗ-ਏ-ਆਜ਼ਾਦੀ ਦਾ ਗਲਪੀ ਰੂਪਾਂਤਰਣ
(Desh di Jang-e-Ãzãdi dã Galapi Roopãntarann)

3.4 ਪਾਤਰ ਚਿੱਤਰਣ
(Pãtar Chitrann)

3.5 ਧਾਰਮਕ, ਰਾਜਨੀਤਕ ਤੇ ਧਰਮ-ਨਿਰਪੱਖ ਰਾਸ਼ਟਰੀ ਲਹਿਰਾਂ ਦਾ ਗਲਪੀ ਬਿੰਬ
(Dhãrmak, Rãjnitak te Dharam-nirpakh Laehrãn dã Galapi Bimb)

3.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Dusãnjh, Surinder Singh (Dr.), 2005, **Punjãbi Itihãssak Novel**, Lahore Book Shop, Ludhiãnnã.

Bhagwant Singh (Dr.), 2012, **Punjãbi Sabhiãchãr, Qomiat ate Punjãbi Novel**, Twenty First Century Pulications, Patiãlã. (PP. 121-148, 168-188)

Karanjit Singh (Dr.) 2005, **Galapkãr Sohan Singh Seetal**, Manpreet Parkãshan, Delhi.

Navneet Kaur (Dr.) 1994, **Kartãr Singh Duggal di Galap-Drishti ('Nãnak Nãm Charhdi Kalã' Trae-Larhi Novel de Sandarbh Vich)**, Saman-Sakhi Parkãshan, New Delhi.

Piãrã Singh (Prof.), 2012, **Ãdhunik Punjãbi Galap : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Sandhu, Gurpãl Singh (Dr.), 2005, **Punjãbi Novel dã Itihãs**, Punjãbi Academy, Delhi.

Vinod, T.R. (Dr.), 1999, **Ãao Novel Parhie**, Chetnã Parkãshan, Ludhiãnnã. (PP. 71-76)

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

Semester : V/VI
DSE-8
Medieval and New Punjãbi Prose
ਮੱਧਕਾਲੀਨ ਅਤੇ ਨਵੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ
Madhkãleen ate Naveen Punjãbi Vãrtak

	Total Credits 6

1. ਸਿਧਾਂਤ ਪਰਿਪੇਖ
(Sidhãnt Paripekh)

1.1 ਵਾਰਤਕ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Vãrtak : Paribhãshã te Tatt)

1.2 ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਦਾ ਨਿਖੇੜਾ
(Kavitã te Vãrtak dã Nikherhã)

1.3 ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਵੰਨਗੀਆਂ
(Purãtan Punjãbi Vãrtak diãn Parmukh Vangiyãn)

1.4 ਨਵੀਨ ਪੰਜਾਬੀ ਵਾਰਤਕ ਦੀਆਂ ਪ੍ਰਮੁਖ ਵੰਨਗੀਆਂ
(Naveen Punjãbi Vãrtak diãn Parmukh Vangiyãn)

1.5 ਪੁਰਾਤਨ ਤੇ ਨਵੀਨ ਵਾਰਤਕ ਵਿਚਲਾ ਨਿਖੇੜਾ
(Purãtan te Naveen Vãrtak Vichlã Nikherhã)

1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਸੁਰਿੰਦਰ ਸਿੰਘ ਕੋਹਲੀ (ਡਾ.) (ਸੰਪਾ.), 2015, **ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਵਾਰਤਕ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ. (ਪਹਿਲੇ ਛੇ ਅਧਿਆਇ)
(Surinder Singh Kohli (Dr.) (ed.), 2015, **Purãtan Punjãbi Vãrtak**, Manpreet Parkãshan, Delhi.) (Paehle Chhee Adhiyãye)

2.1 ਮੁੱਖਬੰਧ
(Mukhbandh)

2.2 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

2.3 ਭਾਸ਼ਾ ਸ਼ੈਲੀ
(Bhãshã Shailie)

2.4 ਕਲਾਤਮਕ ਪੱਖ
(Kalãtmak Pakh)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਮਿੰਨੀ ਗਰੇਵਾਲ, 2011, **ਅਨਜਾਣੀਆਂ ਧਰਤੀਆਂ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
(Minnie Garewal, 2011, **Anjãnniãn Dhartiãn**, Manpreet Parkãshan, Delhi.)

3.1 ਸਫ਼ਰਨਾਮਾ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Safarnãmã : Paribhãsh te Tatt)

3.2 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

3.3 ਕਲਾਤਮਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Kalãtmak Visheshtãvãn)

3.4 ਕਥਾ ਸਾਰ
(Kathã Sãr)

3.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

***Suggested Reading(s) :**

Ãmir Kaur, 2011, '**Safar-dar-Safar' dã Shailiegat Adhiyan**, Manpreet Parkãshan, Delhi.

Karanjit Singh (Dr.), 2004, **Purãtan Punjãbi Vãrtak dã Itihãs**, Punjãbi Academy, Delhi.

Manjit Singh (Dr.), 2003, **Sãhit-Sanrachnã : System ate Parvachan**, Ãrsee Publishers, Delhi.

Piãrã Singh (Prof.), 2004, **Punjãbi Vãrtak : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Satinder Singh (Dr.), 2006, **Ãdunik Punjãbi Vãrtak dã Itihãs,** Punjãbi Acadmey, Delhi.

Seetal, Jeet Singh, **Vãrtak te Vãrtak Shailie**, Punjãb State University Text Book Board, Chandigarh.

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

Semester : V/VI
DSE-9
Punjãbi Gadar Poetry and Revolutionary Movements
ਪੰਜਾਬੀ ਗ਼ਦਰ ਕਾਵਿ ਅਤੇ ਕ੍ਰਾਂਤੀਕਾਰੀ ਲਹਿਰਾਂ
(Punjãbi Gadar Kãv ate Krãntikãri Laehrãn)

	Total Credits 6

1. ਸਿਧਾਂਤ ਤੇ ਇਤਿਹਾਸ
(Sidhãnt ate Itihãs)

1.1 ਵਾਸੀ (Native), ਅਵਾਸੀ (Emigrant), ਪਰਵਾਸੀ (Immigrant), ਵਿਦੇਸ਼ੀ (Foreigner), ਸੰਕਲਪਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ
(Vãsi, Awãsi, Parvãsi, Videshi, Sankalpãn di Paribhãshã)

1.2 ਐਨ.ਆਰ.ਆਈ. (N.R.I), ਆਬਾਦਕਾਰ (Settler), ਪੁਨਰਵਾਸੀ (Re-settler), ਸੰਕਲਪਾਂ ਵਿਚਲਾ ਅੰਤਰ
(N.R.I., Ãbãdkãri, Punarvãsi Sankalpãn vichlã antar)

1.3 ਬਸਤੀਵਾਦ, ਪਰਵਾਸ ਤੇ ਡਾਇਸਪੋਰਾ
(Bastivãd, Parvãs te Dãisporã)

1.4 ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ ਲਹਿਰਾਂ
(Panjãb diãn Lok Laehrãn)

1.5 ਕੌਮੀ ਲਹਿਰਾਂ ਦੇ ਪ੍ਰਭਾਵ
(Qãumi Laehrãn de Prabhãv)

2. **ਹਰਬੰਸ ਸਿੰਘ ਲਿੱਟ (ਡਾ.) (ਸੰਪਾ.), 2015, **ਗ਼ਦਰ ਕਾਵਿ ਗੂੰਜਾਂ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ. (ਪ੍ਰਕਾਸ਼ਨ ਅਧੀਨ)
(Harbans Singh Litt (Dr.) (ed.), 2015, **Gadar Kãv Goonjãn**, Manpreet Parkãshan, Delhi.) (Under Publication)

2.1 ਗ਼ਦਰ ਸੰਕਲਪ ਦੀ ਵਿਆਖਿਆ, ਇਤਿਹਾਸ ਤੇ ਰਾਜਨੀਤਕ ਪਿਛੋਕੜ
(Gadar Sankalp di Viãkhiyã, Itihãs te Rãjnitak Pichhokarh)

2.2 ਗ਼ਦਰ-ਕਾਵਿ ਦਾ ਸ਼ਿਲਪ-ਵਿਧਾਨ
(Gadar-Kãv dã Shilap-Vidhãn)

2.3 ਗ਼ਦਰ-ਕਾਵਿ ਦੇ ਸਰੋਕਾਰ ਤੇ ਉਦੇਸ਼
(Gadar-Kãv de Sarokãr te Udesh)

2.4 ਡਾਇਸਪੋਰਿਕ-ਚੇਤਨਾ
(Dãisporic-Chetnã)

2.5 ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
(Prasang Sãhit Viãkhiyã)

3. ਏ.ਸੀ. ਅਰੋੜਾ (ਸੰਪਾ.) 1996, **ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ-ਲਹਿਰਾਂ (1849-1947)**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ.
(A.C. Arora (ed.), 1996, **Punjãb Diãn Lok-Laehrãn** (1849-1947), Punjãbi University, Patiãlã.)

3.1 ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ-ਲਹਿਰਾਂ ਦੀ ਉਤਪਤੀ
(Punjãb diãn Lok-Laehrãn di Utpati)

3.2 ਨਾਮਧਾਰੀ ਲਹਿਰ
(Nãmdhãri Laehar)

3.3 ਸਿੰਘ ਸਭਾ ਲਹਿਰ
(Singh Sabhã Laehar)

3.4 ਆਰੀਆ ਸਮਾਜ ਲਹਿਰ
(Ãryã Samãj Laehar)

3.5 ਅਕਾਲੀ ਲਹਿਰ
(Akãli Laehar)

***Suggested Reading(s) :**

Litt, Harbans Singh (Dr.), 2015, **Muddlã Parvãsi Punjãbi Sãhit te Gadar Laehar, Ãrsee Publishers, Delhi.

Litt, Harbans Singh (Dr.), 2015, **Gadar Laehar : Itihãs ate Rãjniti, Manpreet Parkãshan, Delhi

Litt, Harbans Singh (Dr.) 2015, **Gadar Sahit da Shilp –Vidhãn, Manpreet, Parkãshan, Delhi.

Puri, Harish K. (Dr.), 2006, **Gadar Laehar : Vichãrdhãrã, Jathebandi, Rannniti**, Guru Nanak Dev University, Amritsar.

Rajinder Pal Singh (Main ed.), 2011, **Punjãbi Daisporã, (Adhiyan ate Adhiyãpan**), Publication Bureau, Punjãbi University, Patiãlã.

Sukhjit Singh, 2014, **Punjãb Diãn Rãjnitak te Itihãsak Laehrãn**, Lokgeet Parkãshan, Chandigarh.

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

Elective Course : Generic (GE) B.A. (Prog.) & B.Com (Prog.)	
Semester : V/VI	
GE - 1 **Punjãbi Drãmã and Functional Punjãbi** **ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Nãtak ate Vihãrak Punjãbi)**	**GE - 2** **Modern Punjãbi Story and Functional Punjãbi** **ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Ãdhunik Punjãbi Kahãnni ate Vihãrak Punjãbi)**
GE - 3 **Punjãbi Novel and Functional Punjãbi** **ਪੰਜਾਬੀ ਨਾਵਲ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Novel ate Vihãrak Punjãbi)**	**GE -4** **Punjãbi Epic and Functional Punjãbi** **ਪੰਜਾਬੀ ਮਹਾ–ਕਾਵਿ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Mahã-Kãv ate Vihãrak Punjãbi)**
GE -5 **Punjãbi Long Poem and Functional Punjãbi** **ਪੰਜਾਬੀ ਲੰਮੀ ਕਵਿਤਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Lammi Kavitã ate Vihãrak Punjãbi)**	**GE -6** **Gurbãnni and Functional Punjãbi** **ਗੁਰਬਾਣੀ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Gurbãnni ate Vihãrak Punjãbi)**
GE -7 **Punjãbi Travalogue and Functional Punjãbi** **ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Safarnãmã ate Vihãrak Punjãbi)**	**GE -8** **Punjãbi Essays and Functional Punjãbi** **ਪੰਜਾਬੀ ਨਿਬੰਧ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Punjãbi Nibandh ate Vihãrak Punjãbi)**
GE -9 **Pãkitstãni Drãmã and Fuctional Punjãbi** **ਪਾਕਿਸਤਾਨੀ ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ** **(Pãkistãni Nãtak ate Vihãrak Punjãbi)**	

Semester : V/VI
GE – 1

Punjãbi Drãmã and Functional Punjãbi
ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Nãtak ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਅਤੇ ਪ੍ਰਵਿਰਤੀਆਂ
(Sidhãnt, Itihãs ate Parvirtiãn)

1.1 ਨਾਟਕ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Nãtak : Paribhãshã te Tatt)

1.2 ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ ਤੇ ਵਿਕਾਸ
(Panjãbi Nãtak dã Itihãs te Vikãs)

1.3 ਪੰਜਾਬੀ ਨਾਟਕ ਦੀਆਂ ਮੂਲ ਪ੍ਰਵਿਰਤੀਆਂ
(Punjãbi Nãtak diãn Mool Parvirtiãn)

1.4 ਨਾਟਕ ਅਤੇ ਰੰਗਮੰਚ
(Nãtak ate Rangmanch)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. **ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ (ਡਾ.), 2015, **ਭਾਈਆਂ ਬਾਝ**, ਸ਼ਿਲਾਲੇਖ, ਦਿੱਲੀ.
(Satish Kumãr Varmã (Dr.), 2015, **Bhãiãn Bãjh**, Shilãlekh, Delhi.)

2.1 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

2.2 ਸੰਵਾਦ ਕਲਾ
(Samvãd Kalã)

2.3 ਨਾਟ ਮੰਚ
(Nãt Manch)

2.4 ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ
(Rangmanchi Sãrthaktã)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਸੰਖੇਪ ਰਚਨਾ
(Sankhep Rachnã)

3.2 ਪੰਜਾਬੀ ਦੀਆਂ ਸਵਰ ਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ
(Punjãbi diãn Swar te Viyanjan Dhuniãn)

3.3 ਸ਼ਬਦ ਰਚਨਾ ਦੇ ਨਿਯਮ
(Shabad Rachnã de Niyam)

3.4 ਨਾਂਵ ਤੇ ਉਨ੍ਹਾਂ ਦੀਆਂ ਕਿਸਮਾਂ
(Nãnv te unhãn diãn Kismãn)

***Suggested Reading(s) :**

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Piãrã Singh (Prof.), 2011, **Punjãbi Nãtak te Rangmanch : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar.

Vermã, Satish Kumar (Dr.), 2005, **Punjãbi Nãtak dã Itihãs**, Punjãbi Academy, Delhi.

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

Semester : V/VI
GE – 2
Modern Punjãbi Story and Functional Punjãbi
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Ãdhunik Punjãbi Kahãnni ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਅਤੇ ਪ੍ਰਵਿਰਤੀਆਂ
(Sidhãnt, Itihãs ate Parvirtiãn)

1.1 ਕਹਾਣੀ: ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Kahãnni: Paribhãshã te Tatt)

1.2 ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ ਤੇ ਵਿਕਾਸ
(Punjãbi Kahãnni dã Sankhep Itihãs te Vikãs)

1.3 ਪੰਜਾਬੀ ਕਹਾਣੀ ਦੀਆਂ ਮੂਲ ਪ੍ਰਵਿਰਤੀਆਂ
(Punjãbi Kahãnni diãn Mool Parvirtiãn)

1.4 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਅਜੀਤ ਕੌਰ, 2014, **ਮੌਤ ਅਲੀ ਬਾਬੇ ਦੀ**, ਨਵਯੁਗ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.
(Ajit Kaur, 2014, **Mout Ali Bãbe Di**, Navyug Publishers, Delhi.)

2.1 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

2.2 ਕਹਾਣੀ ਕਲਾ
(Kahãnni Kalã)

2.3 ਰਚਨਾ ਜੁਗਤਾਂ
(Rachnã Jugtãn)

2.4 ਨਾਰੀ ਸੰਵੇਦਨਾ
(Nãri Samvednã)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ
(Annddittha Pairã)

3.2 ਵਰਣ ਬੋਧ : ਪੈਂਤੀ ਅੱਖਰੀ
(Varann Bodh : Paintee Akharee)

3.3 ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ
(Vishrãm Chinh)

3.4 ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ
(Shabad Jorhãn de Niyam)

***Suggested Reading(s) :**

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Duggal, Navneet Kaur (Dr.) 2009, **Ajit Kaur diãn Galap Rachnãvãn di Nãrivãdi Ãlochanã**, Shilãlekh, Delhi. (PP. 154-174)

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Harbhajan Singh (Dr.), 1983, **Ik Khat Tere Nãn**, Faqir Singh & Sons, Ghantã Ghar, Amritsar. (PP. 106-109)

Piãrã Singh (Prof.), 2012, **Punjãbi Galap : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar. (PP. 87-132)

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

Semester : V/VI
GE – 3
Punjãbi Novel and Functional Punjãbi
ਪੰਜਾਬੀ ਨਾਵਲ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Novel ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਅਤੇ ਪ੍ਰਵਿਰਤੀਆਂ
(Sidhãnt, Itihãs ate Parvirtiãn)

1.1 ਨਾਵਲ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Novel : Paribhãshã te Tatt)

1.2 ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਇਤਿਹਾਸ ਤੇ ਵਿਕਾਸ
(Panjãbi Novel dã Itihãs te Vikãs)

1.3 ਪੰਜਾਬੀ ਨਾਵਲ ਦੀਆਂ ਮੂਲ ਪ੍ਰਵਿਰਤੀਆਂ
(Punjãbi Novel diãn Mool Parvirtiãn)

1.4 ਕਥਾਨਕ
(Kathãnak)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ, 2001, **ਲੰਘ ਗਏ ਦਰਿਆ**, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.
(Dalip Kaur Tiwãnnã, 2001, **Langh Gaye Dariyã**, Ãrsee Publishers, Delhi.)

2.1 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

2.2 ਨਾਰੀ ਸੰਵੇਦਨਾ
(Nãri Samvednã)

2.3 ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ
(Birtãntak Jugtãn)

2.4 ਪਾਤਰ ਚਿੱਤਰਣ
(Pãtar Chitrann)

2.5 ਨਾਵਲ ਕਲਾ
(Novel Kalã)

2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਪੈਰ੍ਹਾ ਰਚਨਾ
(Pairã Rachnã)

3.2 ਲਗਾਂ ਤੇ ਲਗਾਖਰ
(Lagãn te Lagãkhar)

3.3 ਤਤਸਮ ਤੇ ਤਦਭਵ ਸ਼ਬਦ
(Tatsam te Tadbhav Shabad)

3.4 ਸਮਾਨਾਰਥਕ, ਵਿਪਰੀਤਾਰਥਕ ਤੇ ਬਹੁਅਰਥਕ ਸ਼ਬਦ
(Samãnãrthak, Vipritãrthak te Bhuarthak Shabad)

***Suggested Reading(s) :**

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Piãrã Singh (Prof.), 2012, **Punjãbi Galap : Sidhãnt, Itihãs te Parvirtiãn**, New Book Company, Mãi Hirãn Gate, Jalandhar. (PP. 38-86.)

Sandhu, Gurpãl Singh, 2005, **Punjãbi Novel dã Itihãs**, Punjãbi Academy, Delhi.

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

Semester : V/VI
GE – 4
Punjãbi Epic and Functional Punjãbi
ਪੰਜਾਬੀ ਮਹਾ–ਕਾਵਿ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Mahã-Kãv ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤ ਅਤੇ ਇਤਿਹਾਸ
(Sidhãnt ate Itihãs)

1.1 ਮਹਾ–ਕਾਵਿ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Mahã-Kãv : Paribhãshã te Tatt)

1.2 ਅਰਸਤੂ ਦੀ ਦ੍ਰਿਸ਼ਟੀ 'ਚ ਮਹਾ–ਕਾਵਿ
(Arastu di Drishti vich Mahã-Kãv)

1.3 ਖੰਡ–ਕਾਵਿ ਤੇ ਮਹਾ–ਕਾਵਿ ਵਿਚਲਾ ਅੰਤਰ
(Khand-Kãv te Mahã-Kãv vichlã antar)

1.4 ਭਾਸ਼ਾ–ਸ਼ੈਲੀ
(Bhãshã-Shailie)

1.5 ਪੰਜਾਬੀ ਮਹਾ–ਕਾਵਿ ਦਾ ਇਤਿਹਾਸ
(Punjãbi Mahã Kãv dã Itihãs)

1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਭਾਈ ਵੀਰ ਸਿੰਘ (ਡਾ.), 2010, **ਰਾਣਾ ਸੁਰਤ ਸਿੰਘ**, ਭਾਈ ਵੀਰ ਸਿੰਘ ਸਾਹਿਤ ਸਦਨ, ਨਵੀਂ ਦਿੱਲੀ.
(Bhãi Veer Singh (Dr.), 2010, **Rãnnã Surat Singh**, Bhãi Veer Singh Sãhit Sadan, New Delhi.)

2.1 ਕਥਾ ਸਾਰ
(Kathã Sãr)

2.2 ਕਥਾਨਕ ਤੇ ਉਦੇਸ਼
(Kathãnak te Udesh)

2.3 ਪਾਤਰ–ਚਿੱਤਰਣ ਕਲਾ
(Pãtar-Chitarann Kalã)

2.4 ਭਾਸ਼ਾ–ਸ਼ੈਲੀ
(Bhashã-Shailie)

2.5 ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
(Ãlochnãtmak Adhiyan)

2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ
(Vishrãm Chinh)

3.2 ਵਿਸਥਾਰ ਰਚਨਾ
(Visthãr Rachnã)

3.3 ਪੰਜਾਬੀ ਦੇ ਅਖਾਣ
(Panjãbi de Akhãnn)

3.4 ਬਿੰਦੀ, ਟਿੱਪੀ ਤੇ ਅੱਧਕ ਦੀ ਵਰਤੋਂ
(Bindi, Tippi te Adhak di Varton)

***Suggested Reading(s) :**

Avtãr Singh (Dr.), 2012, **Punjãbi Mahã-Kãv dã Vikãs**, National Book Shop, Delhi.

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Harbhajan Singh (Dr.), 2002, **Patarãnjalee**, Guru Nãnak Dev University, Amritsar. (PP. 52-72)

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

Semester : V/VI
GE – 5
Punjãbi Long Poem and Functional Punjãbi
ਪੰਜਾਬੀ ਲੰਮੀ ਕਵਿਤਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Lammi Kavitã ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤਕ ਪੱਖ
(Sidhãntak Pakh)

1.1 ਲੰਮੀ ਕਵਿਤਾ ਦੀਆਂ ਰੂਪਾਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Lammee Kavitã diãn Roopãkãrak Visheshtãvãn)

1.2 ਬਿਰਤਾਂਤਕ ਜੁਗਤ
(Birtãntak Jugat)

1.3 ਕਾਵਿ ਬਿੰਬ
(Kãv Bimb)

1.4 ਕਲਾਤਮਕ ਪੱਖ
(Kalãtmak Pakh)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ, 2014, **ਲੂਣਾ**, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ.
(Shiv Kumar Batãlvi, 2014, **Loonnã**, Lãhore Book Shop, Ludhiãnnã)

2.1 ਕਾਵਿ-ਜੁਗਤਾਂ
(kãv-jugtãn)

2.2 ਤਕਨੀਕੀ ਪੱਖ
(Takneeki Pakh)

2.3 ਮਹਾ-ਕਾਵਿ ਜਾਂ ਪ੍ਰਗੀਤ-ਕਾਵਿ
(Mahã Kãv jãn Prageet-Kãv)

2.4 ਕਥਾ ਸਾਰ ਤੇ ਰੂਪਾਂਤਰਣ
(Kathã Sãr te Roopãntarann)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਵਿਗਿਆਪਨ ਰਚਨਾ
(Vigiãpan Rachnã)

3.2 ਵਿਸਮਿਕ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਕਿਸਮਾਂ
(Vismik : Paribhãshã te Kismãn)

3.3 ਪੰਜਾਬੀ ਵਾਕ ਰਚਨਾ ਦੇ ਨਿਯਮ
(Punjãbi Vãk Rachnã de Niyam)

3.4 ਵਧੇਤਰ : ਅਗੇਤਰ, ਮਧੇਤਰ ਤੇ ਪਿਛੇਤਰ
(Vadhetar : Agetar, Madhetar te Pichhetar)

***Suggested Reading(s) :**

Arshi, Gurcharan Singh, 1990, **Lunnãn Samikhiyã : Vidhimoolak Drishti-Bindoo,** Punjãbi Academy, Delhi.

Avtãr Singh, 2012, **Punjãbi Mahã Kãv dã Vikãs**, National Book Shop, Delhi.

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Punni, Amrik Singh, 1992, **Shiv Kumãr Rachnã Sansãr**, Punjãbi Academy, Delhi.

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

Semester : V/VI
GE – 6

Gurbãnni and Functional Punjãbi
ਗੁਰਬਾਣੀ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Gurbãnni ate Vihãrak Punjãbi)

Total Credits 6

1. ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ
(Sidhãntak Paripekh)

1.1 ਗੁਰਮਤਿ ਕਾਵਿ ਪਰੰਪਰਾ
(Gurmat Kãv Paramparã)

1.2 ਗੁਰਬਾਣੀ ਅਤੇ ਕਵਿਤਾ ਵਿਚਲਾ ਅੰਤਰ
(Gurbãnni ate Kavitã Vichlã Antar)

1.3 ਗੁਰਬਾਣੀ ਵਿਚਾਰਧਾਰਾ
(Gurbãnni Vichãrdhãrã)

1.4 ਨਿੱਤਨੇਮ ਦੀਆਂ ਬਾਣੀਆਂ
(Nitnem diãn Bãnniãn)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਅਨੰਦ ਸਾਹਿਬ : ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ
(Anand Sãhib : Guru Amardãss Ji)

ਮਹਿੰਦਰ ਕੌਰ ਗਿੱਲ (ਡਾ.) (ਸੰਪਾ.), 2014, **ਨਿੱਤਨੇਮ ਦਰਸ਼ਨ**, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ.

(Mahinder Kaur Gill (Dr.) (ed.), 2014, **Nitnem Darshan**, Ãrsee Publishers, Delhi.)

2.1 ਗੁਰਮਤਿ ਵਿਚ ਅਨੰਦ ਦਾ ਸੰਕਲਪ
(Gurmat vich Anand dã Sankalp)

2.2 ਅਨੰਦ ਸਾਹਿਬ ਬਾਣੀ ਦਾ ਸੰਗਠਨ ਸਿਧਾਂਤ
(Anand Sãhib Bãnni dã Sangatthan Sidhãnt)

2.3 ਪਉੜੀ ਪ੍ਰਬੰਧ
(Paurhi Prabandh)

2.4 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

2.5 ਕਲਾਤਮਕ ਪੱਖ
(Kalãtmak Pakh)

2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਲੇਖ ਰਚਨਾ
(Lekh Rachnã)

3.2 ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ
(Bahote Shabadãn di thãn ik Shabad)

3.3 ਯੋਜਕ ਤੇ ਸਮਾਸੀ ਸ਼ਬਦ
(Yojak te Samãsi Shabad)

3.4 ਸੰਬੰਧਕ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ
(Sambandhak : Paribhãshã te Bhed)

***Suggested Reading(s) :**

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Harbhajan Singh (Dr.), 2010, **Pãrgãmi**, Guru Nãnak Dev University, Amritsar. (PP. 52-64)

Piãrã Singh (Prof.), 2009, **Madhkãleen Punjãbi Kavitã : Sidhãnt, Itihãs ate Parvirtiãn**, New Book Company, Mai Hirãn Gate, Jalandhar.

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

Semester : V/VI
GE – 7

Punjãbi Travalogue and Functional Punjãbi
ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮਾ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Safarnãmã ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਅਤੇ ਪ੍ਰਵਿਰਤੀਆਂ
(Sidhãnt, Itihãs ate Parvirtiãn)

1.1 ਸਫ਼ਰਨਾਮਾ : ਪਰਿਭਾਸ਼ਾ
(Safarnãmã : Paribhãshã)

1.2 ਸਫ਼ਰਨਾਮਾ : ਤੱਤ
(Safarnãmã : Tatt)

1.3 ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮੇ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
(Panjãbi Safarnãme dã Sankhep Itihãs)

1.4 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਰਵਿੰਦਰ ਸਿੰਘ (ਡਾ.), 2013, **ਓਮ ਪਰਬਤ**, ਐੱਚ. ਕੇ. ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
(Ravinder Singh (Dr.), 2013, **Om Parbat**, H. K. Prakashan, Delhi.)

2.1 ਵਿਸ਼ੈਗਤ ਅਧਿਐਨ
(Vishaegat Adhiyan)

2.2 ਰਚਨਾ ਸ਼ੈਲੀ
(Rachnã Shaillie)

2.3 ਰੂਪਾਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Roopãkãrak Visheshtãvãn)

2.4 ਪਾਠਗਤ ਅਧਿਐਨ
(Pãthgat Adhiyan)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਸਵਰ ਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ
(Swar te Viyanjan Dhuniãn)

3.2 ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ – ਦਫ਼ਤਰੀ ਤੇ ਬੈਂਕਿੰਗ
(Paribhãshak Shabadãwali – Daftari te Banking)

3.3 ਪ੍ਰਸਿੱਧ ਮੁਹਾਵਰੇ
(Prasidh Muhãvare)

3.4 ਅਲੰਕਾਰ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਪ੍ਰਕਾਰ
(Alankãr : Paribhãshã te Prakãr)

***Suggested Reading(s) :**

Ãmir Kaur, 2011, '**Safar-dar-Safar' dã Shailiegat Adhiyan**, Manpreet Parkãshan, Delhi.

Dhimãn, Harbans Singh (Dr.), 2009, **Vihãrak Punjãbi Bhãsha te Viãkarann (Part 1)**, Manpreet Parkãshan, Delhi.

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

Semester : V/VI
GE – 8

Punjãbi Essays and Functional Punjãbi
ਪੰਜਾਬੀ ਨਿਬੰਧ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjãbi Nibandh ate Vihãrak Punjãbi)

Total Credits 6

1. ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਅਤੇ ਪ੍ਰਵਿਰਤੀਆਂ
(Sidhãnt, Itihãs ate Parvirtiãn)

1.1 ਨਿਬੰਧ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Nibandh : Paribhãshã te Tatt)

1.2 ਨਿਬੰਧ ਦਾ ਵਰਗੀਕਰਨ
(Nibandh dã vargikaran)

1.3 ਲੇਖ ਤੇ ਨਿਬੰਧ ਵਿਚਲਾ ਅੰਤਰ
(Lekh te Nibandh Vichlã Antar)

1.4 ਸਭਿਆਚਾਰਕ ਨਿਬੰਧ
(Sabhiyãchãrak Nibandh)

1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਅਮਰਜੀਤ ਸਿੰਘ ਅਮਰ, 2010, **ਕਵੀਆਂ ਦੇ ਅੰਗ ਸੰਗ**, ਗਰੇਸ਼ਿਅਸ ਬੁਕਸ, ਪਟਿਆਲਾ.
(Amarjit Singh Amar, 2010, **Kaviãn de Ang Sang**, Gracious Books, Patiãlã.)

2.1 ਪੰਜਾਬੀ ਕਵੀ ਦਰਬਾਰਾਂ ਦੀ ਪਰੰਪਰਾ
(Punjãbi Kãvi Darbãrãn di Paramparã)

2.2 ਵਾਰਤਕ ਸਰੋਕਾਰ
(Vãrtak Sarokãr)

2.3 ਵਾਰਤਕ ਸ਼ੈਲੀ
(Vãrtak Shailie)

2.4 ਕਲਾਤਮਕ ਪੱਖ
(Kalãtmak Pakh)

2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

3.1 ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ – ਮੀਡੀਆ ਤੇ ਸਾਹਿਤਕ
(Paribhãshak Shabadãvali – Mediã te Sãhitak)

3.2 ਸ਼ੁੱਧ ਅਸ਼ੁੱਧ ਸ਼ਬਦ
(Shudh Ashudh Shabad)

3.3 ਚਿੱਠੀ ਪੱਤਰ (ਦਫ਼ਤਰੀ ਅਤੇ ਸਰਕਾਰੀ)
(Chitthi Pattar – Daftari ate Sarkãri)

3.4 ਰਿਪੋਰਟ ਲਿਖਣੀ
(Report Likhanni)

***Suggested Reading(s) :**

Dhimãn, Harbans Singh (Dr.), 2006 **Punjãbi Bhãshã ate Viãkarann**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Brãrh, Bootã Singh (Dr.), 2012, **Punjãbi Viãkaran : Sidhãnt ate Vihãr**, Chetnã Parkãshan, Ludhiãnnã.

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Jaspreet Kaur, 2013, **'Kaviãn de Ang Sang' : Shailie-Vigyanak Adhiyan**, National Book Shop, Delhi.

Seetal, Jeet Singh, **Vãrtak te Vãrtak Shailie**, Punjãb State University Text Book Board, Chandigarh.

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

Semester : V/VI

GE - 9

Pãkitstãni Drãmã and Fuctional Punjãbi

ਪਾਕਿਸਤਾਨੀ ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ

(Pãkistãni Nãtak ate Vihãrak Punjãbi)

	Total Credits 6

1. ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਅਤੇ ਪ੍ਰਵਿਰਤੀਆਂ

(Sidhãnt, Itihãs ate Parvirtiãn)

1.1 ਨਾਟਕ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ
(Nãtak : Paribhãshã ate Tatt)

1.2 ਪਾਕਿਸਤਾਨੀ ਪੰਜਾਬੀ ਨਾਟਕ ਦੇ ਪ੍ਰਮੁੱਖ ਪੜਾਅ
(Pãkistãni Punjãbi Nãtak de Parmukh Parhã)

1.3 ਪਾਕਿਸਤਾਨੀ ਪੰਜਾਬੀ ਨਾਟਕ ਦੇ ਮੂਲ ਸਰੋਕਾਰ
(Pãkistãni Punjãbi Nãtak de Mool Sarokãr)

1.4 ਪਾਕਿਸਤਾਨੀ ਪੰਜਾਬੀ ਨਾਟਕ ਤੇ ਰੰਗਮੰਚ
(Pãkistãni Punjãbi Nãtak te Rangmanch)

2. ਮੇਜਰ ਇਸਹਾਕ ਮੁਹੰਮਦ (ਲਿਪੀਅੰਤਰ : ਜਗਤਾਰ), 1980, **ਕੁਕਨੁਸ,** ਦੀਪਕ ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ
Major Ishaq Mohammad (Lippiãntar : Jagtãr), 1980, **Quqnas**, Deepak Publishers, Jalandhar.

2.1 ਕੁਕਨੁਸ ਸੰਕਲਪ ਦਾ ਮਿਥਿਹਾਸਕ ਪਿਛੋਕੜ
(Quqnas Sankalp dã Mythihãsak Pichhokarh)

2.2 ਨਾਟ ਕਲਾ, ਜੁਗਤਾਂ ਤੇ ਕਥਾਨਕ
(Nãt Kalã, Jugtãn te Kathãnak)

2.3 ਸਮਾਜ-ਸਭਿਆਚਾਰਕ ਚੇਤਨਾ
(Samãj-sabhiãchãrak Chetnã)

2.4 ਪਾਕਿਸਤਾਨੀ ਨਾਟਕ ਦਾ ਵਖ਼ਰਾ ਮੁਹਾਂਦਰਾ
(Pãkistãni Nãtak dã Vakhrã Muhãndrã)

2.5 ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ
(Rangmanchi Sãrthaktã)

2.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ

(**Vihãrak Punjãbi**)

3.1 ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ
(Annddittha Pairã)

3.2 ਰੂਪਾਂਤਰੀ ਵਿਆਕਰਣ
(Roopãntari Viãkarann)

3.3 ਵਿਸ਼ੇਸ਼ਣ :ਪਰਿਭਾਸ਼ਾ ਤੇ ਕਿਸਮਾਂ
(Visheshann : Paribhãshã te Kismãn)

3.4 ਵਾਕਾਂਸ਼ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਵਰਗੀਕਰਣ
(Vãkãnsh : Paribhãshã te Vargikarann)

***Suggested Reading(s) :**

Ajmer Singh (Dr.) (ed.), 1993, **Khoj Patrikã (Pãkistãni Punjãbi Sãhit Vishesh Ank)**, Publication Bureau, Punjãbi University, Patiãlã.

Brarh, Bootã Singh (Dr.), 2012, **Punjãbi Viãkaran : Sidhãnt ate Vihãr**, Chetnã Parkãshan, Ludhiãnnã.

Dhimãn, Harbans Singh (Dr.), 1998, **Pãkistãni Punjãbi Sãhit : Nikãs te Vikãs**, Gagan Parkãshak, Rãjpurã, (Patiãlã).

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Tajinder Pal Kaur (Dr.), 2009, **Pãkistãni ate Parvãsi Punjãbi Sãhit dã Adhiyan**, Lokgeet Parkãshan, Chandigarh.

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

Ability Enhancement Compulsory Course (AECC)
MIL - Punjabi
B.A. (Prog.), B.Com (Prog.) & B.Sc (Prog.)

Semester : I/II

AECC - MIL Punjãbi A (Advãnce Level)	**AECC - MIL Punjãbi - B (Intermediate Level)**	**AECC - MIL Punjãbi - C (Basic Level)**

* Student can opt any one out of these three Levels of Punjabi papers as per the criteria.

Semester : I/II
AECC - MIL
Punjãbi A
Advãnce Level
Note : For the students who qualified Punjãbi as a subject in X class or studied onwards.

	Total Credits 2

1. ਰਵੇਲ ਸਿੰਘ (ਡਾ.), 2011, **ਲੋਕ-ਨਾਟਕੀ : ਨਾਟ-ਰੂਪ**, ਸ਼ਿਲਾਲੇਖ, ਦਿੱਲੀ.
(Rawail Singh (Dr.), 2011, **Lok-Nãtki : Nãt-Roop**, Shilãlekh, Delhi.)

1.1 ਪਾਠਗਤ ਅਧਿਐਨ
(Pãthgat Adhiyan)
1.2 ਲੋਕ-ਨਾਟ ਪਰੰਪਰਾ
(Lok-Nãt Paramparã)
1.3 ਨਾਟਕੀ ਰੂਪਾਂਤਰਣ
(Nãtaki Roopãntarann)
1.4 ਸੰਵਾਦ ਵਿਧੀ
(Samvãd Vidhi)
1.5 ਨਾਟ-ਕਲਾ ਅਤੇ ਨਾਟ ਮੰਚਣ
(Nãt-Kalã ate Nãt Manchann)
1.6 ਭੂਮਿਕਾ
(Bhumikã)
1.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

2.1 ਸੰਖੇਪ ਰਚਨਾ
(Sankhep Rachnã)
2.2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Punjãbi Bhãshã diãn Visheshtãvãn)
2.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ
(Punjãbi Bhãshã te Gurmukhi Lippi)
2.4 ਕਾਰਕ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਕਿਸਮਾਂ
(Kãrak : Paribhãshã te Kismãn)
2.5 ਸਮਾਨਾਤਰਥਕ, ਵਿਪਰੀਤਾਰਥਕ ਤੇ ਬਹੁਅਰਥਕ ਸ਼ਬਦ
(Samãnãrthak, Vipreetãrthak te Bahuarthak Shabad)

***Suggested Reading(s) :**

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Rajinderpal Singh (Dr.) and others, 2011, **Lokdhãrã ate Ãdhuniktã : Roopãntarann ate Punar Mulãnkann**, Publication Bureau, Punjãbi University, Patiãlã.

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

Semester : I/II
AECC - MIL
Punjãbi B
Intermediate Level
Note : For the students who qualified VIII class with Punjãbi as a subject.

	Total Credits 2

1. ਮਨਜੀਤ ਸਿੰਘ (ਡਾ.), 2011, **ਪੰਜਾਬੀ ਸਵੈ-ਜੀਵਨੀ ਅੰਸ਼**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
(Manjit Singh (Dr.), 2011, **Punjãbi Swai-Jeevani Ansh**, Manpreet Parkãshan, Delhi.)

1.1 ਜੀਵਨੀ ਤੇ ਸਵੈ-ਜੀਵਨੀ : ਅੰਤਰ ਤੇ ਸਾਂਝ
(Jeevani te Swai-Jeevani : Antar te Sãnjh)

1.2 ਭੂਮਿਕਾ ਵਿਚਲੇ ਵਿਚਾਰ
(Bhumikã Vichle Vichãr)

1.3 ਸਵੈ-ਜੀਵਨੀ : ਸਿਧਾਂਤਕ ਪੱਖ
(Swai-Jeevani : Sidhãntak Pakh)

1.4 ਸਵੈ-ਜੀਵਨੀ ਅੰਸ਼ਾਂ ਵਿਚੋਂ ਉੱਭਰਣ ਵਾਲੇ ਲੇਖਕ ਬਿੰਬ
(Swai-Jeevani Anshãn Vichon Ubhrann Wãle Lekhak Bimb)

1.5 ਪਾਠਗਤ ਅਧਿਐਨ
(Pãthgat Adhiyan)

1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

2.1 ਵਿਸਥਾਰ ਰਚਨਾ
(Visthãr Rachnã)

2.2 ਚਿੱਠੀ ਪੱਤਰ
(Chithi Pattar)

2.3 ਪ੍ਰਸਿੱਧ ਮੁਹਾਵਰੇ
(Prasidh Muhãvre)

2.4 ਅਲੰਕਾਰ : ਉਪਮਾ, ਰੂਪਕ, ਅਨੁਪ੍ਰਾਸ, ਅਤਿਕਥਨੀ, ਦ੍ਰਿਸ਼ਟਾਂਤ
(Alankãr : Upmã, Roopak, Anuprãs, Atkathni, Drishtãnt)

2.5 ਲਿੰਗ ਤੇ ਵਚਨ
(Ling te Vachan)

***Suggested Reading(s) :**

Arvinderpal Kaur (Dr.), 1991, **Amritã-Prabhjot kaur (Vol. II)**, Wãris Shãh Foundation, Amritsar.

Brãrh, Bootã Singh (Dr.), 2012, **Punjãbi Viãkaran : Sidhãnt ate Vihãr**, Chetnã Parkãshan, Ludhiãnnã.

Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

Lamba, Kulwant Kaur (Dr.), 2013, **Nãri Bimb te Swai-Jeevani Sãhit**, Manpreet Parkãshan, Delhi.

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

Semester : I/II
AECC - MIL
Punjãbi C
Basic Level

Note : For the Students who could not opt Punjãbi as a subject in VIII class or at any level because of one or the other reasons, but have little understanding of the Language & the Script.

	Total Credits 2

1. ਇੰਦੇ (ਪ੍ਰੋ.), 2011, **ਹੁਣ ਹੱਸਣ ਦੀ ਵਾਰੀ ਏ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.
(Inde (Prof.), 2011, **Hunn Hassann di Vãri Ae**, Manpreet Parkãshan, Delhi.)

1.1 ਵਿਸ਼ਾ ਵਸਤੂ
(Vishã Vastu)

1.2 ਕਾਵਿ-ਜੁਗਤਾਂ
(Kãv-Jugtãn)

1.3 ਕਾਵਿ-ਸੰਚਾਰ
(Kãv -Sanchãr)

1.4 ਕਲਾਤਮਕ ਪੱਖ
(Kalãtmak Pakh)

1.5 ਪਾਠਗਤ ਅਧਿਐਨ
(Pãthgat Adhiyan)

1.6 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarãn Wãle Prashan)

2. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihãrak Punjãbi)

2.1 ਵਰਣ ਬੋਧ : ਪੈਂਤੀ ਅੱਖਰੀ
(Varann Bodh : Paintee Akhree)

2.2 ਲਗਾਂ ਤੇ ਲਗਾਖਰ
(Lagãn te Lagãkhar)

2.3 ਸਵਰ ਤੇ ਵਿਅੰਜਨ
(Swar te Viyanjan)

2.4 ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ
(Bahute Shabadãn di thãn Ik Shabad)

2.5 ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ : ਸ਼ੁਧ-ਅਸ਼ੁਧ
(Shabad Jorhãn de Niyam : Shudh-Ashudh)

2.6 ਅਗੇਤਰ-ਪਿਛੇਤਰ
(Agetar-Pichhetar)

***Suggested Reading(s) :**

Brãrh, Bootã Singh (Dr.), 2012, **Punjãbi Viãkaran : Sidhãnt ate Vihãr**, Chetnã Parkãshan, Ludhiãnnã.
Gill, Mahinder Kaur (Dr.), 2013, **Vihãrak Punjãbi**, Manpreet Parkãshan, Delhi.

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

Ability Enhancement Elective Course (AEEC)* Skill Based Papers BA (Prog.) & B.Com (Prog.)	
Semester : III/IV/V/VI	
AEEC - 1 **Learning Skill of Film Making** **ਫ਼ਿਲਮਸਾਜ਼ੀ ਦਾ ਹੁਨਰ ਸਿਖਣਾ** **(Filmsãzi dã Hunar Sikhannã)**	**AEEC - 2** **Learning Skill of Punjãbi Lexicogrãphy** **ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ ਸਿਖਣਾ** **(Punjãbi Koshkãri dã Hunar Sikhannã)**
AEEC – 3 **Learning Skill of Creative Writing** **ਸਿਰਜਣਾਤਮਕ ਲੇਖਣ ਦਾ ਹੁਨਰ ਸਿਖਣਾ** **(Sirjnnãtmak Lekhann dã Hunar Sikhnnã)**	**AEEC - 4** **Learning Skill of Drãmã and Theatre** **ਨਾਟਕ ਅਤੇ ਰੰਗਮੰਚ ਦਾ ਹੁਨਰ ਸਿਖਣਾ** **(Nãtak ate Rangmanch dã Hunar Sikhnnã)**

Semester : III/IV/V/VI

AEEC - 1

Learning Skill of Film Making

ਫ਼ਿਲਮਸਾਜ਼ੀ ਦਾ ਹੁਨਰ ਸਿਖਣਾ

(Filmsãzi dã Hunar Sikhannã)

	Total Credits 2

ਬਖ਼ਸ਼ਿੰਦਰ, 2010, **ਫ਼ਿਲਮਸਾਜ਼ੀ**, ਕਲਮਿਸਤਾਨ, 2 – ਨਿਊ ਦਿਓਲ ਨਗਰ, ਜਲੰਧਰ.

Bakhshinder, 2010, **Filmsãzi**, Kalmistãn, 2- New Deol Nagar, Jalandhar.

1. ਸਿਧਾਂਤਕ ਪੱਖ

(Sidhãntak Pakh)

1.1 ਫ਼ਿਲਮਸਾਜ਼ੀ ਦਾ ਇਤਿਹਾਸ
(Filmsãzi dã Itihãs)

1.2 ਪੰਜਾਬੀ ਸਿਨੇਮਾ ਦਾ ਇਤਿਹਾਸ
(Punjãbi Cinemã dã Itihãs)

1.3 ਨਿਰਦੇਸ਼ਨ ਅਤੇ ਨਿਰਦੇਸ਼ਕ
(Nirdeshan ate Nirdeshak)

1.4 ਨਾਚ ਨਿਰਦੇਸ਼ਨ ਜਾਂ ਕੋਰੀਓਗ੍ਰਾਫ਼ੀ
(Nãch Nirdeshan jãn Choreogrãphy)

1.5 ਫ਼ਿਲਮਸਾਜ਼ੀ ਦੀ ਸ਼ਬਦਾਵਲੀ
(Filsãzi di Shabdãvali)

1.6 ਕੈਮਰਾਮੈਨ ਜਾਂ ਸਿਨਮੈਟੋਗ੍ਰਾਫ਼ਰ
(Camerãman jãn Cinematogrãpher)

2. ਵਿਹਾਰਕ ਪੱਖ

(Vihãrak Pakh)

2.1 ਫ਼ਿਲਮ ਲਈ ਕਹਾਣੀ ਲਿਖਣਾ
(Film laee Kahãnni Likhannã)

2.2 ਪਟ-ਕਥਾ ਜਾਂ ਸਕ੍ਰੀਨ ਪਲੇ ਲਿਖਣਾ
(Pat-Kathã jãn Screen Play Likhannã)

2.3 ਸੰਵਾਦ ਲਿਖਣਾ
(Samvãd Likhannã)

2.4 ਗੀਤ-ਸੰਗੀਤ ਤਿਆਰ ਕਰਨਾ
(Geet-Sangeet tiyãr karnã)

2.5 ਅਦਾਕਾਰਾਂ ਦੀ ਚੋਣ ਜਾਂ ਕਾਸਟਿੰਗ
(Adãkãrãn di Chonn jãn Cãsting)

2.6 ਸ਼ੂਟਿੰਗ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ
(Shooting karan ton paehlãn)

2.7 ਅਦਾਕਾਰਾਂ ਦੀ ਹੈਂਡਲਿੰਗ
(Adãkãrãn di Handling)

2.8 ਡਬਿੰਗ ਕਰਨਾ ਸਿਖਣਾ
(Dubbing karnã Sikhnnã)

2.9 ਮਿਕਸਿੰਗ ਜਾਂ ਪੁਨਰ-ਰਿਕਾਰਡਿੰਗ
(Mixing jãn Punar-recording)

2.10 ਫ਼ਿਲਮ ਦੀ ਕੱਟ-ਛਾਂਟ ਜਾਂ ਐਡਿਟਿੰਗ
(Film di cut-chhãnt jãn editing)

2.11 ਫ਼ਿਲਮ ਨਿਰਮਾਣ ਜਾਂ ਫ਼ਿਲਮ ਪਰੋਡੱਕਸ਼ਨ ਦੇ ਹੁਨਰ ਨੂੰ ਸਿਖਣਾ
(Film Nirmãnn jãn Film Production de Hunar nu Sikhnnã)

Suggested Reading(s) :

Jasbir Kaur (Dr.), 2014, **Punjãbi Samãj ate Mediã**, Publication Bureau, Punjãbi University, Patiãlã. (PP. 311-249)

Nasrãli, Baljinder (Dr.), 2010, **Punjãbi Cinemã te Sãhit** (**Samkãli Sandarbh**), Chetnã Parkãshan, Ludhiãnnã.

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

Semester : III/IV/V/VI

AEEC - 2

Learning Skill of Punjãbi Lexicogrãphy

ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ ਸਿਖਣਾ

(Punjãbi Koshkãri dã Hunar Sikhannã)

	Total Credits 2

ਰਵਿੰਦਰ ਕੁਮਾਰ (ਡਾ.) (ਸੰਪਾ.), 2007, **ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ : ਚੁਣੌਤੀਆਂ ਅਤੇ ਸੰਭਾਵਨਾਵਾਂ**, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ.

Ravinder Kumãr (Dr.) (ed.), 2007, **Punjãbi Koshkãri : Chunnoutiãn ate Sambhãvnãvãn**, Lokgeet Parkãshan, Chandigarh.

1. ਸਿਧਾਂਤਕ ਪੱਖ

(Sidhãntak Pakh)

1.1 ਕੋਸ਼ਕਾਰੀ : ਸਰੂਪ, ਸਮੱਸਿਆਵਾਂ ਅਤੇ ਸੁਭਾਅ
(Koshkãri : Saroop, Samassiãvãn ate Subhã)

1.2 ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ ਦਾ ਇਤਿਹਾਸ
(Punjãbi Koshkãri dã Itihãs)

1.3 ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ : ਚੁਣੌਤੀਆਂ ਅਤੇ ਸੰਭਾਵਨਾਵਾਂ
(Punjãbi Koshkãri : Chunnoutiãn ate Sambhãvnãvãn)

1.4 ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ : ਸਿਧਾਂਤਕ ਸ਼ਬਦਾਵਲੀ
(Punjãbi Koshkãri : Sidhãntak Shabdãvali)

1.5 ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ : ਦਸ਼ਾ ਅਤੇ ਦਿਸ਼ਾ
(Punjãbi Koshkãri : Dashã ate Dishã)

2. ਵਿਹਾਰਕ ਪੱਖ

(Vihãrak Pakh)

2.1 ਕੋਸ਼ਕਾਰੀ ਦੇ ਮਹੱਤਵ ਨੂੰ ਸਮਝਣਾ
(Koshkãri de Mahatav nu Samajhnnã)

2.2 ਕੋਸ਼ਕਾਰੀ ਅਤੇ ਟੀਕਾਕਾਰੀ ਦੇ ਅੰਤਰ ਨੂੰ ਸਮਝਣਾ
(Koshkãri ate Teekãkãri de Antar nu Samajhnnã)

2.3 ਕੋਸ਼ਕਾਰੀ ਦੀ ਵਿਧੀ ਤੇ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਸਮਝਣਾ
(Koshkãri di Vidhi te Parkiriyã nu Samajhnnã)

2.4 ਇੰਦਰਾਜ਼ ਤਿਆਰ ਕਰਨ ਦਾ ਗਿਆਨ ਹਾਸਿਲ ਕਰਨਾ
(Indrãz tiyãr karn dã Gyãn hãsil karnã)

2.5 ਇਲੈਕਟਰੋਨਿਕ ਕੋਸ਼ਕਾਰੀ ਦੀ ਵਿਧੀ ਨੂੰ ਸਮਝਣਾ
(Electronic Koshkãri di Vidhi nu Samajhnnã)

2.6 ਕੋਸ਼ਕਾਰੀ ਦੇ ਇੰਦਰਾਜ਼ਾਂ ਦਾ ਕ੍ਰਮ ਤਿਆਰ ਕਰਨਾ ਸਿਖਣਾ
(Koshkãri de Indrãzãn dã Kram tiyãr karnã Sikhnnã)

Suggested Reading(s) :

Kapoor, Navratan (Dr.), 2004, **Punjãbi Koshkãri : Tulnãtmak Vishleshann**, Punjãbi Publication, Patiãlã.

Khairã, Daljit Singh (Dr.), 2009, **Koshkãri ate Punjãbi Koshkãri**, Lokgeet Parkãshan, Chandigarh.

Sethi, Uma (Dr.), 2009, **Koshkãri : Samassiãvãn ate Samãdhãn**, Lokgeet Parkãshan, Chandigarh.

Sidhu, Paramjit Singh, 1995, **Koshkãri-Kalã ate Punjãbi Koshkãri**, Publication Bureau, Punjãbi University, Patiãlã.

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

Semester : III/IV/V/VI

AEEC – 3

Learning Skill of Creative Writing

ਸਿਰਜਣਾਤਮਕ ਲੇਖਣ ਦਾ ਹੁਨਰ ਸਿਖਣਾ

(Sirjnnãtmak Lekhann dã Hunar Sikhnnã)

	Total Credits 2

ਜਗਜੀਤ ਕੌਰ (ਡਾ.) ਅਤੇ ਮਨਜੀਤ ਸਿੰਘ (ਡਾ.) (ਸੰਪਾ.), 2013, **ਸਿਰਜਣਾਤਮਕ ਲੇਖਣ ਅਤੇ ਜਨ-ਸੰਚਾਰ ਮਾਧਿਅਮ**, ਮਨਪ੍ਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਦਿੱਲੀ.

Jagjit Kaur (Dr.) & Manjit Singh (Dr.) (eds.), 2013, **Sirjnnãtmak Lekhann ate Jan-sanchãr Mãdhiyam**, Manpreet Parkãshan, Delhi.

1. ਸਿਰਜਣਾਤਮਕ ਲੇਖਣ

(Sirjnnãtmak Lekhann)

1.7 ਸਿਰਜਣਾ ਲਈ ਕੁਝ ਜ਼ਰੂਰੀ ਨੁਕਤੇ
(Sirjannã Laee kujh zaroori nukte)

1.8 ਸਾਹਿਤ ਅਤੇ ਸੰਚਾਰ
(Sãhit ate Sanchãr.)

1.9 ਜਨ-ਸੰਚਾਰ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Jan-Sanchãr diãn Visheshtãvãn)

1.10 ਸਿਰਜਣਾਤਮਕਤਾ ਅਤੇ ਮੀਡੀਆ ਲੇਖਣ - ਕਵਿਤਾ, ਕਹਾਣੀ ਅਤੇ ਨਾਟਕ (ਪੰਨੇ : 47-57)
(Sirjannãtmaktã ate Mediã Lekhann – Kavitã, Kahãnni ate Nãtak, PP. 47-57)

2. ਜਨ-ਸੰਚਾਰ ਲਈ ਸਿਰਜਣਾ : ਪ੍ਰਿੰਟ ਮੀਡੀਆ

(Jan-Sanchãr Laee Sirjannã : Print Mediã)

2.1 ਖ਼ਬਰਾਂ ਦਾ ਸੰਪਾਦਨ
(Khabarãn dã Sampãdan)

2.2 ਫ਼ੀਚਰ ਲੇਖਣ
(Feature Lekhann)

2.3 ਇੰਟਰਵਿਊ ਲੇਖਣ
(Interview Lekhann)

2.4 ਵਿਗਿਆਪਨ ਲੇਖਣ
(Vigiãpan Lekhann)

2.5 ਬੱਚਿਆਂ ਲਈ ਲੇਖਣ
(Bacheãn Laee Lekhann)

3. ਜਨ-ਸੰਚਾਰ ਲਈ ਸਿਰਜਣਾ : ਇਲੈਕਟਰੋਨਿਕ ਮੀਡੀਆ

(Jan-Sanchãr Laee Sirjannã : Electronic Mediã)

3.1 ਖ਼ਬਰਾਂ ਲੇਖਣ ਦੀ ਕਲਾ ਸਿਖਣਾ
(Khbrãn Lekhann di Kalã Sikhnnã)

3.2 ਐਂਕਰਿੰਗ ਦੀ ਕਲਾ ਸਿਖਣਾ
(Anchoring di Kalã Sikhnnã)

3.3 ਇੰਟਰਨੈੱਟ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ
(Internet dã Prayog Karnã)

3.4 ਇੰਟਰਵਿਊ ਕਰਨ ਦੀ ਕਲਾ ਸਿਖਣਾ
(Interview Karan di Kalã Sikhannã)

3.5 ਵਿਗਿਆਪਨ ਤਿਆਰ ਕਰਨਾ
(Vigiãpan tiyãr Karnã)

***Suggested Reading(s) :**

Rawail Singh (Dr.), 2013, **Mediã : Vihãrak Adhiyan**, Gracious Books, Patiãlã, PP. 45-94.

Thãpar, Prithvi Rãj (Dr.), 2011, **Punjãbi Mediã**, Manpreet Parkãshan, Delhi, PP. 15-83.

Thãpar, Prithvi Rãj (Dr.), 2012, **Sanchãr, Takneek te Multimediã**, Manpreet Parkãshan, Delhi, PP. 45-48 & 161-171.

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

Semester : III/IV/V/VI

AEEC - 4

Learning Skill of Drãmã and Theatre

ਨਾਟਕ ਅਤੇ ਰੰਗਮੰਚ ਦਾ ਹੁਨਰ ਸਿਖਣਾ

(Nãtak ate Rangmanch dã Hunar Sikhnnã)

	Total Credits 2

1. ਪਾਲੀ ਭੁਪਿੰਦਰ, 2009, **ਨਾਟਕ ਅਤੇ ਨਾਟ-ਚਿੰਤਨ**, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ.
(Pãli Bhupinder, 2009, **Nãtak ate Nãt-Chintan**, Chetnã Parkãshan, Ludhiãnnã.)

ਸਿਧਾਂਤਕ ਪੱਖ

(Sidhãntak Pakh)

1.1 ਨਾਟਕ ਅਤੇ ਰੰਗਮੰਚ ਦਾ ਸੰਬੰਧ
(Nãtak ate Rangmanch dã Sambandh)

1.2 ਨਾਟ-ਵਿਧਾ ਦੀਆਂ ਰੰਗਮੰਚੀ ਸਮੱਸਿਆਵਾਂ
(Nãt-vidhã diãn Rangmanchi Samassiãvãn)

1.3 ਪਾਤਰ ਉਸਾਰੀ, ਅਦਾਕਾਰੀ ਹੁਨਰ ਅਤੇ ਰੀਹਰਸਲਾਂ
(Pãtar Usãri, Adãkãri Hunar ate Riharsalãn)

1.4 ਸਹਾਇਕ ਵਿਉਂਤਕਾਰ, ਰੰਗਮੰਚ ਅਤੇ ਸੰਗੀਤ
(Sahãiyak Viountkãr, Rangmanch ate Sangeet)

1.5 ਵਿਸ਼ਵ ਨਾਟ-ਚਿੰਤਨ ਪਰੰਪਰਾ
(Vishva Nãt-Chintan Paramparã)

2. **ਮੰਚੀ ਅਭਿਆਸ**

(Manchi Abhiyãs)

2.1 ਕਹਾਣੀ ਤੇ ਹੋਰ ਸਾਹਿਤਕ-ਪਾਠਾਂ ਦਾ ਨਾਟਕੀ-ਰੂਪਾਂਤਰਣ ਕਰਨਾ
(Kahãnni te hor Sãhitak-Pathãn dã Nãtki-Roopãntarann karnã)

2.2 ਲੇਖਣ ਹੁਨਰ : ਸਕਰਿਪਟ ਤੇ ਸੰਵਾਦ ਤਿਆਰ ਕਰਨਾ
(Lekhann Hunar : Script te Samvãd tiyãr Karnã)

2.3 ਅਭਿਨੈ-ਹੁਨਰ ਨੂੰ ਸਿਖਣਾ
(Abhinae-Hunar nu Sikhnnã)

2.4 ਵੇਸ਼ ਭੂਸ਼ਾ, ਮੇਕਅਪ ਕਰਨ ਦੇ ਹੁਨਰ ਨੂੰ ਸਿਖਣਾ
(Vesh Bhushã, Makeup karan de Hunar nu sikhnnã)

2.5 ਨਾਟ-ਸਿਰਜਣ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਸਮਝਣਾ
(Nãt-Sirjann Parkiriyã nu Samjhannã)

Suggested Reading(s) :

Kazãk, Kirpãl (Prof.), 2013, **Rangmanch Chintan**, Gracious Books, Patiãlã.

Behl, Navnendrã (Dr.) (ed.) **Rangmanch ate Television Nãtak,** Punjãbi Academy, Delhi,

Mãngat, Jaswinder Kaur, 2006, **Rangmanch de Buniyãdi Niyam,** Publication Bureau, Punjãbi University, Patiãlã

Varmã, Satish Kumãr (Dr.), 2003, **Punjãbi Rangmanch di Bhumikã**, Bishan Chand and Sons, Delhi.

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

**Under Publication