

**Scheme of Examination and
Courses of Reading for B.A. (Programme)**

SEMESTER-I (2019)



**SCHOOL OF OPEN LEARNING
University of Delhi**

*Syllabus Applicable for the students seeking admission to
B.A. (Hons.) Political Science Course in 2019*

B.A. PROGRAMME SEMESTER – I (2019)

DISCIPLINE SPECIFIC CORE-COURSE (DSC)
<ol style="list-style-type: none">1. Economics – (Principles of Microeconomics I)2. Education (Basic Concepts and Ideas in Education)3. English (Individual and Society)4. Hindi (Hindi Bhasha aur Sahitya ka Itihas)5. History (History of India from Earliest Times to 300 CE)6. Mathematics (Calculus)7. NHE (Fundamentals of Nutrition and Food Science)8. Political Science – (Introduction to Political Science)9. Sanskrit – (Sanskrit Poetry) <p>Choose any Two</p>
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)
Environmental Science (Compulsory)
MODERN INDIAN LANGUAGE (MIL)
Hindi (A/B/C) Punjabi (A/B/C) Tamil Urdu (A/B) Subjects in Lieu of MIL
<ol style="list-style-type: none">1. Economics : Principles of Microeconomics I2. Political Science (Globalising World) <p>Choose any One</p>

B.A. PROGRAMME SEMESTER – I (2019)

DSC

1. Economics – (Principles of Microeconomics I)

Principles of Microeconomics I (PD11)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course intends to expose the students to the basic principles in Microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyze real-life economic situations.

Course Learning Outcomes

The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.

Unit 1

Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

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.

Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

Unit 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.

Unit 3

Production and Costs

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments

Unit 4

Perfect Competition

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.

Welfare: allocative efficiency under perfect competition.

References

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Pearson Education.
3. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* South Western.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Supply, demand, elasticity, consumer behaviour, firm behaviour, perfect competition, efficiency, welfare

2. Education (Basic Concepts and Ideas in Education)

COURSE OBJECTIVES

This is a discipline course in education, which aims to provide the basics of education and nature of education. It establishes the interdisciplinary nature of education by acquainting the student with its linkages with other disciplines: philosophy, psychology, sociology, economics and polity. It intends to clarify the major concepts in education. The students will be able to know and understand how educational aims are framed. The students will be able to comprehend the linkages between social institutions and education. Social change and its relationship with education will be understood. This paper will help develop analytical and critical thinking based on the themes and issues in education in philosophical and social context.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Understand the field and discipline of education and its interdisciplinary nature through its linkages with other disciplines.
- Understand how the aims of education are influenced by the philosophical, sociological, psychological, historical, economic and political forces/ aspects of human life.
- Develop critical thinking and analytical ability to evaluate written texts and to formulate their own response to reality.
- Understand the foundations of ethics and values

UNIT 1 : BASIC IDEAS IN EDUCATION

(5 weeks)

- Education: Its meaning, processes, purpose and aims; its interdisciplinary nature
- Concepts of Education: Teaching, Training, Learning, Indoctrination, Schooling, and Education.
- Epistemological Basis of Education: Knowledge, Belief, Inquiry and Reason
- Ethics, Values, and Ideals: Their meaning, nature, and development

UNIT 2 : UNDERSTANDING EDUCATION AND SOCIETY

(5 weeks)

- Education and Socialisation: Agencies of Socialisation- Home, Family, Community, School and Media.
- Culture and Education: role of education in preservation, transformation, and promotion of Culture; Culture and ideology.

- Constitutional Values: Equality, Freedom, Justice, Secularism, Human Rights
- Bases for formulating Aims of Education in the context of a developing and democratic society.

UNIT 3: ANALYTICAL STUDY OF EDUCATIONAL THINKERS

(4 weeks)

Each thinker is to be studied with reference to their perspectives on education

- J. Krishnamurti
- John Dewey
- J.J. Rousseau
- Paulo Freire

SUGGESTED PROJECTS / ASSIGNMENTS

Learners are expected to engage with any two of the following or such similar activities:

- Read the Position Paper titled 'Aims of Education' (NCF 2005) and present your understanding of it.
- Read the Preamble of the Constitution of India, focus on the ideas of Justice, Liberty, Equality, Secularism and present your understanding of these concepts.
- Identify one aim of education and study the practices of any one school to understand how this aim is being realized.
- A detailed study of one educational thinker with respect to his ideas on nature of the child, teacher, school in the contemporary context.
- Reflective essay on one's own socialization with reference to home, school, community and media
- Interview a Teacher of a school and assess his/ her understanding about the meaning of education.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments

READINGS

ESSENTIAL READINGS

- Barrow, R., & Milburn, G. (1986). *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St. (For Library)
- Brubacher, J. S. (1939). *Modern philosophies of education*. (4 ed.). New York; McGraw Hill. Ch -1 pp.7-9; Ch 5 pp.95-107; Ch 6 pp.109-130; Ch 11 pp.221-245; Ch 13 pp.278- 281; Ch 14 pp.297-305; Ch 16 pp.362-364.
- Gore, M. S., Desai, I. P., & Chitnis, S. (Eds.). (1967). *Papers in the Sociology of Education in India*. New Delhi: National Council of Educational Research and Training. Ch 1 pp.1-18; Ch 2 pp.33-51; Ch 3 pp.52-74; Ch 5 pp.91-106,111-126; Ch 6 pp.133-141.
- Jarvis, P. (Ed.). (2006). *The theory and practice of teaching*. New York; Routledge. Ch 4 pp.39-51; Ch 17 pp.237-247.

- Mittal, L. (2019). *Shiksha ke Samajshashtriya Adhaar*. Delhi: Pearson. Ch 1 P 1-9; Ch 3 P 20-28; Ch 4 P 33-42; Ch 5 P 46-52; Ch 9&10 P 82-91 & 96-111; Ch 11 P 116-119; Ch 14 P 145-151; Ch 18 P 193-199; Ch 19 P ; Ch 20 P 214-224; Ch 23 P 245-254; Ch 24 P 258-282.
- Pandey, R. S. (1978). *Shiksha darshan*. Agra: Vinod Pustak Mandir. Ch 2 pp.26-34; Ch 3 pp.59-61; Ch 4 pp.75-88; Ch 22 pp.396-424.
- Salamatullah, P. (1979). *Education in the social context*. New Delhi: NCERT. Ch 1 pp.1- 8; Ch 2 pp.10-12; Sec. 11- Introduction, Ch 3 pp.30-32, 35-36, 38-40; Ch 4 pp.63-74; Ch 5 pp.83-85; Ch 9 & 10 pp.167-185; Ch 12 pp.194-204.
- Saluja, C. K. (2004). *Shiksha- Ek vivechan*. Delhi; Ravi Books. (Full Book)
- Schofield, H. (2011). *The philosophy of education: An introduction* (Vol. 154). Routledge. Unit -1 The Concept 'Values' pp.205-227; The Concept 'Culture' pp.107-119.
- Shermis, S. S. (1967). *Philosophic foundations of education*. Van Nostrand Reinhold. Ch 1 pp.1-21; Ch 2 pp.26-36; Ch 5 pp.111-117; Ch 7 pp.160-161; Ch 9 pp.205-213, pp.222- 225.
- Titus, H. H. (1994). *Living issues in philosophy*. (9 ed.). USA: OUP. Part 1 pp.25-44, Part 2, Chapter 6, pp.102-111.

ADDITIONAL READINGS

- Badheka, G., & Pathak, C. (1990). *Divaswapna*. New Delhi: NBT.
- Brint, S. (2017). *Schools and societies*. California: Pine Forge Press. (Chapter 1 and 5)
- Cohen, B. (1970). *Educational Thought: An Introduction*. Britain: MacMillan
- Desai, M. and Chitnis, S. (1975). *Papers in the Sociology of Education in India*. Delhi: NCERT
- Dewey, J. (1923). *Democracy and education: An introduction to the philosophy of education*. New York: MacMillan.
- Dewey, J. (1915). *The school and society*. USA: The University of Chicago Press.
- Dhankar, R. (2010). *Education in emerging Indian Society*. New Delhi: APH Publishing Corporation.
- Dubey, S.C. (2001). *Indian Society*. New Delhi: NBT.
- Freire, P., & Freire, A. M. A. (2004). *EPZ pedagogy of hope: Reliving pedagogy of the oppressed*. A&C Black.
- Holt, J. (1964). *How children fail* (Vol. 5). New York: Pitman.
- Krishnamurti, J. (1953). *Education and the significance of life*. San Francisco, CA: Harper.
- Kumar, K. (1993). *Raj, Samaj aur Shiksha*. New Delhi: Raj Kamal Prakashan.
- Kuroyanagi, T. (1996). *Totto-chan: the little girl at the window*. Kodansha International.
- O'Connor, D. J. (2016). *An introduction to the philosophy of education*. Routledge.
- Rousseau, J. (1984). *The origin of inequality*. Penguin Books.
- Seetharamu, A. S. (1978). *Philosophies of education*. APH Publishing.
- Shukla, S., & Kumar, K. (Eds.). (1985). *Sociological Perspective in Education: A Reader*. Chanakya publication.
- Snook, I. (1972). *Indoctrination and education*. Routledge & Kegan Paul
- Turner, B. (1986). *Equality*. New York: Tavistock Publications.

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Education, Concepts, Ideas, Foundations of Education

3. English (Individual and Society)

Course Statement

The English Discipline-centric papers are designed to give students a broad yet deep understanding of English Literatures, both through canonical and translated literary texts and anthologies. It draws on current issues and ideas to familiarize students of writings in the West and in the Asian subcontinent. Different genres are introduced to give the students knowledge of cultural motifs and ideologies that would help in their understanding of the world. Starting with the 'Individual and Society' anthology that introduces them to significant contemporary issues like Caste and Globalization, the papers move on to texts from the European Renaissance, Victorian and Modern poetry and ends with some optional papers that a student may choose out of his/her interest. They include a paper on Modern Drama, Children's Literature, Postcolonial Literature and Popular Literature.

Course Objectives

- * The course offers the BA Programme student an opportunity to study three years of English Discipline papers that enable them to go for further studies in English if they so desire
- * The course attributes to the students a working knowledge of how to read literary texts and enables them to use such knowledge to enhance and augment their professional job opportunities
- * The course introduces students to contemporary literary ideas and issues in an increasingly complex world
- *The course allows the student a familiarity with literary texts through different genres and time periods

Course Contents

Semester 1

DSC 1A

Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005) with the selected chapters as follows: 28 chapters

1. From the section on **Caste/Class**: Chapters 2, 3, 4, 5, 6
2. From the section on **Gender**: Chapters 7, 8, 10, 12, 13, 14, 15
3. From the section on **Race**: Chapters 16, 17, 18, 19
4. From the section on **Violence and War**: Chapters 22, 23, 24, 25, 26, 27, 28
5. From the section on **Globalization**: 29, 31, 32, 33, 34.

Keywords: Caste, Class, Gender, Race, Violence and War, Globalization

Teaching Plan:

Weeks 1-3: Caste/Class chapters

Weeks 4-7: Gender

Weeks 8-9: Race

Weeks 9-12: War and Violence

Weeks 13-14: Globalization

4. Hindi (Hindi Bhasha aur Sahitya ka Itihas)

Course Objective(2-3)

हिन्दी भाषा और साहित्य के इतिहास का परिचय प्राप्त होगा

साहित्य इतिहास के विभिन्न कालों की प्रमुख प्रवृत्तियों की आलोचनात्मक समझ विकसित होगी

Course Learning Outcomes

इतिहास के प्रति आलोचनात्मक-विवेचनात्मक ज्ञान के द्वारा हिन्दी भाषा और साहित्य इतिहास को संतुलित रूप से प्रस्तुत किया जा सकेगा

Unit 1

इकाई 1

क हिन्दी भाषा का विकास : सामान्य परिचय

- 1 हिन्दी भाषा का उद्भव
2. हिन्दी भाषा की बोलियाँ
- 3 हिन्दी भाषा का विकास : आदिकालीन हिन्दी , मध्यकालीन हिन्दी , आधुनिक हिन्दी

ख हिन्दी साहित्य का इतिहास : आदिकाल

- 1 आदिकाल : कालविभाजन एवं नामकरण
2. आदिकाल की प्रमुख प्रवृत्तियाँ (रासो साहित्य, धार्मिक साहित्य, लौकिक साहित्य)

Unit 2

इकाई 2

हिन्दी साहित्य का इतिहास : भक्तिकाल

- 1 भक्ति आंदोलन : उद्भव और विकास
- 2 भक्तिकाल की प्रमुख प्रवृत्तियाँ (संत काव्य, सूफी काव्य, राम काव्य, कृष्ण काव्य)

Unit 3

इकाई 3.

हिन्दी साहित्य का इतिहास : रीतिकाल

1. रीतिकाल : नामकरण विषयक विभिन्न मतों की समीक्षा
2. रीतिकाल की प्रमुख प्रवृत्तियाँ (रीतिबद्ध काव्य, रीतिसिद्ध काव्य, रीतिमुक्त काव्य)

Unit 4

इकाई 4.

हिन्दी साहित्य का इतिहास : आधुनिक काल

1. मध्यकालीन बोध तथा आधुनिक बोध (संक्रमण की परिस्थितियाँ)
2. आधुनिक हिन्दी कविता की प्रमुख प्रवृत्तियाँ (भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता)
- 3 गद्य विधाओं का उद्भव एवं विकास : उपन्यास, कहानी, नाटक, निबंध

References

हिंदी भाषा - धीरेन्द्र वर्मा

हिंदी भाषा की संरचना - भोलानाथ तिवारी

हिंदी साहित्य का इतिहास - आ. रामचन्द्र शुक्ल

हिंदी साहित्य का इतिहास - सं. डॉ. नगेन्द्र

हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

हिंदी साहित्य का अतीत - विश्वनाथ प्रसाद मिश्र

हिंदी का गद्य साहित्य - रामचंद्र तिवारी

हिंदी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

इतिहास, भाषा और आलोचना से जुड़ी शब्दावली

5. History (History of India from Earliest Times to 300 CE)

Course Objectives:

This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

Learning Outcomes:

On successful completion of this course, students will be able to:

- Delineate changing perceptions on 'Ancient/early' India.
- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.
- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.
- Outline the key features of the first ever empire under the Mauryas.
- Locate the shift of historical focus from Gangetic belt to newer areas.
- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

Course Content:

- I. Interpreting Ancient India; survey of sources**
- II. Prehistoric Cultures:** Palaeolithic, Mesolithic, Neolithic; rock art
- III. Harappan Civilization:** Origin and extent, town planning, economy, society and religion, decline and continuity. Chalcolithic cultures
- IV. Vedic Culture:** polity, economy, society and religion. Beginnings of the iron age; Megalithic cultures
- V. Post-Vedic Period:** material and social changes, Mahajanapadas and the rise of Magadha, Buddhism and Jainism: doctrines; spread
- VI. The Mauryan Empire:** state and administration, society, economy, Ashoka's Dhamma, decline, art and architecture
- VII. The Far South:** Tamilakam; polity, economy and society

VIII. Post-Mauryan age with special reference to Satavahanas and Kushanas: polity, economy, society, culture

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: सेपाषाणकाल 12वीशताब्दीतक. दिल्लीनई: पियरसन.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास.दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

Unit II. This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies. **(Teaching Time: 2 weeks approx.)**

- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: सेपाषाणकाल 12वीशताब्दीतक. दिल्लीनई: पियरसन.
- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.

Unit III. This Unit shall introduce students to one of the earliest urban civilizations in Asia of the Indian subcontinent. The unit shall also provide an overview of other material cultures. **(Teaching Time: 2 weeks approx.)**

- Ratnagar, Shereen.(2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika.
- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: सेपाषाणकाल 12वीशताब्दीतक. दिल्लीनई: पियरसन.
- थपलियाल, के. के. औरसंकटाप्रसादशुक्ल. (2003). सिन्धुसभ्यता. खनऊल: उत्तरप्रदेशहिंदीसंस्थान, संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld (सेसम्बंधितअध्यायपाषाणताम्र)

Unit IV. This Unit shall provide the students a detailed overview of the evolving cultural traditions, socio-economic structures and political formations in the northern Indian subcontinent. The Unit shall also discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. **(Teaching Time: 2 weeks approx.)**

- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणवीर. (2012). भारतीयइतिहास: आदिकाल, नईदिल्ली: ओरिएंटब्लैकस्वान.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.

Unit V. This unit shall familiarize the students with major social transformations that unfolded from roughly c. 600 BCE to c. 200 BCE. **(Teaching Time: 2 weeks approx.)**

- R. S. Sharma. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

- झा, डी. एन. एवमके. एम. श्रीमाली. (2000) प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.

Unit VI. This Unit shall introduce students to the evolving administrative framework, social structure, economy and cultural life of one of the earliest empires of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press.
- थापर, रोमिला. (2005). अशोकऔरमौर्यसाम्राज्यकापतन, दिल्ली; ग्रंथशिल्पी.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Unit VII. This Unit shall familiarize the students with important social transformations and cultural traditions that developed within communities settled the southern reaches of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: सेपाषाणकाल 12वीशताब्दीतक. दिल्लीनई: पियरसन.

Unit VIII. This Unit shall discuss the key features of polities and material life that emerged in the period c. 100 BCE to c. 300 CE, using the case studies of the Satavahanas and Kushanas. **(Teaching Time: 2 weeks approx.)**

- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए, नईदिल्ली: जकमलप्रकाशनरा, दूसरासंस्करण.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Suggested Readings:

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.

- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Ray, Niharranjan. (1975). *Mauya and Post-Mauya Art: A Study in Social and Formal Contrasts*. New Delhi: Indian Council of Historical Research.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords: Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*

6. Mathematics (Calculus)

Course Objectives: Calculus is referred as 'Mathematics of change' and is concerned with describing the precise way in which changes in one variable relate to the changes in another. Through this course, students can understand the quantitative change in the behaviour of the variables and apply them on the problems related to the environment.

Course Learning Outcomes: The students who take this course will be able to:

- i) Understand continuity and differentiability in terms of limits.
- ii) Describe asymptotic behavior in terms of limits involving infinity.
- iii) Use derivatives to explore the behavior of a given function, locating and classifying its extrema, and graphing the function.
- iv) Understand the importance of mean value theorems.
- v) Learn about Maclaurin's series expansion of elementary functions.

Unit 1: Continuity and Differentiability of Functions

Limits and Continuity, Types of discontinuities; Differentiability of functions, Successive differentiation, Leibnitz theorem; Partial differentiation, Euler's theorem on homogeneous functions.

Unit 2: Tracing of Curves

Tangents and normals, Curvature, Singular points, Asymptotes, Tracing of curves.

Unit 3: Mean Value Theorems and its Applications

Rolle's theorem, Mean value theorems, Applications of mean value theorems to monotonic functions and inequalities; Taylor's theorem with Lagrange's and Cauchy's forms of remainder, Taylor's series, Maclaurin's series expansion of e^x , $\sin x$, $\cos x$, $\log(1+x)$ and $(1+x)^m$; Maxima and minima; Indeterminate forms.

References:

1. Anton, Howard, Bivens, Irl, & Davis, Stephen (2013). *Calculus* (10th ed.). Wiley India Pvt. Ltd. New Delhi. International Student Version. Indian Reprint 2016.
2. Prasad, Gorakh (2016). *Differential Calculus* (19th ed.). Pothishala Pvt. Ltd. Allahabad.

Additional Reading:

- i. Thomas Jr., George B., Weir, Maurice D., & Hass, Joel (2014). *Thomas' Calculus* (13th ed.). Pearson Education, Delhi. Indian Reprint 2017.

Teaching Plan (Paper-I: Calculus):

Weeks 1 and 2: Limits and continuity, Types of discontinuities.

[1] Chapter 1 (Sections 1.1 to 1.6)

[2] Chapter 2 (Section 2.7).

Week 3: Differentiability of functions.

[1] Chapter 1 (Section 2.2).

Week 4: Successive differentiation, Leibnitz theorem. [2] Chapter 5.

Week 5: Partial differentiation, Euler's theorem on homogeneous functions.

[2] Sections 12.1 to 12.3.

Week 6: Tangents and normals.

[2] Chapter 8 (Sections 8.1 to 8.3).

Week 7: Curvature, Singular points.

[2] Chapter 10 (Sections 10.1 to 10.3, up to Page 224), and Chapter 11 (Sections 11.1 to 11.4).
Weeks 8 and 9: Asymptotes, Tracing of Curves.

[2] Chapter 9 (Sections 9.1 to 9.6), and Chapter 11 (Section 11.5).

Weeks 10 and 11: Rolle's theorem, Mean value theorems: Lagrange's mean value theorem, Cauchy's mean value theorem with geometrical interpretations, Applications of mean value theorems to monotonic functions and inequalities.

[2] Chapter 7 (Sections 7.4 to 7.6).

Week 12: Taylor's theorem with Lagrange's and Cauchy's forms of remainder, Taylor's series.

[2] Chapter 7 (Section 7.7).

Week 13: Maclaurin's series expansion of e^x , $\sin x$, $\cos x$, $\log(1+x)$, and $(1+x)^m$.

[2] Chapter 7 (Section 7.8).

Week 14: Maxima and minima; Indeterminate forms.

[2] Chapter 15 (Sections 15.1 to 15.3).

[1] Chapter 6 (Section 6.5).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand continuity and differentiability in terms of limits.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students to be given homework/ assignments. (iv) Discuss and solve the problems in the class.	<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • End-term examinations.
2.	Describe asymptotic behavior in terms of limits involving infinity. Use derivatives to explore the behavior of a given function, locating and classifying its extrema, and graphing the function.		
3.	Understand the importance of mean value theorems. Learn about Maclaurin's series expansion of elementary functions.		

Keywords: Curvature, Euler's theorem on homogeneous functions, Leibnitz theorem, Maclaurin's theorem, Mean value theorems, Indeterminate forms Singular points and asymptotes, Tangents and normals, Taylor's series.

7. NHE (Fundamentals of Nutrition and Food Science)

COURSE OBJECTIVES:

- To familiarize students with fundamentals of food, nutrients and their relationship to health.
- To study functions, dietary sources and clinical manifestations of deficiency or excess of nutrients.
- To create awareness regarding various aspects of culinary science.

COURSE LEARNING OUTCOMES: After completion of the course the learner will be able to:

- Understand basic concepts in food and nutrition and interpret relation between food, nutrition and health.
- Know various functions of food.
- Describe functions, dietary sources and clinical manifestations of deficiency or excess of important nutrients.
- Know the advantages of cooking and understand healthy cooking practices.
- Describe various methods of cooking and the principles underlying them.
- Analyze the effect of various methods of cooking on nutrients and non-nutritional components of food.
- Understand the importance of weights and measures in cooking, prepare market order and do the table setting.
- Demonstrate skills in basic food preparation, understand nutritional quality and concept of portion size.

THEORY:

CONTENTS

PERIODS: 60 (4 credits)

UNIT I: Basic Concepts in Food and Nutrition

6

- Basic terms used in the study of food and nutrition
- Understanding relationship between food, nutrition and health
- Functions of food-physiological, psychological and social

Rekhi T &Yadav H.(2015). Fundamentals of food and nutrition. Delhi: Elite Publishing House (P) Ltd.
Chapter 1, pg 3-11

UNIT II: Nutrients

27

Functions, dietary sources and clinical manifestations of deficiency/ excess of the following:

- Carbohydrates-classification including dietary fibre
- Fat-classification of fatty acids
- Protein including protein quality
- Fat soluble vitamins A, D, E, K
- Water soluble vitamins-thiamine, riboflavin, niacin, pyridoxine, folate, vitamin B₁₂ and Vitamin C
- Minerals-calcium, iron, iodine, zinc, sodium and potassium

Rekhi T &Yadav H.(2015). *Fundamentals of food and nutrition*. Delhi: Elite Publishing House (P) Ltd. Chapters 11-16, pg 125-248

UNIT III: Culinary Science

27

- Advantages of cooking food
- Principles of cooking
- Pre-preparation steps in cooking- an overview
- Cooking methods
 - Moist heat methods
 - Dry heat methods
 - Methods using fat as a medium
 - Others: Microwave cooking, Solar cooking
- Role of cereals, pulses, milk, eggs, fat and sugar in cookery
- Effect of cooking on food components
- Minimizing nutrient losses during food preparation

Rekhi T &Yadav H.(2015). *Fundamentals of food and nutrition*. Delhi: Elite Publishing House (P) Ltd. Chapters 2, pg 15-26

Mudambi SR & Rajagopal MV.(2012). *Fundamentals of food, nutrition and diet therapy*; (6thed). Delhi: New Age International (P) Ltd. Chapter 19-20, pg 226-240

PRACTICAL:

PERIODS: 60 (2 credits)

- Weights and measures: preparing market order and table setting.
- Food preparation, understanding the principles involved, nutritional quality and portion size.
 - Beverages: hot tea/coffee, milk shake/lassi, fruit based beverages.
 - Cereals: boiled rice, pulao, chapatti, parantha, puri, pastas.
 - Pulses: whole, dehusked.
 - Vegetables: curries, dry preparations.
 - Milk and milk products: kheer, custard.
 - Meat, fish and poultry preparations.
 - Egg preparations: boiled, poached, fried, scrambled, omelettes, egg pudding.
 - Soups: broth, plain and cream soups.
 - Baked products: biscuits/cookies, cream cakes, sponge cake preparations, tarts and pies.
 - Snacks: pakoras, cutlets, samosas, upma, poha, sandwiches.
 - Salads: salads and salad dressings.

COMPULSORY READING:

- Mudambi SR & Rajagopal MV.(2012). *Fundamentals of food, nutrition and diet therapy*; (6thed). Delhi: New Age International (P) Ltd.
- Raina U et al.(2010). *Basic food preparation-a complete manual*. (4thed). Delhi: Orient Blackswan.
- Rekhi T &Yadav H.(2015). *Fundamentals of food and nutrition*. Delhi: Elite Publishing House (P) Ltd.

ADDITIONAL RESOURCES:

- Agarwal A & Udipi SA.(2014).*Textbook of human nutrition*. Delhi: Jaypee Brothers (P) Ltd.
- Bamji MS, Rao NP, Reddy V.(2017).*Textbook of human nutrition*. (4thed). Delhi: Oxford and IBH Publishing co. (P) Ltd.
- Mudambi SR, Rao SM, Rajagopal MV.(2012). *Food science*.(2nded). Delhi: New Age International (P) Ltd.
- Sethi P& Lakra P (2015). *Aahar vigyan, poshan evam suraksha* (Hindi).Delhi: Elite Publishing House (P) Ltd.
- Srilakshmi B.(2018). *Nutrition science*.(6thed). Delhi: New Age International (P) Ltd.
- Srilakshmi B.(2018). *Food science*.(7thed). Delhi: New Age International (P) Ltd.
- Wardlaw GM, Hampl JS.(2019). *Perspectives in nutrition*. (11thed). New York, NY: McGraw Hill.

TEACHING LEARNING PROCESS:

- Lectures
- Use of prescribed textbooks and handouts
- Power point presentations

- Practicum

ASSESSMENT METHODS:

As per University of Delhi norms

For each course the assessment is as follows:

For theory (maximum marks 100):

-End semester exam: 75 marks

-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (maximum marks 50):

-End-semester practical exam: 25 marks

-Continuous evaluation of practicals on a predecided key: 25 marks

KEY WORDS:

- Department of Home Science
- Nutrients
- Cooking

Facilitating the achievement of course learning objectives

Unit no.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1	Students would understand key terms used in the study of food and nutrition	Interactive lectures on concepts related to food, nutrition and health	Short answer questions
2	Students would have gained knowledge of nutrients, their sources and deficiency states	Theory classes on the functions of nutrients and other concepts, pictorial representation of food sources, deficiency symptoms	Objective questions on various concepts related to nutrients
3	Students would have gained a comprehensive understanding of the art and science of cooking and its effect on nutritional value of foods	Theory classes and power point presentations describing cooking methods and their implications in nutrition	Assignment on choosing healthy cooking methods and describing recipes based on them along with the underlying principles.

***Assessment tasks listed here are indicative and may vary.**

8. Political Science – (Introduction to Political Science)

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.

Course Learning Outcomes

After completing this course students will be able to:

- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

Unit 1

What is Political Theory and what is its relevance?

Unit 2

Concepts: Liberty, Equality, Justice, Rights

Unit 3

Debates in Political Theory:

- a. Protective discrimination and principles of fairness?
- b. The Public vs private debate: Feminist Perspective Censorship and its limits

References

Unit 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.

Unit 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.

Unit 3

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.

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.

Additional Resources:

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

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.

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.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Hindi Reading

भारगव, र. और अशोक आचार्या (एड.), *राजनीतिक सिधांत: एक परिचय*, दिल्ली: पिएर्सन, 2008.

कुमार, संजीव, "राजनीति क्या है : "राजनीतिक" का सिधान्तीकरण", संजीव कुमार (एड.), *राजनीति सिधांत की समझ*, दिल्ली: ओरिएंट ब्लैकस्वान, 2019, pp. 1-26.

संजीव कुमार (एड.), *राजनीति सिधांत की समझ*, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Political Theory, Liberty, Equality, Justice, Rights, Protective Discrimination, Censorship

9. Sanskrit – (Sanskrit Poetry)

[A] Course Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts

[B] Course Learning Outcomes :

This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

[C] Contents

Total Credits : 60

Unit: I

Credits: 10

Raghuvamśam: Canto-I (Verses 1-10):

Raghuvamśam: Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Raghu Clan, Characteristics of Dilīpa.

Unit: II

Credits: 10

Raghuvamśam: Canto-I (Verses 11-25):

Meaning/translation, Explanation, Role of Dilīpa for the welfare of the subjects. Appropriateness of title, Background of given contents.

Unit: III

Credits: 10

Śīsupālavadhā - Canto II, (Verses 26-37):

Introduction (Author and Text), Appropriateness of title, Background of given contents. Grammar, Translation, Explanation, Poetic excellence, thematic analysis.

Unit: IV

Credits: 10

Śīsupālavadhā - Canto II, (Verses 42-56):

Grammar, Translation, Explanation, Poetic excellence, thematic analysis. माधे सन्ति त्रयो गुणाः, मेधे माधे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः ।

Unit: V

Credits: 10

Nītīśatakam - (Verses 1-20):

Translation, explanation, Social experiences of Bharṭṛhari, Types of Fool.

Unit: VI**Credits: 10****History of Sanskrit Poetry:**

Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa, Jayadeva, Bhartṛhari and their works. Origin and Development of Different types of Mahākāvya and Gītikāvya with special reference to the following Poets and their works.

[D] References:**Compulsory Readings:**

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. झा, तारिणीश (व्या.), भर्तृहरि कृत नीतिशतकम्, संस्कृत टीका, हिन्दी व अंग्रेजी व्याख्यानवादसहित, रामनारायणलाल बेनीमाधव, इलाहाबाद, १९७६.
3. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
4. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२
5. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी-व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
6. शिशुपालवध – माघ, चौखम्बा विद्याभवन, वाराणसी
7. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
8. Gopal Raghunath Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
9. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
10. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

Additional Resources:

1. Keith, A.B., *History of Sanskrit Literature*, MLBD, Delhi.
2. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
3. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
4. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process:

1. Since most learners will be new to classical Sanskrit poetry, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Teachers will arrange the words according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will guide students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.
8. Teachers may also analyze the text according to the principles of traditional Sanskrit poetics.

[F] Weekly Plan

- Week 1 – Unit 1
- Week 2 – Unit 1
- Week 3 – Unit 2
- Week 4 – Unit 2
- Week 5 – Unit 3
- Week 6 – Unit 3
- Week 7 – Unit 4
- Week 8 – Unit 4
- Week 9 – Unit 5
- Week 10 – Unit 5
- Week 11 – Unit 6
- Week 12 – Unit 6

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks		75
i.	Translation-3 (from unit-1 to 5)	03 x 04 = 12
ii.	Explanations-3 (from unit-1 to 5)	03 x 06 = 18
iii.	Questions 04 (Unit 1 to 6)	04 x 08 = 32
iv.	Grammatical notes from prescribe text (from Unit 1 to 5)	01 x 05 = 05
v.	Short Notes (from 6 Units)	02 x 04 = 08
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
Total Marks : (I+II)		(75+25) = 100

[H] Keywords:

Sanskrit Literature, Mahākāvya, Gītikāvya, Raghuvamśam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

AECC

Environmental Studies

Compulsory course on Environmental Studies at UG level (AECC I)

Course Learning Outcomes

The course will empower the undergraduate students by helping them to:

- i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquire values and attitudes towards understanding complex environmental- economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Adopt sustainability as a practice in life, society, and industry.

Unit 1

Introduction to Environmental Studies (2 lectures)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Suggested Readings

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter 3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).
2. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: 3-28).

Unit 2

Ecosystems (6 lectures)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis
- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Suggested Readings

1. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: 1-16); **Chapter 2** (Pages: 18-76); **Chapter 10** (Pages: 414-458).
2. Raven, P.H., Hassenzuhl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: 38-52); **Chapter 4** (Pages: 53-62); **Chapter 5** (Pages: 100-103); **Chapter 6** (Pages: 106-128).
3. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: 307-323); **Chapter 18** (Pages: 420-442); **Chapter 28** (Pages: 747-769).

Unit 3

Natural Resources (8 lectures)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

Suggested Readings

1. Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
2. McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.
3. Raven, P.H., Hassenzuhl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: 180-263); **Chapter 14** (Pages: 272-275); **Chapter 15** (Pages: 286-289).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: 623-663).

Unit 4

Biodiversity and Conservation (8 lectures)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation
- *Case studies*: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Suggested Readings

1. Primack, R.B. (2014). *Essentials of Conservation Biology*, Oxford University Press, USA. Page. 1-536.
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 5** (Pages: 97-99); **Chapter 16** (Pages: 299-318).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 24** (Pages: 599-690); **Chapter 26** (Pages: 664-714).

Unit 5

Environmental Pollution (8 lectures)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
- Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

Suggested Readings

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: 243-255); **Chapter 18** (Pages: 280-305); **Chapter 21** (Pages: 352-358); **Chapter 22** (Pages: 365-374); **Chapter 23** (Pages: 378-388); **Chapter 25** (Pages: 416-426).
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA. Pp. 1-264.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 359-381); **Chapter 21** (Pages: 401-421); **Chapter 23** (Pages: 440-453).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: 445-535).

Unit 6

Global Environmental Issues and Policies (7 lectures)

- Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

- International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc
- Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 2** (Pages: 23-39); **Chapter 3** (Pages: 41-86).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 370-376); **Chapter 20** (Pages: 385-399).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 23** (Pages: 555-598); **Chapter 30** (Pages: 801-807).

Unit 7

Human Communities and the Environment (6 lectures)

- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 10** (Pages: 416-473).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 2** (Pages: 33-36); **Chapter 8** (Pages: 148-162).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Pages: 23-26); **Chapter 31** (Pages: 826-842).

Field work/ Practicals

(Equal to 5 lectures, including two mandatory field visits)

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural

history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom

- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Study of common plants and animals; basic principles of identification
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students

Essential Readings

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. (pp. 1-520).
2. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. (pp. 1-837).
3. Gadgil, M., and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
4. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Giff, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
5. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. (pp.1-842).

Weekly Lesson Plan

Week 1

Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Week 2

Definition and concept of Ecosystem: Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

Week 3

Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Week 4

Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities

Natural and man-made sources of water; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water

Week 5

Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

Week 6

Definition of Biodiversity; Levels of biological diversity; India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories

Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

Week 7-8

Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis; Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation

Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Week 9

Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards

Related case studies

Week 10

Nuclear hazards and human health risks; Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal

Related case studies

Week 11

Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

Week 12

Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions

Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Week 13

Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print; Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies; Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc; Environmental justice: National Green Tribunal and its importance

Week 14

Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation

Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Week 15-16

Practical/project

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom
- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students
- Basic exercise to Calculate and Assess carbon footprint/ Solid waste generation/ water consumption for a specific duration at individual/ family/ college/ locality level.

Teaching Learning process

The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

Assessment methods

1. Written examinations (Semester exams, Internal assessment)
2. Project work and reports related to field visits and practical learning
3. Assignment/presentations on any contemporary environmental issue

Keywords

Environment, Ecosystem, Biodiversity, Conservation, Pollution, Natural Resources, Environmental Degradation, Protection, Sustainable Development, Climate Change, Environmental Justice, Environmental Ethics, Environmental Communication

MIL
Hindi (A/B/C)

आधुनिक भारतीय भाषा - हिंदी : भाषा और साहित्य (हिंदी-क)
(BAPMILHA01)
Core Course - (CC) Credit:6

Course Objective(2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना

राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना

विशिष्ट कविताओं के अध्ययन-विक्षेपण के माध्यम से कविता संबंधी समझ विकसित करना

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी

आधुनिक आवश्यकताओं के अनुरूप राष्ट्रभाषा, राजभाषा और संपर्कभाषा की जानकारी प्राप्त होगी

Unit 1

हिंदी भाषा

क. आधुनिक भारतीय भाषाओं का उद्भव और विकास

ख. हिंदी भाषा का परिचय एवं विकास

ग. राष्ट्रभाषा, राजभाषा और संपर्क-भाषा के रूप में हिंदी

Unit 2

हिंदी साहित्य का इतिहास

क. हिंदी साहित्य का इतिहास (आदिकाल. मध्यकाल) सामान्य परिचय

ख. हिंदी साहित्य का इतिहास (आधुनिक काल) सामान्य परिचय

Unit 3

(क) 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 और 4, पृ 35 दोहा 8. पृ 39 दोहा 9

(ख) भूषण - भूषण ग्रंथावली, संपा. आचार्य विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, दिल्ली- 1998)

कवित्त संख्या - 409, 411, 412, 413

(ग) बिहारी बिहारी रत्नाकर - संपा . जगन्नाथ दास रत्नाकर बी.ए., प्रकाशन संस्थान. नई दिल्ली सं. 2006

दोहा 1, 10, 13, 32, 38

Unit 4

आधुनिक हिंदी कविता

जयशंकर प्रसाद - हिमाद्रि तुंग श्रृंग से

नागार्जुन - बादल को घिरते देखा है

रघुवीर सहाय - कला क्या है

References

रामचंद्र शुक्ल - हिंदी साहित्य का इतिहास

हजारीप्रसाद द्विवेदी - हिंदी साहित्य की भूमिका

संपा. डॉ. नगेंद्र - हिंदी साहित्य का इतिहास

हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संवेदना का विकास

आचार्य विश्वनाथ प्रसाद मिश्र- भूषण ग्रंथावली

Teaching Learning Process

व्याख्यान, समूहिक चर्चा, वीडियो आदि

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

आधुनिक भारतीय भाषा - हिंदी : भाषा और साहित्य (हिंदी-ख)
(BAPMILHB01)
Core Course - (CC) Credit:6

Course Objective(2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना

विशिष्ट कविताओं के अध्ययन-विक्षेपण के माध्यम से कविता संबंधी समझ विकसित करना

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी

Unit 1

हिंदी भाषा और साहित्य :

(क) आधुनिक भारतीय भाषाओं का सामान्य परिचय

(ख) हिंदी भाषा का विकास : सामान्य परिचय

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

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

Unit 2

भक्तिकालीन कविता :

(क) कबीर : संपा. श्यामसुंदर दास, कबीर ग्रंथावली, 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 करू ...

साधु ऐसा चाहिए ...

सतगुरु हमसूँ रीझकर ...

(ख) तुलसी : 'रामचरितमानस' से केवट प्रसंग

Unit 3

रीतिकालीन कविता

(क) बिहारी :

बतरस लालच लाल की ...
या अनुरागी चित्त की ...
सटपटाति-सी ससिमुखी ...

(ख) घनानंद :

घनानन्द ग्रंथावली : संपा. विश्वनाथ प्रसाद मिश्र ; वाणी वितान
सुज्ञानहित पद : 1, 2, 3

Unit 4

आधुनिक कविता

सुभद्रा कुमारी चौहान : 'बालिका का परिचय'

निराला : तोड़ती पत्थर

References

रामचंद्र शुक्ल - हिंदी साहित्य का इतिहास

हजारीप्रसाद द्विवेदी - हिंदी साहित्य की भूमिका

संपा. डॉ. नगेंद्र - हिंदी साहित्य का इतिहास

हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संवेदना का विकास

विश्वनाथ त्रिपाठी - हिंदी साहित्य का सरल इतिहास

Teaching Learning Process

व्याख्यान सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

आधुनिक भारतीय भाषा - हिंदी : भाषा और साहित्य (हिंदी-ग)
(BAPMILHC01)
Core Course - (CC) Credit:6

Course Objective(2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना

विशिष्ट कविताओं के अध्ययन-विक्षेपण के माध्यम से कविता संबंधी समझ विकसित करना

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी

Unit 1

इकाई - 1 :हिंदी भाषा और साहित्य

(क) हिंदी भाषा का सामान्य परिचय एवं विकास

(ख) हिंदी का भौगोलिक विस्तार

(ग) हिंदी कविता का विकास (आदिकाल ,मध्यकाल) : सामान्य विशेषताएँ

(घ) हिंदी कविता का विकास (आधुनिक काल) : सामान्य विशेषताएँ

Unit 2

इकाई -2 भक्तिकालीन हिंदी कविता

कबीर :

- गुरु गोविन्द दोऊ खड़े ...
- निंदक नियरे राखिये...
- माला फेरत जुग भया...
- पाहन पूजे हरि मिले ...

सूरदास :

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

Unit 3

इकाई -3 : रीतिकालीन हिंदी कविता

(क) बिहारी :

- मेरी भव बाधा हरौं...
- कनक कनक ते सौ गुनी...
- थोड़े ही गुन रीझते...
- कहत नटत रीझत खिजत...

(ख) घनानंद :

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

Unit 4

इकाई -4 : आधुनिक हिंदी कविता

- मैथिलीशरण गुप्त - नर हो न निराश करो...
- सुमित्रानंदन पन्त - आह! धरती कितना देती है...

References

1. कबीर - हजारी प्रसाद द्विवेदी
2. तुलसी काव्य मीमांसा - उदयभानु सिंह
3. हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह
4. हिन्दी साहित्य का सरल इतिहास - विश्वनाथ त्रिपाठी

Additional Resources:

Additional Resources:

1. बिहारी की वाग्बिभूति-विश्वनाथ प्रसाद मिश्र
2. हिंदी साहित्य का इतिहास - रामचंद्र शुक्ल

Teaching Learning Process

सीखने की इस प्रक्रिया में हिंदी साहित्य और हिंदी कविता को मजबूती प्रदान करना है। कालक्रम से विद्यार्थी युगबोध को ठीक से जान सकेंगे। छात्र कविता के माध्यम से उसमें निहित मानवतावादी दृष्टिकोण को बेहतर तरीके से जान सकेंगे। हिंदी भाषा आज तेजी से वैश्वीकृत हो रही है। ऐसे में कविता की भूमिका और भी अधिक महत्वपूर्ण हो जाती है। साहित्य के आरंभ से ही कविता ने समय और समाज को प्रभावित किया है और मानवीय आचरण को संतुलित करने में महत्वपूर्ण भूमिका निभाई है। अतः शिक्षण में हिंदी कविता छात्रों के दृष्टिकोण को और भी अधिक परिपक्व करेगी। प्रस्तुत पाठ्यक्रम को निम्नांकित सप्ताहों में विभाजित किया जा सकता है -

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

साहित्य, कविता, भाव सौंदर्य, शिल्प, इतिहास, विकास

Punjabi

Semester : I/II

Core - MIL (Punjābi) - 1A

Punjābi Novel, Drāmā and Functional Punjābi

ਪੰਜਾਬੀ ਨਾਵਲ, ਨਾਟਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ

(Punjābi Novel, Nātak ate Vihārak Punjābi)

Course Objective:

- To develop skills in literary analysis, including comprehension of the narrative fundamentals of character, point of view, theme and action (plot).
- To gain an appreciation of different literary styles, voices and approaches in Punjabi Fiction.
- To develop textual appreciation of the novel genres.
- To acquaint the students with functional language including grammar of Punjabi language.

Course Learning Outcomes:

- Students will have the ability to apply critical and theoretical approaches to the reading and analysis of literary texts in the genres of novel and drama .
- Students will be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in the prescribed texts.
- They will understand the social and political concerns of Punjabi society, reflected in Punjabi fiction.
- Students will be able to understand grammar and enhance their ability to write accurately.

1. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ, 1993, ਪੈਰਿ-ਚਾਲ, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ
(Dalip Kaur Tiwana, 1993, **Pairh-Chaal**, Arsee Publishers, Delhi.)
 - 1.1 ਨਾਵਲ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ
(Novel di Paribhāshā, Visheshṭāvān ate Punjābi Novel dā Sankhep Itihās)
 - 1.2 ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
(Vishā-Vastu ate Ālochnātmak Adhiyan)
 - 1.3 ਪਾਤਰ-ਚਿੱਤਰਣ
(Pātar-chitrann)
 - 1.4 ਬਿਰਤਾਂਤਕ-ਜੁਗਤਾਂ
(Birtāntak-Jugtān)
 - 1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarān Wāle Prashan)
2. ਅਜਮੇਰ ਰੋਡੇ, 1984, ਕਾਮਾਗਾਟਾ ਮਾਰੂ, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕ ਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ.
(Ajmer Rode, 1984, **Kāmāgātā Māru**, Nānak Singh Pustak Mālā, Amritsar.)
 - 2.1 ਨਾਟਕ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਤੇ ਰੂਪਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Nātak di Paribhāshā, Tatt te Roopākārak Visheshṭāvān)
 - 2.2 ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ
(Itihāsak Pichhokarh)
 - 2.3 ਨਸਲੀ ਭੇਦ-ਭਾਵ
(Naslee Bhed-Bhāv)
 - 2.4 ਨਾਟ-ਕਲਾ
(Nāt-Kalā)
 - 2.5 ਉਦੇਸ਼ ਤੇ ਆਦਰਸ਼
(Udesh te Ādarsh)
 - 2.6 ਪੰਜਾਬੀ ਡਾਇਸਪੋਰਾ
(Punjābi Dāisporā)

2.7 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (Sankhep Uttarān Wāle Prashan)
3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ (Vihārak Punjābi)
3.1 ਸੰਖੇਪ ਤੇ ਵਿਸਥਾਰ ਰਚਨਾ (Sankhep te Visthār Rachnā)
3.2 ਇਸਤਰੀ ਲਿੰਗ, ਪੁਲਿੰਗ ਤੇ ਵਚਨ (Istree Ling, Puling te Vachan)
3.3 ਲਗਾਂ ਤੇ ਲਗਾਂ ਅੱਖਰ (Lagān te Lagān Akhar)
3.4 ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਜਾਂ ਹਿੰਦੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ (Angrezi ton Punjābi jān Hindi ton Punjābi vich Anuvād)

Suggested Readings :

- Akāl Amrit Kaur (Dr.), 2003, **Parvāsi Punjābi Galap : Naven Pāsār**, Nānak Singh Pustakmālā, Amritsar.
- Dhanwant Kaur, 1996, **Galapkar Dalip Kaur Tiwana**, Publication Bureau, Punjābi University, Patialā.
- Dhimān, Harbans Singh (Dr.), 2009, **Vihārak Punjābi Bhāshā ate Viākarann (Bhag I)**, Manpreet Parkāshan, Delhi.
- Duggal, Narinder Singh, 2009, **Punjābi Viākarann te Rachnāvālī**, New Book Company, Māi Hirān Gate, Jalandhar.
- Jaswinder Kaur (Dr.), 2015, **Dalip Kaur Tiwana De Novel Te Bharti Darshan**, National Book Shop, Delhi.
- Rajinderpal Singh (Dr.) (Main-ed.), 2011, **Punjābi Dāisorā : Adhiyan ate Adhiyāpan**, Publication Bureau, Punjābi University, Patialā.
- Tara Singh (Dr.), 1999, **Dalip Kaur Tiwana Da Naval Jagat : Prampra Ate Adunikta Da Samvad**, Wellwish Publishers, Delhi.

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

Teaching Plan

ਹਫ਼ਤਾ (Week)	ਵਿਸ਼ਾ (Subject)	ਉਪ-ਵਿਸ਼ਾ (Sub-Topic)
1	ਇਕਾਈ-1 , ਪੈੜ-ਚਾਲ Unit-1 Pairh-Chaal	ਨਾਵਲ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ (Novel di Paribhāshā, Visheshṭāvān ate Punjābi Novel dā Sankhep Itihās)
2	ਇਕਾਈ-1 Unit-1	ਪਾਠ ਦੀ ਪੜ੍ਹਤ (Pāth de prahat)
3	ਇਕਾਈ-1 Unit-1	ਵਿਸ਼ਾ-ਵਸਤੂ (Vishā-Vastu)
4	ਇਕਾਈ-1 Unit-1	ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ (Ālochnātmak Adhiyan)
5	ਇਕਾਈ-1 Unit-1	ਪਾਤਰ-ਚਿੱਤਰਣ (Pātar-chitrann)
6	ਇਕਾਈ-1 Unit-1	ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ ਅਤੇ ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (Birtāntak-Jugtān ate Sankhep Uttarān Wāle Prashan)
7	ਇਕਾਈ-2 (ਕਾਮਾਗਾਟਾ ਮਾਰੂ) Unit-2 (Kāmāgātā Māru)	ਨਾਟਕ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਤੇ ਰੂਪਕਾਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ (Nātak di Paribhāshā, Tatt te Roopākārak Visheshṭāvān)

8	ਇਕਾਈ-2 Unit-2	ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ (Itihāsak Pichhokarh)
9	ਇਕਾਈ-2 Unit-2	ਪਾਠ ਦੀ ਪੜ੍ਹਤ (Pāth di pardht) , ਨਸਲੀ ਭੇਦ-ਭਾਵ (Naslee Bhed-Bhāv)
10	ਇਕਾਈ-2 Unit-2	ਨਾਟ-ਕਲਾ (Nāt-Kalā)
11	ਇਕਾਈ-2 Unit-2	ਉਦੇਸ਼ ਤੇ ਆਦਰਸ਼ (Udesh te Ādarsh)
12	ਇਕਾਈ-2 Unit-2	ਪੰਜਾਬੀ ਡਾਇਸਪੋਰਾ (Punjābi Dāisorā) ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (Sankhep Uttarān Wāle Prashan)
13	ਇਕਾਈ-3 (ਵਿਹਾਰਕ ਪੰਜਾਬੀ) Unit-3 (Vihārak Punjābi)	ਸੰਖੇਪ ਤੇ ਵਿਸਥਾਰ ਰਚਨਾ (Sankhep te Visthār Rachnā)
14	ਇਕਾਈ-3 Unit-3	ਇਸਤਰੀ ਲਿੰਗ, ਪੁਲਿੰਗ ਤੇ ਵਚਨ (Istree Ling, Puling te Vachan)
15	ਇਕਾਈ-3 Unit-3	ਲਗਾਂ ਤੇ ਲਗਾਂ ਅੱਖਰ (Lagān te Lagān Akhar)
16	ਇਕਾਈ-3 Unit-3	ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਜਾਂ ਹਿੰਦੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ (Angrezi ton Punjābi jān Hindi ton Punjābi vich Anuvād)
17	ਅਭਿਆਸ (Abhiās)	ਸਮੁੱਚੇ ਸਲੇਬਸ ਦੀ ਦੇਹਰਾਈ (Samuche syllabus de duhrāi)

ਨੋਟ :

- ਯੂਨੀਵਰਸਿਟੀ ਅਕਾਦਮਿਕ ਕਲੈਂਡਰ ਅਤੇ ਕਾਲਜ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ ਅਨੁਸਾਰ ਸਮੇਂ-ਸਾਰਣੀ ਵਿਚ ਤਬਦੀਲੀ ਆ ਸਕਦੀ ਹੈ।
- ਮੁਲਾਂਕਣ ਲਈ ਪੜ੍ਹਾਏ ਜਾ ਚੁੱਕੇ ਸਲੇਬਸ ਵਿਚੋਂ ਟਿਟੇਰੀਅਲ ਕਲਾਸਾਂ ਦੌਰਾਨ ਟੈਸਟ, ਪ੍ਰੈਜ਼ਨਟੇਸ਼ਨ, ਗਰੁੱਪ ਡਿਸਕਸ਼ਨ ਅਤੇ ਅਸਾਇਨਮੈਂਟ ਦਿੱਤੇ ਜਾਣ।

Note :

- University akādmic calander ate college de progrāman anusār smay-sārni vich tabdili aa skdī hai.
- Mulānkan lyi prhāhay ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.

Semester : I/II
Core - MIL (Punjābi) - 1B
Modern Punjābi Prose and Functional Punjābi
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Ādhunik Punjābi Vārtak ate Vihārak Punjābi)

Course Objective:

- To recognize medieval and modern Punjabi prose, from a variety of genres and historic periods.
- To understand and appreciate prose as a literary art form.
- To analyze the various elements of prose, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- To identify various forms of medieval and modern Punjabi prose.

Course Learning Outcomes:

- Students will demonstrate an understanding of literary terms, themes, strategies and issues confronting Punjabi prose, as are relevant to the works being studied.
- Students will express their understanding of the relationship and difference between medieval and modern Punjabi prose.
- Students will read and analyze prose from various points of view.

1. ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ

(Sidhāntak Paripekh)

- 1.1 ਵਾਰਤਕ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ
(Vārtak : Paribhāshā ate Tatt)
- 1.2 ਵਾਰਤਕ ਸ਼ੈਲੀ ਦੇ ਗੁਣ-ਲੱਛਣ
(Vārtak Shailee de Gunn-Lachhann)
- 1.3 ਪੰਜਾਬੀ ਵਾਰਤਕ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ
(Punjābi Vārtak da Nikās te Vikās)
- 1.4 ਪੁਰਾਤਨ ਤੇ ਨਵੀਨ ਵਾਰਤਕ : ਵੰਗੀਆਂ ਅਤੇ ਅੰਤਰ
(Purātan ate Nāveen Vārtak : Vangiān ate Antar)
- 1.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ
(Sankhep Uttarān Wāle Prashan)

2. ਪਰਮਿੰਦਰ ਸੋਢੀ, 2017, ਰੱਬ ਦੇ ਡਾਕੀਏ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ.

(Parminder Sodhi, 2017 Rab de Dākiye, Chetnā Parkāshan Ludhiānnā.)

- 2.1 ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
(Ālochnātmak Adhiyan)
- 2.2 ਵਾਰਤਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
(Vārtak Visheshtāvān)
- 2.3 ਵਿਸ਼ਾ ਵਸਤੂ

(Vishā Vastu)
2.4 ਸ਼ੈਲੀ ਪੱਖ (Shailee Pakh)
2.5 ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (Sankhep Uttarān Wāle Prashan)
3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ (Vihārak Punjābi)
3.1 ਵਿਆਕਰਨ ਸ਼੍ਰੇਣੀਆਂ : ਨਾਂਵ, ਪੜਨਾਂਵ ਅਤੇ ਕਿਰਿਆ (Viākarann Shrenniān Nānv, Parhnānv te Kiriya)
3.2 ਸਵਰ ਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ (Swar te Vīyanjan Dhuniān)
3.3 ਸੰਖੇਪ ਰਚਨਾ (Sankhep Rachnā)
3.4 ਰਿਪੋਰਟ ਲਿਖਣੀ (Report Likhanni)

Marks Distribution: Part 1 - 20 Marks, Part 2 - 25 Marks, Part 3 - 30 Marks

Suggested Readings :

Brārh, Bootā Singh (Dr.), 2012, **Punjābi Viākarann : Sidhānt ate Vihār**, Chetnā Parkāshan, Ludhiānnā.

Dhimān, Harbans Singh (Dr.), 2009, **Vihārak Punjābi Bhāshā ate Viākarann (Bhag I)**, Manpreet Parkāshan, Delhi.

Duggal, Narinder Singh, 2009, **Punjābi Viākarann te Rachnāvali**, New Book Company, Māi Hirān Gate, Jalandhar.

Gill, Mahinder Kaur (Dr.), 2013, **Vihārak Punjābi**, Manpreet Parkāshan, Delhi.

Kasel, Kirpāl Singh, Parmindar Singh (ed.), 2002, **Punjābi Sāhit di Utpatti te Vikās**, Lāhor Book Shop, Ludhiānnā.

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

Teaching Plan

ਹਫ਼ਤਾ (Week)	ਵਿਸ਼ਾ (Subject)	ਉਪ-ਵਿਸ਼ਾ (Sub-Topic)
1	ਇਕਾਈ-1 (ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ) Unit-1 (Sidhāntak Paripekh)	ਵਾਰਤਕ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ (Vārtak : Paribhāshā ate Tatt)
2	ਇਕਾਈ-1 Unit-1	ਵਾਰਤਕ ਸ਼ੈਲੀ ਦੇ ਗੁਣ-ਲੱਛਣ (Vārtak Shailee de Gunn-Lachhann)
3	ਇਕਾਈ-1 Unit-1	ਪੰਜਾਬੀ ਵਾਰਤਕ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ (Punjābi Vārtak da Nikās te Vikās)
4	ਇਕਾਈ-1 Unit-1	ਪੁਰਾਤਨ ਤੇ ਨਵੀਨ ਵਾਰਤਕ : ਵੰਨਗੀਆਂ ਅਤੇ ਅੰਤਰ (Purātan ate Nāveen Vārtak : Vangiān ate Antar)
5	ਇਕਾਈ-1 Unit-1	ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (Sankhep Uttarān Wāle Prashan)
6	ਇਕਾਈ-2 (ਰੱਬ ਦੇ ਡਾਕੀਏ)	ਪਾਠ ਦੀ ਪੜ੍ਹਤ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

	Unit-2 (Rab de Dākiye)	(Pāth di prahat)
7	ਇਕਾਈ-2 Unit-2	ਪਾਠ ਦੀ ਪੜ੍ਹਤ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ (Pāth de prahat ate Ālochnātmak Adhiyan)
8	ਇਕਾਈ-2 Unit-2	ਪਾਠ ਦੀ ਪੜ੍ਹਤ ਅਤੇ ਵਾਰਤਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ (Pāth de prahat ate Vārtak Visheshtāvān)
9	ਇਕਾਈ-2 Unit-2	ਵਿਸ਼ਾ ਵਸਤੂ (Vishā Vastu)
10	ਇਕਾਈ-2 Unit-2	ਸ਼ੈਲੀ ਪੱਖ (Shailee Pakh)
11	ਇਕਾਈ-2 Unit-2	ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (Sankhep Uttarān Wāle Prashan)
12	ਅਭਿਆਸ (Abhiās)	ਪਾਠ ਦੀ ਦੁਹਰਾਈ (Pāth di dohrāe)
13	ਇਕਾਈ-3 (ਵਿਹਾਰਕ ਪੰਜਾਬੀ) Unit-3 (Vihārak Punjābi)	ਵਿਆਕਰਨ ਸ਼੍ਰੇਣੀਆਂ : ਨਾਂਵ ਅਤੇ ਪੜਨਾਂਵ (Viākarann Shrenniān : Nānv ate Parhnānv)
14	ਇਕਾਈ-3 Unit-3	ਕਿਰਿਆ, ਸਵਰ ਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ (Kiriya, Swar te Viyanjan Dhuniān)
15	ਇਕਾਈ-3 Unit-3	ਸੰਖੇਪ ਰਚਨਾ (Sankhep Rachnā)
16	ਇਕਾਈ-3 Unit-3	ਰਿਪੋਰਟ ਲਿਖਣੀ (Report Likhanni)
17	ਅਭਿਆਸ (Abhiās)	ਪਾਠ ਦੀ ਦੁਹਰਾਈ (Pāth di dohrāe)

ਨੋਟ :

- ਯੂਨੀਵਰਸਿਟੀ ਅਕਾਦਮਿਕ ਕਲੈਂਡਰ ਅਤੇ ਕਾਲਜ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ ਅਨੁਸਾਰ ਸਮੇਂ-ਸਾਰਣੀ ਵਿਚ ਤਬਦੀਲੀ ਆ ਸਕਦੀ ਹੈ।
- ਮੁਲਾਂਕਣ ਲਈ ਪੜ੍ਹਾਏ ਜਾ ਚੁੱਕੇ ਸਲੇਬਸ ਵਿਚੋਂ ਟਿਟੇਰੀਅਲ ਕਲਾਸਾਂ ਦੌਰਾਨ ਟੈਸਟ, ਪ੍ਰੈਜ਼ਨਟੇਸ਼ਨ, ਗਰੁੱਪ ਡਿਸਕਸ਼ਨ ਅਤੇ ਅਸਾਇਨਮੈਂਟ ਦਿੱਤੇ ਜਾਣ।

Note :

- University akādmic calander ate college de progrāman anusār smay-sārni vich tabdili aa skdi hai.
- Mulānkan lyi prhāhay ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.

Semester : I/II
Core - MIL (Punjābi) - 1C
Punjābi Folk-Drama and Functional Punjābi
ਪੰਜਾਬੀ ਲੋਕ-ਨਾਟ ਅਤੇ ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Punjābi Lok-Nāt ate Vihārak Punjābi)

Course Objective:

- To recognize Punjabi Folk-drama from historic periods.
- To understand and appreciate Folk-dramas a literary art form.
- To understand main ideas and details in different kinds of dramatic scripts.
- To understand the contemporary position of Punjabi Folk-drama.

Course Learning Outcomes:

- Students will demonstrate an understanding of terms, themes, strategies, and issues of Punjabi Folk-drama.
- They can express their understanding and relationship between Punjabi Folk-drama with the historical/cultural contexts, in which it was played.

1. ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ

(Sidhāntak Paripekh)

- 1.1 ਲੋਕ ਨਾਟ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ
(Lok-Nāt : Paribhasha Te Tatt)
 - 1.2 ਲੋਕ-ਨਾਟ ਪਰੰਪਰਾ
(Lok-Nāt Paramparā)
 - 1.3 ਨਾਟ-ਕਲਾ ਅਤੇ ਨਾਟ ਮੰਚਣ
(Nāt-Kalā ate Nāt Manchann)
 - 1.4 ਪੰਜਾਬੀ ਲੋਕ-ਨਾਟ ਵੰਨਗੀਆਂ
(Punjābi Lok-Nāt Vangeeān)
 - 1.5 ਲੋਕ-ਨਾਟ ਅਤੇ ਆਧੁਨਿਕ ਨਾਟਕ
(Lok-Nāt ate Ādhunik Nātak)
2. ਰਵੇਲ ਸਿੰਘ (ਡਾ.), 2011, **ਲੋਕ-ਨਾਟਕੀ : ਨਾਟ-ਰੂਪ**, ਸ਼ਿਲਾਲੇਖ, ਦਿੱਲੀ. (ਪਹਿਲੇ ਚਾਰ – Pehle Chār)
(Rawail Singh (Dr.), 2011, **Lok-Nātki : Nāt-Roop**, Shilālekh, Delhi.)
- 2.1 ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ
(Vishegat Adhian)
 - 2.2 ਲੋਕ ਨਾਟ ਜੁਗਤਾਂ
(Lok Nāat Jugtan)
 - 2.3 ਸੰਵਾਦ ਵਿਧੀ
(Samvād Vidhi)
 - 2.4 ਨਾਟ ਕਲਾ
(Naat Kala)
3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
(Vihārak Punjābi)

- 3.1 ਸਵਰ, ਵਿਅੰਜਨ, ਲਗਾਂ ਅਤੇ ਲਗਾਖਰ
(Swar, Viyanjan, Lagān te Lagākhar)
- 3.2 ਅਣਡਿੱਠਾ ਪੈਰਾ
(Anndditthā Paerā)
- 3.3 ਲਿੰਗ ਤੇ ਵਚਨ
(Ling te Vachan)
- 3.4 ਸਮਾਨਾਰਥਕ ਤੇ ਵਿਪਰੀਤਾਰਥਕ ਸ਼ਬਦ
(Samānārthak te Vipritārthak Shabad)

Marks Distribution : Part 1 - 20 Marks, Part 2 - 25 Marks, Part 3 - 30 Marks

Suggested Readings :

Dhimān, Harbans Singh (Dr.), 2009, **Vihārak Punjābi Bhāshā ate Viākarann (Bhag I)**, Manpreet Parkāshan, Delhi.

Duggal, Narinder Singh, 2009, **Punjābi Viākarann te Rachnāvali**, New Book Company, Māi Hirān Gate, Jalandhar.

Gill, Mahinder Kaur (Dr.), 2013, **Vihārak Punjābi**, Manpreet Parkāshan, Delhi.

Kasel, Kirpāl Singh, Parmindar Singh (ed.), 2002, **Punjābi Sāhit di Utpatti te Vikās**, Lāhore Book Shop, Ludhiānnā.

Rajinderpal Singh (Dr.) and others, 2011, **Lokdhārā ate Ādhunikā : Roopāntarann ate Punar Mulānkann**, Publication Bureau, Punjābi University, Patiālā.

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

Teaching Plan

ਹਫ਼ਤਾ (Week)	ਵਿਸ਼ਾ (Subject)	ਉਪ-ਵਿਸ਼ਾ (Sub-Topic)
1	ਇਕਾਈ-1 (ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ) Unit-1 (Sidhāntak Paripekh)	ਲੋਕ ਨਾਟ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ (Lok-Nāt : Paribhasha Te Tatt)
2	ਇਕਾਈ-1 Unit-1	ਲੋਕ-ਨਾਟ ਪਰੰਪਰਾ (Lok-Nāt Paramparā)
3	ਇਕਾਈ-1 Unit-1	ਨਾਟ-ਕਲਾ ਅਤੇ ਨਾਟ ਮੰਚਣ (Nāt-Kalā ate Nāt Manchann)
4	ਇਕਾਈ-1 Unit-1	ਪੰਜਾਬੀ ਲੋਕ-ਨਾਟ ਵੰਨਗੀਆਂ (Punjābi Lok-Nāt Vangeeān)
5	ਇਕਾਈ-1 Unit-1	ਲੋਕ-ਨਾਟ ਅਤੇ ਆਧੁਨਿਕ ਨਾਟਕ (Lok-Nāt ate Ādhunik Nātak)
6	ਇਕਾਈ-2 (ਲੋਕ-ਨਾਟਕੀ : ਨਾਟ-ਰੂਪ) Unit-2 (Lok-Nātki : Nāt-Roop)	ਪਾਠ ਦੀ ਪੜ੍ਹਤ (Pāth di prahat)
7	ਇਕਾਈ-2 Unit-2	ਪਾਠ ਦੀ ਪੜ੍ਹਤ (Pāth di prahat)
8	ਇਕਾਈ-2 Unit-2	ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ (Vishegat Adhian)
9	ਇਕਾਈ-2 Unit-2	ਲੋਕ ਨਾਟ ਜੁਗਤਾਂ (Lok Nāt Jugtan)

10	ਇਕਾਈ-2 Unit-2	ਨਾਟ ਕਲਾ (Naat Kala)
11	ਇਕਾਈ-2 Unit-2	ਸੰਵਾਦ ਵਿਧੀ (Samvād Vidhi)
12	ਅਭਿਆਸ (Abhiās)	ਪਾਠ ਦੀ ਦੁਹਰਾਈ (pāth de duhrāin)
13	ਇਕਾਈ-3 (ਵਿਹਾਰਕ ਪੰਜਾਬੀ) Unit-3 (Vihārak Punjābi)	ਸਵਰ, ਵਿਅੰਜਨ, ਲਗਾਂ ਅਤੇ ਲਗਾਖਰ (Swar, Viyanjan, Lagān te Lagākhar)
14	ਇਕਾਈ-3 Unit-3	ਅਣਡਿੱਠਾ ਪੈਰਾ (Annditthā Paerā)
15	ਇਕਾਈ-3 Unit-3	ਲਿੰਗ ਤੇ ਵਚਨ (Ling te Vachan)
16	ਇਕਾਈ-3 Unit-3	ਸਮਾਨਾਰਥਕ ਤੇ ਵਿਪਰੀਤਾਰਥਕ ਸ਼ਬਦ (Samānārthak te Vipritārthak Shabad)
17	ਅਭਿਆਸ (Abhiās)	ਪਾਠ ਦੀ ਦੁਹਰਾਈ (Pāth di dohrāe)

ਨੋਟ :

- ਯੂਨੀਵਰਸਿਟੀ ਅਕਾਦਮਿਕ ਕਲੈਂਡਰ ਅਤੇ ਕਾਲਜ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ ਅਨੁਸਾਰ ਸਮੇਂ-ਸਾਰਣੀ ਵਿਚ ਤਬਦੀਲੀ ਆ ਸਕਦੀ ਹੈ।
- ਮੁਲਾਂਕਣ ਲਈ ਪੜ੍ਹਾਏ ਜਾ ਚੁੱਕੇ ਸਲੇਬਸ ਵਿਚੋਂ ਟਿਟੋਰੀਅਲ ਕਲਾਸਾਂ ਦੌਰਾਨ ਟੈਸਟ, ਪ੍ਰੈਜ਼ਨਟੇਸ਼ਨ, ਗਰੁੱਪ ਡਿਸਕਸ਼ਨ ਅਤੇ ਅਸਾਇਨਮੈਂਟ ਦਿੱਤੇ ਜਾਣ।

Note :

- University akādmic calander ate college de progrāman anusār smay-sārni vich tabdili aa skdi hai.
- Mulānkan lyi prhāhay ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.

Tamil

Courses for the Programme

DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES

UNIVERSITY OF DELHI, DELHI-110007

Structure of B.A. (Programme)

Indian Language under CBCS Core Course (Compulsory): Tamil

{Semester number (Odd or Even) may vary as per the requirement of respective colleges}

Indian Language under CBCS Core Course (Compulsory): Tamil (A)
(For candidates who studied Tamil up to Class XII)

Semester: I -TAMPMIL-101-A

Semester: II-TAMPMIL-201-A

Paper -I: History of Indian Language (Tamil)

Total Credit: 6x6 = 36

Credit: 5+1

Maximum Marks: 75

Course objectives:

This course aims at introducing the history of Tamil language beginning from the origin of the Tamil script available from the cave inscriptions and archeological excavations to the modern developments of 20th century. The earliest available literature of Tamil, the *Sangam* Anthology and *Tolkāppiyam* are taken as the source to discuss the structure of ancient Tamil. The latter texts of grammatical treatises, epics, commentaries etc., stand as the resource for the study of evolution of Tamil during the medieval period. It discusses phonological, morphological, semantic, and syntactic changes taken place in the language.

Course learning outcomes:

This course would enlighten the students the place of Tamil in Dravidian family of languages, various dialects of Tamil and the impact of Sanskrit and other languages in Tamil.

Unit of the course

1. Dravidian Languages and Tamil (15 Marks)
2. History of Tamil Script (15 Marks)
3. Sources of Tamil Language History (15 Marks)
4. Phonological, Morphological, and syntactic changes (15 Marks)
5. Semantic changes & Dialects of Tamil (15 Marks)

References:

Compulsory Readings:

1. Suyambu, P., 2005, *Moḷi Varalāṟṟil Tamiḷ*, Chennai: Visalakshi Nilaiyam.
2. Meenakshisundaram, T.P., (Trans. S. Jeyaprakasam), 1982, *Tamiḷ Moḷi Varalāṟṟu*, Madurai: Sarvodaya Ilakkiyappannai.

Additional Resources:

1. Sastri, Suriya Narayana, 2003, *Tamiḷmoḷiyiṅ Varalāṟṟu*, Chennai: International Institute of Tamil Studies.
2. Saktivel, S., 1991 (2nd Ed.), *Tamiḷmoḷi Varalāṟṟu*, Chennai: Manivasagar Nulagam.
3. Rajendran. M., (Ed.), *Tamiḷmoḷi Varalāṟṟu*, Chennai: Directorate of Tamil Development.

Teaching Learning Process: *Lecture-40 Hrs. Discussions 5Hrs. Assignments / Presentation-5 Hrs*

- Unit I : 3 Weeks
Unit II : 3 Weeks
Unit III : 3 Weeks
Unit IV : 3 Weeks
Unit V : 2 Weeks

Assessment Methods: *Monthly Test., Internal Exam & Semester Exam*

Keywords: *Dravidian Languages- Tamil Language- Dialects of Tamil*

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI-110007**

Structure of B.A. (Programme)

Indian Language under CBCS Core Course (Compulsory): Tamil

{Semester number (Odd or Even) may vary as per the requirement of respective colleges}

**Indian Language under CBCS Core Course (Compulsory): Tamil (B)
(For candidates who studied Tamil up to Class X)**

Semester: I- TAMPMIL-101-B

Semester: II- TAMPMIL-201-B

Paper-I: Functional Grammar of the Language (Tamil-B)

Credit: 5+1

Maximum Marks: 75

Course objectives:

Functional grammar has a number of features which makes it suitable for studying language variation. It looks closely at the different contribution made by clause, phrase and word structure to a group.

Course learning outcomes:

The primary objective of this paper is to provide essential principles of Tamil grammar with prescriptive rules and exercises to bring the learner as quickly as possible to the point where he/she can understand the imperative features of forms and structures of words (morphology) with their customary arrangements in phrases and sentences and to serve as a reference for consolidating the grasp of the language.

Unit of the course

1. Eppaḍi Eluḍiṅāḷ Enṅa?

(15 Marks)

2. Alavāṇa Ilakkaṇam	(15 Marks)
3. Eḷuttiyal	(15 Marks)
4. Colliyal	(15 Marks)
5. Toḍariyal	(15 Marks)

References:

Compulsory Readings:

1. Arangarasan, Marudur, 2007, *Tavaṇṇirrit Tamil Eḷuda*, Chennai: Aintinaip Padippagam.
2. Nuhman, M.A., 2010, *Aḍippaḍait Tamil Ilakkaṇam*, Puthanatham: Adaiyalam Publications.
3. Subramanian, P. R., & V. Gnanasundaram, (Eds.), 2009, *Tamil Naḍaik Kaiyēḍu*, Puthanatham: Adaiyalam Publications.

Additional Resources:

1. Nataraja Pillai, N., 1986, *A Guide for Advanced Learners of Tamil*, Mysore: CIIL.
2. Athithan, A., 2013, *Tamil Ilakkaṇa Iyal*, Chennai: NCBH.
3. Tamilannal, 1989, *Ungaḷ Tamilḷai Terindukoḷḷungaḷ*, Madurai: Meenakshi Puttaga Nilaiyam.

Teaching Learning Process: *Lecture-40 Hrs. Discussions 5Hrs. Assignments / Presentation-5 Hrs*

Unit I	: 3 Weeks
Unit II	: 3 Weeks
Unit III	: 3 Weeks
Unit IV	: 3 Weeks
Unit V	: 2 Weeks

Assessment Methods: *Monthly Test., Internal Exam, & Semester Exam*

Keywords: *Tamil Grammar- Morphology- phrase and word structure- Syntax.*

Subjects in Lieu of MIL

1. Economics – (Principles of Microeconomics I)

Principles of Microeconomics I (PD11)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course intends to expose the students to the basic principles in Microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyze real-life economic situations.

Course Learning Outcomes

The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.

Unit 1

Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

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.

Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

Unit 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.

Unit 3

Production and Costs

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments

Unit 4

Perfect Competition

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.

Welfare: allocative efficiency under perfect competition.

References

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Pearson Education.
3. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* South Western.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Supply, demand, elasticity, consumer behaviour, firm behaviour, perfect competition, efficiency, welfare