

**Scheme of Examination and
Courses of Reading for B.Com.(P)**

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.COM.(P) SEMESTER – I (2019)

CORE-COURSE
1. Business Organisation and Management 2. Financial Accounting Compulsory
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 1. Economics: Principles of Microeconomics I 2. Political Science: Globalising World Choose any One

B.COM.(P) SEMESTER – I (2019)

1. BUSINESS ORGANISATION AND MANAGEMENT

Course Objective

The objective of this course is to develop an understanding about functions of management and challenges faced by management and organisations with changing dynamics.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand dynamics of business organisations and management practices with respect to stakeholders.

CO2: understand varied perspectives related to business environment and entrepreneurship.

CO3: analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment.

CO4: analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.

CO5: appreciate the change in working pattern of modern organisations.

Course Contents

Unit I: Introduction to Business Organisations and Management

Meaning and role of organisations and management in our lives; Relationship between organisation and management; Overview of functions of management; Multiple perspectives of business organisations- Consumers, Employees, Entrepreneurs, Community/Society at large; Perspective as a student & researcher- underlying disciplines; Ownership forms; Business formats- Brick & Mortar; Click; Brick & Click; Franchising location & scale- local, national, global; Micro, small, medium and large.

Unit II: Business Environment and Entrepreneurship

Meaning, layers (micro/immediate, meso/intermediate, macro and international), characteristics of business friendly environment; Ideals of business ethics, social responsibility and conscientious commerce; Business and social entrepreneurship as a process of opportunity/problem recognition and their realization/resolution.

Unit III: Planning and Organizing

Planning- meaning of project, strategic and operations planning; Decision-making- process and techniques; Organizing- orderly division of labor & specialization; Organisational structures and organograms- staffed/manned structures-traditional and modern.

Unit IV: Directing and Controlling

Motivation- needs (including Maslow's theory), incentives, rewards, equity and two factor theory (Herzberg); Leadership and followership- meaning and importance; Organisation-wide leadership; Communication- meaning and importance; determinants of effectiveness; Principles of controlling; Relationship between planning, organizing, directing & controlling; Financial, quality and operating standards/controls.

Unit V: Salient Developments and Contemporary Issues in Management

Subaltern management ideas from India; Diversity & inclusion, democracy and sociocracy at work; Freelancing; Flexi-time and work from home; Co-sharing/co-working.

References

- Basu, C. (2017). *Business Organisation and Management*. McGraw Hill Education.
- Drucker, P. F. (1954). *The Practice of Management*. Newyork: Harper & Row.
- Kaul, V. K. (2012). *Business Organisation Management*. Pearson Education .
- Koontz, H., & Weihrich, H. (2012). *Essentials of Management: An International and Leadership Perspective*. Paperback.

Additional Resources

- Barry, J., Chandler, J., Clark, H., Johnston, R., & Needle, D. (1999). *Organisation and Management: A Critical Text*. Cengage Learning.
- Drucker, P. F. (1999). *Management Challenges for the 21st Century*. Harper Collins Publishers Inc.
- Griffin. *Management Principles and Application*. Cengage Learning.

Note: Latest edition of readings may be used.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination.

Keywords

Management Functions, Organisation Structure, Social Entrepreneurship, Motivation, Diversity.

2. FINANCIAL ACCOUNTING

Course Objective

This course provides conceptual knowledge of financial accounting and provides knowledge about the techniques for preparing accounts in different type of business organisations.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: build an understanding of theoretical framework of accounting and be able to prepare financial statements.

CO2: explain and determine depreciation and inventory value

CO3: develop understanding of accounting for hire purchase transactions and lease transactions

CO4: understand branch and departmental accounting

CO5: develop the skill of preparation of trading and profit and loss account and balance sheet using computerized accounting or prepare accounts for dissolution of a partnership firm

Course Contents

Unit-I: Introduction

Conceptual Framework: Accounting principle, Concepts and Conventions, Introduction to Accounting Standards and Indian Accounting Standards (AS & Ind AS) Accounting Process: Journal, ledger, Trial Balance, Financial Statements (overview) Capital Expenditure (and Receipts), Revenue Expenditure (and Receipts) and Deferred Revenue Expenditure (overview) Preparation of Financial Statements of a profit making sole proprietorship trading firm with additional information. Preparation of Financial Statements of a not for profit organisations.

Unit-II: Depreciation accounting and inventory valuation

Accounting for Plant Property and Equipment & Depreciation: Meaning of Depreciation, Depletion and Amortization, Objective and Methods of depreciation (Straight line, Diminishing Balance), Change of Method, Inventory Valuation: Meaning, Significance of Inventory Valuation, Inventory Record System-Periodic and Perpetual, Methods of Inventory Valuation-FIFO, LIFO and Weighted Average,

(Relevant accounting Standards as applicable).

Unit-III: Accounting for hire purchase and lease transactions

Hire Purchase Accounting: Calculation of Interest, Partial and Full Repossession, profit Computation (Stock & Debtors System only) Lease Transactions: Concept, Classification of leases – an overview

(Relevant accounting Standards as applicable).

Unit-IV: Branch and departmental accounting

Accounting for Branches (excluding foreign branches): Dependent branches ('Debtors system' and 'Stock & debtors System').

Departmental Accounting: Concept, Type of departments, basis of allocation of departmental expenses, Methods of departmental accounting (excluding memorandum stock and memorandum mark-up account method).

Unit-V: Computerized accounting system

Practical lab

Computerized Accounting System: Computerized accounts by using any popular accounting software: Creating a company; Configure and Features settings; Creating Accounting Ledgers and Groups, Creating Stock Items and Groups; Vouchers Entry; Generating Reports – Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Funds Flow Statement, Cash Flow Statement, Selecting and Shutting a Company; Backup and Restore of Data of a Company.

OR

Unit-V: Accounting for partnership firm

Partnership accounts: Fundamentals, Admission, Retirement and Death of a partner (only an overview)

Accounting for Dissolution of Partnership Firm: Dissolution of Partnership Firm including Insolvency of partners (excluding sale to a limited company), Gradual realization of assets and piecemeal payment of liabilities.

(This is an option in lieu of Computerized Accounting System)

Notes

- Latest Accounting Standards to be followed.
- There shall be 4 credit hours for lectures + one credit hour (Two Practical Periods per week per batch) for practical lab + one credit hour for tutorials (per group).
- Examination scheme for computerized accounting system – Practical for 20 marks. The practical exam will be of one hour.
- Theory external exam shall carry 75 marks and will be of 3 hours if (unit 5) Accounting for partnership firms is opted and for the students who opt for computerized accounting (Unit 5), theory external exam shall carry 55 marks and will be of 2½ hours.

References

- Goyal, Bhushan Kumar. *Basic Financial Accounting*, Taxmann, New Delhi.
- Lal, Jawahar, Seema Srivastava & Shivani Abrol. *Financial Accounting Text and problems*, Himalaya Publishing House, New Delhi.

- Lt Bhupinder, Principles of Financial Accounting, Cengage
- Monga, J. R. *Financial Accounting: concept and Applications*. Mayur publication, New Delhi
- Sehgal, Ashok & Sehgal Deepak. *Fundamentals of Financial Accounting*. Taxmann, New Delhi.

Additional Resources

- Charles, T Horngren, Gart L. Sundem, John A Elliot and Donna R. Philbrick. *Introduction to Financial Accounting*, Pearson.
- Leonardo, A. Robinson, James R. Qanis, C. Wayne Alderman, *Accounting Information Systems: A cycle Approach*. Publisher Wiley.
- Marshall, B Romney and Paul, John Steinbart, *Accounting Information Systems*, Pearson Education Limited.
- Robert, L. Hurt, *Accounting Information Systems: Basic Concepts and Current Issues*, McGraw Hill.

Note: Latest edition of readings may be used.

Teaching Learning Process

Theory and numerical with examples, Practical Lab Lectures.

Assessment Methods

Class participation, Presentation, Practicals, Viva/ test, End Semester Exam.

Keywords

Financial Statements, Depreciation, Inventory Valuation, Hire Purchase, Branch Accounting, Departmental Accounting.

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, Hassenzuhl, 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., Hassenzahl, 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., Hassenzahl, 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 हरौ...
- 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, **ਪੈਰ-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 Dāisporā) 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 (Viākaran 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 Enṇa?

(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, *Tavaṇṇirit 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