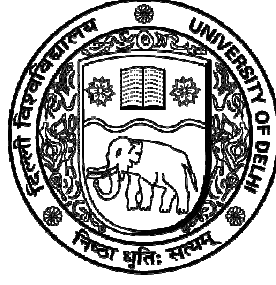


हिंदी विभाग
दिल्ली विश्वविद्यालय
दिल्ली



बी.ए. (प्रोग्राम) पाठ्यक्रम

चयन-आधारित क्रेडिट पद्धति
(LOCF)

(जुलाई, 2019 से आरंभ)

सी.बी.सी.एस.
(चयन-आधारित क्रेडिट पद्धति)
(LOCF)

बी.ए. (प्रोग्राम) पाठ्यक्रम

सेमेस्टर-1	
1.1	हिंदी भाषा और साहित्य का इतिहास (Core Course-1) BAPHCC01
1.2	हिंदी योग्यता संवर्द्धक पाठ्यक्रम Language-MIL/English Comm. (AECC) BAPAECC01
सेमेस्टर-2	
2.1	हिंदी कविता (मध्यकाल और आधुनिक काल) (Core Course-2) BAPHCC02
2.2	आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – क BAPMILHA01 Language-MIL/English-1 आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – ख BAPMILHB01 Language-MIL/English-1 आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – ग BAPMILHC01 Language-MIL/English-1
सेमेस्टर-3	
3.1	हिंदी कथा साहित्य (Core Course-3) BAPHCC03
3.2	हिन्दी कौशल-संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One) (क) रचनात्मक लेखन BAPHSEC01 अथवा (ख) भाषा शिक्षण BAPHSEC02 अथवा (ग) कार्यालयी हिंदी BAPHSEC03
सेमेस्टर-4	
4.1	अन्य गद्य विधाएँ (Core Course-4) BAPHCC04
4.2	आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – क BAPMILHA02 Language-MIL/English-2 आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – ख BAPMILHB02 Language-MIL/English-2 आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – ग BAPMILHC02 Language-MIL/English-2

4.3	<p>हिन्दी कौशल संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One)</p> <p>(क) भाषायी दक्षता BAPHSEC04</p> <p>अथवा</p> <p>(ख) विज्ञापन और हिंदी भाषा BAPHSEC05</p> <p>अथवा</p> <p>(ग) कम्प्यूटर और हिंदी भाषा BAPHSEC06</p>
सेमेस्टर-5	
5.1	<p>विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1)</p> <p>(क) हिंदी भाषा का व्यावहारिक व्याकरण BAPHDSE01</p> <p>अथवा</p> <p>(ख) हिंदी का मौखिक साहित्य और उसकी परम्परा BAPHDSE02</p> <p>अथवा</p> <p>(ग) हिंदी रंगमंच BAPHDSE03</p>
5.2	<p>सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One)</p> <p>(क) अनुवाद : व्यवहार और सिद्धांत BAPHGE01</p> <p>अथवा</p> <p>(ख) जनपदीय साहित्य BAPHGE02</p>
सेमेस्टर-6	
6.1	<p>विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-2)</p> <p>(क) साहित्य चिंतन BAPHDSE04</p> <p>अथवा</p> <p>(ख) कोश विज्ञान : शब्दकोश और विश्वकोश BAPHDSE05</p> <p>अथवा</p> <p>(ग) विशेष अध्ययन : एक प्रमुख साहित्यकार</p> <ul style="list-style-type: none"> ▪ कबीर BAPHDSE06 ▪ तुलसीदास BAPHDSE0601 ▪ प्रेमचंद BAPHDSE0602 ▪ निराला BAPHDSE0603
6.2	<p>सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One)</p> <p>(क) अस्मितामूलक अध्ययन और हिंदी साहित्य BAPHGE03</p> <p>अथवा</p> <p>(ख) हिंदी सिनेमा और उसका अध्ययन BAPHGE04</p>

Introduction

Content: बी.ए. हिंदी (प्रोग्राम) पाठ्यक्रम विद्यार्थी के आलोचनात्मक विवेक और रचनात्मक क्षमता को बढ़ाने के उद्देश्य से तैयार किया गया है। साहित्य की समझ के साथ भाषा का ज्ञान विद्यार्थी को सम्वेदनात्मक क्षमता और ज्ञानात्मक सम्वेदन प्रदान करता है। समाज विज्ञान और मानविकी क्षेत्र की शाखाओं के साथ आज विश्व को सजग, आलोचनात्मक, विवेकशील और सम्वेदनशील व्यक्ति की आवश्यकता है, जो समाज की नकारात्मक शक्तियों के विरुद्ध समानता और बंधुत्व के भाव की स्थापना कर सके। भाषा, आलोचना, काव्यशास्त्र का अध्ययन जहाँ सैद्धांतिक समझ को विस्तृत करता है वहीं कविता, नाटक, कहानी में उन सिद्धांतों को व्यावहारिक रूप से समझने की युक्तियाँ छिपी रहती हैं। इस प्रकार हिन्दी (प्रोग्राम) का पाठ्यक्रम विद्यार्थी को सैद्धांतिक और व्यावहारिक दोनों रूपों में सक्षम बनाता है।

Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor's degree programme in (CBCS) B.A.(PROG)

Content: भारतीय संविधान में देवनागरी लिपि में लिखित हिंदी को संघ की राजभाषा घोषित किया गया है। हिन्दी पढ़ने वाले छात्र को भाषा की क्षमता से परिचित होना जितना आवश्यक है उतना ही उसे समाज की चुनौतियों के सन्दर्भ में जोड़ने की योग्यता विकसित करना भी जरूरी है। आज हम भूमंडलीकृत समाज का अंग हैं अतः पाठ्यक्रम का उद्देश्य विद्यार्थी को देश-विदेश के साहित्य में हो रहे बदलाव से परिचित कराना भी है और व्यावसायिक योग्यता उत्पन्न करना भी। यह पाठ्यक्रम बाजारवाद और भूमंडलीकरण की वैश्विक गति के बीच से ही हिंदी की राष्ट्रीय प्रगति को भी सुनिश्चित करेगा क्योंकि सशक्त भाषा के बिना किसी राष्ट्र की उन्नति संभव नहीं है। यह पाठ्यक्रम वर्तमान संदर्भों के अनुकूल है साथ ही इस पाठ्यक्रम का आधुनिक रूप रोजगारपरक भी है। यह पाठ्यक्रम विद्यार्थियों को व्यावहारिक पहलू से अवगत करा सकेगा। हिंदी साहित्य की नई समझ और भाषा की व्यावहारिकता की जानकारी इसका प्रमुख ध्येय है। इस पाठ्यक्रम का उद्देश्य भाषा और समाज के जटिल सम्बन्धों की पहचान कराना भी है जिससे विद्यार्थी देश, समाज, राष्ट्र और विश्व के साथ बदलते समय में व्यापक सरोकारों से अपना सम्बन्ध जोड़ सके साथ ही उसके भाषा कौशल, लेखन और सम्प्रेषण क्षमता का विकास हो सके।

Graduate Attributes in Subject

>> Disciplinary knowledge

Content: भाषा, साहित्य और संस्कृति के अध्ययन-विक्षेपण द्वारा इतिहास, समाजविज्ञान, मनोविज्ञान, दर्शन, भाषाविज्ञान आदि विषयों का तुलनात्मक ज्ञान विकसित होगा।

Graduate Attributes in Subject

>> Communication Skills

Content: साहित्य और भाषा के बहुआयामी अध्ययन से संवाद एवं लेखन की क्षमता विकसित होगी।

Graduate Attributes in Subject

>> Critical thinking

Content: अंतर-अनुशासनात्मक एवं तुलनात्मक अध्ययन करने से आलोचनात्मक विवेक विकसित होगा।

Graduate Attributes in Subject

>> Reflective thinking

Content: साहित्य और भाषा का अध्ययन करने से व्यक्तित्व विकास होने के साथ-साथ समाज और आत्म के अंतर्संबंध को समझने की विशेष योग्यता विकसित होती है।

Graduate Attributes in Subject

>> Moral and ethical awareness/reasoning

Content: साहित्य प्रत्यक्ष रूप से नैतिक मूल्यों के विकास का अवसर प्रदान करता है |

Graduate Attributes in Subject

>> Multicultural competence

Content: साहित्य और भाषा का अध्ययन बहु-सांस्कृतिक अनुभव प्रदान करता है |

Qualification Description

Content: 10+2 या समकक्ष

Programme Learning Outcome in course

Content: इस पाठ्यक्रम को पढ़ने- पढ़ाने की दिशा में निम्नलिखित परिणाम सामने आएंगे :-

- 1) इस पाठ्यक्रम के माध्यम से सीखने-सिखाने की प्रक्रिया में हिंदी भाषा के आरंभिक स्तर से अब तक के बदलते रूपों की विस्तृत जानकारी प्राप्त की जा सकेगी |
 - 2) भाषा के सैद्धांतिक रूप के साथ-साथ व्यावहारिक पक्ष को भी जाना जा सकेगा |
 - 3) उच्च शैक्षिक स्तर पर हिंदी भाषा किस प्रकार महत्वपूर्ण भूमिका निभा सकती है, इससे संबंधित परिणाम को प्राप्त किया जा सकेगा |
 - 4) छात्र अपनी भाषा को सीखने की प्रक्रिया में भाषागत मूल्यों को व्यावहारिक रूप से भी जान सकेंगे |
 - 5) व्यावसायिक क्षमता को बढ़ावा देने के लिए भाषा, अनुवाद, कम्प्यूटर जैसे विषयों को हिन्दी से जोड़कर पढ़ाना जिससे बाज़ार के लिए आवश्यक योग्यता का भी विकास किया जा सके |
 - 6) हिन्दी के अतिरिक्त भारतीय साहित्य का ज्ञान भी अपेक्षित रहेगा जो छात्रों के व्यक्तित्व विकास में सहायक होगा तथा अभिव्यक्ति क्षमता का विकास भी किया जा सकेगा |
 - 7) साहित्य के सौन्दर्य, कला बोध के साथ वैचारिक मूल्यों को बढ़ावा देना |
 - 8) साहित्य की विधाओं के माध्यम से विद्यार्थी की रचनात्मकता को दिशा देना |
 - 9) साहित्य के आदिकालीन सन्दर्भों से लेकर समकालीन रूप से परिचित कराना जिससे विद्यार्थी साहित्यकार और युगबोध के सम्बन्ध को परख और पहचान सकें |
 - 10) साहित्य विवेक का निर्माण |
-

Teaching-Learning Process

Content: सीखने की प्रक्रिया में इस पाठ्यक्रम में हिंदी भाषा दक्षता को मजबूती देना है | छात्र हिंदी भाषा में नयापन और वैश्विक माध्यम की निर्माण प्रक्रिया में सहायक बन सकें | अपनी भाषा में व्यवहार कुशलता एवं निपुणता प्राप्त कर सकें | साहित्य की समझ विकसित हो सके तथा आलोचनात्मक ढंग से साहित्यिक विवेक निर्मित किया जा सके | इसके लिए निम्नांकित बिन्दुओं को देखा जा सकता है -

कक्षा व्याख्यान

सामूहिक चर्चा

सामूहिक परिचर्चा और चयनित विषयों पर आधारित सेमिनार आयोजन

साहित्यिकता की समझ देना

प्रदर्शन कलाओं को वास्तविक रूप में देखना

कक्षाओं में पठन- पाठन पद्धति

लिखित परीक्षा

आंतरिक मूल्यांकन

शोध सर्वेक्षण

वाद -विवाद
आशु प्रस्तुति
कम्प्यूटर आदि का व्यावहारिक ज्ञान
दृश्य-श्रव्य माध्यमों की जानकारी व्यावहारिक रूप से देना
काव्य वाचन, पठन और आलोचनात्मक मूल्यांकन
कथा के पाठ और वाचन में अंतर समझाना
आलोचनात्मक मूल्यांकन पर बल

Assessment Methods

- Content: (1) हिंदी भाषा के व्यावहारिक मूल्यों पर आधारित परियोजना कार्य व मूल्यांकन ।
(2) भाषिक नमूने तैयार करना और विश्लेषण
(3) विद्यार्थियों का मौखिक और लिखित मूल्यांकन
(4) पी.पी.टी. (power point presentation) बनाने के लिए विद्यार्थियों को प्रोत्साहित करना । इस माध्यम से हिंदी की विविध विधाओं को दृश्य माध्यम से रुचिकर रूप से जाना जा सकेगा ।
(5) विधा विशेष के भाव - सौंदर्य के साथ-साथ रचना में छंद, अलंकार, रस, गुण, शब्द आदि के सौंदर्य का मूल्यांकन करना ।
(6) भाव विश्लेषण के लिए विधा आधारित प्रश्नोत्तरी कर मूल्यांकन करना ।
(7) पारम्परिक और आधुनिक तकनीकी माध्यमों की सहायता से अध्ययन-अध्यापन
(8) समूह-परिचर्चा
-

अन्य गद्य विधाएँ (BAPHCC04) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी कथेतर गद्य की समझ विकसित करना
निबंध, संस्मरण, रेखाचित्र, व्यंग्य आदि विधाओं के विश्लेषण की पद्धतियों से परिचय कराना

Course Learning Outcomes

अन्य गद्य विधाओं की स्पष्ट समझ विकसित होगी
आलोचनात्मक समझ विकसित होगी

Unit 1

जातीयता के गुण - बालकृष्ण भट्ट (भट्ट निबंधमाला, नागरी प्रचारिणी सभा, काशी)

साहित्य का उद्देश्य - प्रेमचंद

भाषा, संस्कृति और राष्ट्रीयता - जयप्रकाश कर्दम

Unit 2

भक्तिन : संस्मरण - महादेवी वर्मा

अदम्य जीवन - रांगेय राघव

Unit 3

वैष्णव जन (ध्वनि रूपक) - विष्णु प्रभाकर

शायद : एकांकी - मोहन राकेश

Unit 4

उखड़े खम्भे - हरिशंकर परसाई (व्यंग्य)

लक्खा बुआ ('नंगा तलाई का गांव 'से) - विश्वनाथ त्रिपाठी

References

हिंदी का गद्य साहित्य - रामचन्द्र तिवारी

हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी

हिंदी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी

Additional Resources:

इक्कीसवीं सदी में दलित आंदोलन (साहित्य एवं समाज चिंतन) - जयप्रकाश कर्दम

निबंधों की दुनिया - शिवपूजन सहाय ; निर्मला जैन / अनिल राय

छायावादोत्तर गद्य साहित्य - विश्वनाथ प्रसाद तिवारी

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, असाइनमेंट

Keywords

कथेतर गद्य

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 करूँ ...
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
सुजानहित 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-विश्लेषण 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 वाग्विभूति-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

Keywords

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

हिंदी कथा साहित्य (BAPHCC03) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी कथा साहित्य के उद्भव और विकास का परिचय

गद्य साहित्य विश्लेषण

Course Learning Outcomes

कथा- साहित्य के विकास का परिचय

प्रमुख उपन्यास और कहानियों का अध्ययन

Unit 1

इकाई -1 : उपन्यास :स्वरूप और संरचना

Unit 2

इकाई -2 :गबन - प्रेमचंद

Unit 3

इकाई- 3 : कहानी : स्वरूप और संरचना

Unit 4

कहानी : परदा – यशपाल

रोज़ –अज्ञेय

दिल्ली में एक मौत – कमलेश्वर

दाज्यू – शेखर जोशी

हरी बिंदी – मुदुला गर्ग

References

प्रेमचंद और उनका युग – रामविलास शर्मा

हिंदी उपन्यास : एक अंतर्गता – रामदरश मिश्र

कहानी : नई कहानी - नामवर सिंह

Additional Resources:

हिंदी कहानी की रचना प्रक्रिया – परमानंद श्रीवास्तव

नई कहानी : संदर्भ और प्रकृति – देवीशंकर अवस्थी

साहित्य से संवाद – गोपेश्वर सिंह

कुछ कहानियाँ : कुछ विचारक – विश्वनाथ त्रिपाठी

एक दुनिया एक समानान्तर – राजेन्द्र यादव

नई कहानी की भूमिका – कमलेश्वर

हिंदी कहानी : अंतरंग पहचान - रामदरश मिश्र

Teaching Learning Process

कक्षा व्याख्यान, समूह 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

Keywords

कथा साहित्य, कहानी, उपन्यास, कथा-विन्यास, शिल्प, कथा-भाषा

हिंदी कविता (मध्यकाल और आधुनिक काल) (BAPHCC02) Core Course - (CC) Credit:6

Course Objective(2-3)

विद्यार्थियों को हिन्दी के मध्यकालीन और आधुनिक कवियों से परिचित कराना |

मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना |

Course Learning Outcomes

कविताओं का अध्ययन-विक्षेपण करने की पद्धति सीख सकेंगे |

साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी |

Unit 1

कबीर – कबीर- ग्रन्थावली ; माताप्रसाद गुप्त ;लोकभारती प्रकाशन ,1969 ई.

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

सूरदास – सूरसागर संपा.डॉ धीरेन्द्र बर्मा ;साहित्य भवन 1990 ई.

गोकुल लीला ---पद संख्या 20,26,27,60,

गोस्वामी तुलसीदास – तुलसी ग्रन्थावली (दूसरा खण्ड);संपा.आचार्य रामचन्द्र शुक्ल (नागरी प्रचारिणी सभा,काशी)

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

Unit 2

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

छंद संख्या -9,13,18,21,58,66,67

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

छंद संख्या -3,14,16,18,23,24

Unit 3

मैथिलीशरण गुप्त - रईसों के सपूत (भारतभारती, वर्तमान खण्ड ; साहित्य सदन झाँसी)

पद संख्या ---123 से 128

जयशंकर प्रसाद - बीती विभावरी जाग री ! (लहर, लोकभारती प्रकाशन 2000)

हिमालय के आँगन में (स्कन्दगुप्त : भारती भण्डार, इलाहाबाद, 1973)

Unit 4

हरिवंश राय 'बच्चन' - जो बीत गयी (हरिवंश राय बच्चन : प्रतिनिधि कविता राजकमल पेपरबैक्स, संपा. - मोहन गुप्त) 2009

नागार्जुन - उनको प्रणाम ! (नागार्जुन : प्रतिनिधि कविताएँ , संपा. नामवर सिंह , राजकमल, पेपरबैक्स, 2009)

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

References

कबीर - हजारी प्रसाद द्विवेदी

तुलसी काव्य मीमांसा - उदयभानु सिंह

बिहारी की वाग्विभूति-विश्वनाथ प्रसाद मिश्र

सूरदास - ब्रजेश्वर शर्मा

सूरदास - रामचन्द्र शुक्ल

गोस्वामी तुलसीदास - रामचन्द्र शुक्ल

घनानन्द और स्वच्छंद काव्यधारा - मनोहर लाल गौड़

मैथिलीशरण गुप्त : व्यक्ति और काव्य - कमलकांत पाठक

प्रसाद, पंत और मैथिलीशरण - रामधारी सिंह दिनकर

प्रसाद के काव्य - प्रेम शंकर

Additional Resources:

जयशंकर प्रसाद - नंददुलारे वाजपेयी

हरिवंशराय बच्चन - संपा. पुष्पा भारती

Teaching Learning Process

कक्षा व्याख्यान, समूह परिचर्चा, ऑनलाइन लिंक

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, असाइनमेंट

Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि

हिंदी गद्य : उदभव और विकास (हिंदी-क)
(BAPMILHA02)
Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी गद्य की विभिन्न विधाओं का परिचय देना

विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना

Course Learning Outcomes

हिन्दी गद्य साहित्य के विकास का परिचय प्राप्त होगा

कृतियों के अध्ययन-विश्लेषण से साहित्यिक समझ विकसित होगी

Unit 1

हिन्दी गद्य का उद्भव और विकास : सामान्य परिचय

हिन्दी गद्य के विभिन्न रूपों का परिचय

Unit 2

प्रेमचंद - जुलूस

मोहन राकेश - मलबे का मालिक

मन्नु भण्डारी - मैं हार गई

Unit 3

रामचन्द्र शुक्ल - उत्साह

हजारी प्रसाद द्विवेदी - अशोक के फूल

विद्यानिवास मिश्र - रहिमन पानी राखिए

Unit 4

यात्रा वृत्तांत - चीड़ों पर चाँदनी - निर्मल वर्मा

व्यंग्य - भोलाराम का जीव - हरिशंकर परसाई

नाटक - अंधेर नगरी - भारतेन्दु

References

हिन्दी का गद्य साहित्य - रामचन्द्र तिवारी

हिन्दी साहित्य का दूसरा इतिहास - बच्चन सिंह

बलकृष्ण भट्ट के निबंध - सत्यप्रकाश मिश्र

महादेवी - दूधनाथ सिंह

कथेतर - माधव झाडा

गद्य की पहचान - अरुण प्रकाश

Additional Resources:

Additional Resources:

www.hindisamay.com

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

गद्य, कथा, शिल्प, संरचना

हिंदी गद्य : उदभव और विकास (हिंदी-ख) (BAPMILHB02) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी गद्य की विभिन्न विधाओं का परिचय देना

विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना

Course Learning Outcomes

हिन्दी गद्य साहित्य के विकास का परिचय प्राप्त होगा

कृतियों के अध्ययन-विश्लेषण से साहित्यिक समझ विकसित होगी

Unit 1

हिंदी गद्य : उद्भव और विकास

हिंदी गद्य रूपों का सामान्य परिचय

Unit 2

प्रेमचंद – बूढ़ी काकी

चंद्रधर शर्मा गुलेरी – उसने कहा था

भीष्म साहनी - चीफ़ की दावत

Unit 3

बालमुकुन्द गुप्त – मेले का ऊंट

हरिशंकर परसाई – सदाचार का ताबीज़

धर्मवीर भारती - ठेले पर हिमालय

Unit 4

भारतेंदु – अंधेर-नगरी

महादेवी वर्मा – बिबिया

References

हिन्दी का गद्य साहित्य – रामचंद्र तिवारी

हिंदी साहित्य का दूसरा इतिहास –बच्चन सिंह

Additional Resources:

निबंधों की दुनिया – विजयदेव नारायण साही ;निर्मला जैन /हरिमोहन शर्मा

छायावादोत्तर हिंदी गद्य साहित्य –विश्वनाथ प्रसाद तिवारी

हिंदी रेखाचित्र –हरवंश लाल शर्मा

निबंधों की दुनिया – शिवपूजन सहाय ;निर्मला /अनिल राय

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

कथा, शिल्प, कथा-विन्यास, संरचना, कथा-भाषा

हिंदी गद्य : उदभव और विकास (हिंदी-ग) (BAPMILHC02) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी गद्य की विभिन्न विधाओं का परिचय देना

विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना

Course Learning Outcomes

हिन्दी गद्य साहित्य के विकास का परिचय प्राप्त होगा

कृतियों के अध्ययन-विक्षेपण से साहित्यिक समझ विकसित होगी

Unit 1

हिंदी गद्य : उदभव और विकास

हिंदी गद्य – रूपों का संक्षिप्त परिचय (कहानी, निबंध, नाटक, रेखाचित्र/संस्मरण)

Unit 2

प्रेमचंद - दो बैलों की कथा

अमरकान्त - बहादुर

Unit 3

बालकृष्ण भट्ट - साहित्य जनसमूह के हृदय का विकास है

अध्यापक पूर्ण सिंह - सच्ची वीरता

रामवृक्ष बेनीपुरी - गेहूँ बनाम गुलाब

Unit 4

महादेवी वर्मा - घीसा

विष्णु प्रभाकर - वापसी

विश्वनाथ त्रिपाठी - गंगा स्नान करने चलोगे?

References

हिन्दी का गद्य साहित्य - रामचंद्र तिवारी

हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह

निबंधो की दुनिया - विजयदेव नारायण साहनी; निर्मला जैन / हरिमोहन शर्मा

छायावादोत्तर हिंदी गद्य साहित्य - विश्वनाथ प्रसाद तिवारी

हिंदी रेखाचित्र - हरवंश लाल शर्मा

निबंधो की दुनिया - शिवपूजन सहाय ; निर्मला / अनिल राय

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा

Assessment Methods

Keywords

शिल्प, कथा, चरित्र, कथा-भाषा

हिंदी भाषा और साहित्य का इतिहास (BAPHCC01) Core Course - (CC) Credit:6

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-विश्लेषणात्मक 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

कोश विज्ञान : शब्दकोश और विश्वकोश (BAPHDSE05) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

कोशविज्ञान की समझ विकसित करना

उसके व्यावहारिक प्रयोग, निर्माण और तकनीकी प्रसार में रुचि विकसित करना

Course Learning Outcomes

कोश की समझ विकसित होगी

विभिन्न कोशों की जानकारी होगी

निर्माण, प्रसार और तकनीक की समझ विकसित होगी

कोश परिचय

*अर्थ और परिभाषा

*उपयोगिता और महत्त्व

*हिंदी कोश के उपयोग के नियम

(वर्णानुक्रम, स्वर की मात्राएँ, अनुस्वार एवं अनुनासिक, संयुक्त व्यंजन वर्ण)

Unit 2

कोश निर्माण

*शब्द संकलन एवं चयन

*प्रविष्टि (वर्तनी, क्रम, व्याकरणिक कोटि और स्रोत)

*शब्द का अर्थ एवं विस्तार

*शब्द प्रयुक्तियाँ

Unit 3

कोश के प्रकार

*कोश : वर्गीकरण के आधार

*विषय के आधार पर (भूगोल कोश, इतिहास कोश, मनोविज्ञान कोश, धर्म कोश आदि)

*भाषा के आधार पर (एकभाषी, द्विभाषी और बहुभाषी)

*समांतर कोश

*पारिभाषिक शब्दावली

Unit 4

प्रमुख कोशों का परिचय

*हिंदी – हिंदी शब्दकोश – बृहत् हिंदी शब्दकोश; ज्ञानमंडल

*अंग्रेजी – हिंदी शब्दकोश – फादर कामिल बुल्के

*हिंदी -- अंग्रेजी शब्दकोश – भोलानाथ तिवारी और महेंद्र कुमार

*विश्वकोश – हिंदी शब्दसागर – नागरी प्रचारिणी सभा

*समांतर कोश – अरविंद कुमार .कुसुम कुमार;नेशनल बुक ट्रस्ट , नई दिल्ली

*ई – कोश

References

कोश विज्ञान -- भोलानाथ तिवारी

हिंदी कोश रचना,प्रकार और रूप –रामचंद्र वर्मा

हिंदी कोश साहित्य –अचलानंद जखमोला

हिंदी साहित्य कोश –धीरेन्द्र वर्मा

Additional Resources:

हिंदी शब्द सागर – नागरी प्रचारिणी सभा , प्रयाग

कोश विज्ञान :सिद्धांत एवं प्रयोग –राम आधार सिंह

कोश निर्माण : प्रविधि एवं प्रयोग –त्रिभुवननाथ शुक्ल

Lexicography : an introduction –howareJackson;routledge publication , London

भारत में कोश विज्ञान पर विशेष – गवेषणा ;अंक 93;जनवरी –मार्च ,2009

वेबलिक

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*www.britannika.org

*www.e.wikipedia.com

*www.encyclopedia.center.com

*www.culturepedia.com

Teaching Learning Process

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

विशेष अध्ययन : एक प्रमुख साहित्यकार- कबीर (BAPHDSE06) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- हिन्दी साहित्य के भक्तिकाल, निर्गुण काव्यधारा, संत काव्य-धारा से अवगत करवाना.
 - कबीर-काव्य की प्रकृति और संरचना की समझ विकसित करना.
 - पाठ्यक्रम में निर्धारित दोहों और पदों के माध्यम से जीवन और समाज के विभिन्न मुद्दों की समझ और सुचिंतित दिशा खोजने का प्रयास करना.
-

Course Learning Outcomes

इस पाठ्यक्रम के अध्ययन से विद्यार्थी-

- भक्तिकाल की राजनीतिक-सामाजिक-सांस्कृतिक-धार्मिक स्थितियों को समझ पायेंगे.
 - कबीर-काव्य की सामाजिक चेतना के माध्यम से विद्यार्थी में सामाजिक समरसता का विकास होगा.
 - मानवीय और नैतिक मूल्यों का विकास होगा.
-

Unit 1

- कबीर का साहित्यिक परिचय
 - संतकाव्य की विशेषताएँ
-

Unit 2

- कबीर की साखियाँ (कुल 12)
- गुरुदेव कौ अंग- 3,7,11
- सुमिरण कौ अंग - 4,9,32
- विरह कौ अंग - 18,22
- चेतावणी कौ अंग - 13,14
- साध साषीभूत कौ अंग - 2
- उपदेस कौ अंग - 9

(कबीर – श्यामसुंदर दास)

Unit 3

- कबीर के पद (कुल 6)
- राग गौड़ी (पद सं. 3,6,89,111,114,117)

(कबीर-श्यामसुंदर दास)

Unit 4

- कबीर की सामाजिक चेतना
 - कबीर की भक्ति भावना
 - कबीर का रहस्यवाद
 - कबीर की भाषा
 - कबीर की दार्शनिक चेतना
-

References

- कबीर-श्यामसुंदर दास
- कबीर- हजारीप्रसाद द्विवेदी
- निर्गुण काव्य में नारी- अनिल राय

Additional Resources:

- भक्ति आन्दोलन के सामाजिक आधार-गोपेश्वर सिंह
 - कबीर - विजयेन्द्र स्नातक
 - भक्ति का सन्दर्भ-देवीशंकर अवस्थी
 - कबीर की चिंता - बलदेव वंशी
 - भक्ति काव्य का समाज दर्शन- प्रेमशंकर
-

Teaching Learning Process

- निर्धारित दोहों और पदों का विद्यार्थियों द्वारा वाचन.
- निर्धारित अंशों पर विचार-विमर्श करते हुए उनके निहितार्थ खोजना.
- दोहों और पदों के कथ्य और संवेदना के स्तर पर विभिन्न पक्षों को वर्तमान की स्थितियों के परिप्रेक्ष्य में देखना.
- कबीर की भाषा की प्रकृति और उसकी प्रभावकारिता को खोजना.
- दोहों और पदों की रिकार्डेड सी डी दिखाना/सुनाना.

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

Assessment Methods

- कबीर-काव्य में उपस्थित सामाजिक, दार्शनिक, मानवीय चेतना और भक्ति-भावना के विश्लेषण के आधार पर.
 - महत्त्वपूर्ण अंशों की व्याख्या के आधार पर.
 - कबीर-काव्य की भाषायी कौशल के विश्लेषण के आधार पर
-
-

Keywords

- प्रतीक
 - उलटवासी
 - रहस्यवाद
 - माया
 - राम
 - कुंडलिनी
 - इंगला-पिंगला-सुष्मुना
 - सिद्ध-नाथ
 - भक्ति
 - ब्रह्म
 - परमात्मा-जीवात्मा
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**विशेष अध्ययन : एक प्रमुख साहित्यकार- तुलसीदास
(BAPHDSE0601)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

भक्तिकाल के महत्त्वपूर्ण कवि तुलसीदास के साहित्य का अध्ययन-विश्लेषण

Course Learning Outcomes

तुलसीदास के जीवन और साहित्य का आलोचनात्मक अध्ययन

Unit 1

- तुलसीदास का साहित्यिक परिचय
 - रामभक्ति शाखा की विशेषता
-

Unit 2

रामचरितमानस

- (बालकाण्ड : दोहा 201 से 205 तक)
 - (सुन्दरकाण्ड :दोहा 3 से 10 तक)
 - (गीता प्रेस,गोरखपुर)
-

Unit 3

विनयपत्रिका

- (पद सं.100 से 110 तक)
 - (गीता प्रेस ,गोरखपुर)
-

Unit 4

तुलसीदास की भक्ति भावना

- तुलसीदास की भाषा
 - तुलसीदास की समन्वय चेतना
 - "मानस" में राम – सुग्रीव मैत्री प्रसंग
-

References

- रामचरितमानस – तुलसीदास
- विनयपत्रिका --तुलसीदास
- लोकवादी तुलसीदास –विश्वनाथ त्रिपाठी
- गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल
- तुलसीदास काव्य में मीमांसा – उदयभानु सिंह

Additional Resources:

- भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पांडेय
-
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Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, कविता वाचन

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, असाइनमेंट

Keywords

ब्रज और अवधी शब्दावली

**विशेष अध्ययन : एक प्रमुख साहित्यकार- निराला
(BAPHDSE0603)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

महाकवि निराला का जीवन परिचय और साहित्यिक अवदान

उनके परिवेश और कवि के संघर्ष का अध्ययन करना

Course Learning Outcomes

महाकवि निराला के साहित्य का अध्ययन विश्लेषण

कवि के परिवेश की समझ

Unit 1

निराला

छायावाद का सामान्य परिचय

निराला का साहित्यिक परिचय

Unit 2

सरोज स्मृति

वह तोडती पत्थर

भिक्षुक

कुकुरमुत्ता

Unit 3

लिली

सुकुल की बीवी

Unit 4

बिल्लेसुर बकरिहा

References

छायावाद – नामवर सिंह

निराला : आत्महंता आस्था – दूधनाथ सिंह

लिली – सूर्यकान्त त्रिपाठी निराला

सुकुल की बीवी – सूर्यकान्त त्रिपाठी निराला

आधुनिक कविता यात्रा – रामस्वरूप चतुर्वेदी

Additional Resources:

आधुनिक साहित्य की प्रवृत्तियाँ – नामवर सिंह

राग विराग – रामविलास शर्मा

निराला की साहित्य साधना – रामविलास शर्मा

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, कविता पाठ

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

साहित्यिक आलोचनात्मक शब्दावली

विशेष अध्ययन : एक प्रमुख साहित्यकार- प्रेमचंद
(BAPHDSE0602)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

कथा सम्राट मुंशी प्रेमचंद का परिचय, साहित्य और विश्लेषण

Course Learning Outcomes

प्रेमचंद के साहित्य के विविध आयामों का अध्ययन - विश्लेषण

प्रेमचंद का साहित्यिक परिचय

प्रेमचंद की उपन्यास कला

प्रेमचंद की कहानी कला

Unit 2

सुभागी

बड़े घर की बेटी

सवा सेर गेहूँ

पंच परमेश्वर

सदगति

Unit 3

कर्मभूमि

Unit 4

'कर्बला' नाटक की मूल सवेदना

'कलम का सिपाही' अमृतराय (पृ.सं.299 से 305 तक)

References

प्रेमचंद और उनका युग – रामविलास शर्मा

प्रेमचंद एक विवेचन – इन्द्रनाथ मदान

मानसरोवर (भाग 1 और 2) – प्रेमचंद

कहानी नई कहानी –नामवर सिंह

कर्मभूमि - प्रेमचंद

प्रेमचंद अध्ययन की दिशाएँ - कमल किशोर गोयनका

कलम का सिपाही – अमृतराय

Additional Resources:

प्रेमचंद घर में – शिवरानी देवी

हिंदी गद्य: विन्यास और विकास – रामस्वरूप चतुर्वेदी

हिंदी उपन्यास : अंतर्यात्रा - रामदरश मिश्र

सृजनशीलता का संकट - नित्यानंद तिवारी

जमाने से दो - दो हाथ - नामवर सिंह

Teaching Learning Process

कक्षा व्याख्यान, समूहिक 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, असाइनमेंट

Keywords

कथा, साहित्य, उपन्यास, कहानी, साहित्यिकता

साहित्य चिंतन
(BAPHDSE04)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

साहित्य सिद्धान्तों का अध्ययन

साहित्यिक आलोचना के निर्माण में विभिन्न अवयवों का अध्ययन

साहित्य की व्याख्या के लिए जरूरी अंगों-उपांगों, साहित्यिक भेदों-उपभेदों का अध्ययन

Course Learning Outcomes

साहित्य और समाज की पारस्परिक अर्थवत्ता और महत्ता के साथ-साथ आलोचनात्मक विवेक का निर्माण

साहित्य की व्याख्या के लिए शास्त्रीय सिद्धांतों का ज्ञान प्राप्त करना

विद्यार्थियों के सैद्धांतिक सोच और समझ के स्तर को समृद्ध करते हुए साहित्य के साथ अन्य कलाओं की समझ विकसित करना

Unit 1

साहित्य का स्वरूप :

- विविध दृष्टिकोण
- साहित्य और समाज
- साहित्य की प्रयोजनीयता

Unit 2

रस :

- परिभाषा
- स्वरूप
- अंग
- भेद

Unit 3

रचनात्मक भूमिका और महत्त्व की दृष्टि से अध्ययन :

- भाषा सौष्ठव
- शब्दशक्ति
- अलंकार
- प्रतीक
- बिम्ब
- मिथक
- फैंटेसी

Unit 4

रचनात्मक भूमिका और महत्त्व की दृष्टि से अध्ययन :

- छंद
- लय

- तुक

References

साहित्य सहचर - हजारीप्रसाद द्विवेदी

साहित्य का स्वरूप - नित्यानन्द तिवारी

साहित्य सिद्धान्त - रामअवध द्विवेदी

काव्य के तत्त्व - देवेन्द्रनाथ शर्मा

काव्यभाषा पर तीन निबंध - रामस्वरूप चतुर्वेदी और सत्यप्रकाश मिश्र

काव्यास्वाद और साधारणीकरण - राजेंद्र गौतम

Additional Resources:

हिंदी साहित्य कोश - भाग 1, 2 - संपादक - धीरेन्द्र वर्मा

साहित्य सिद्धांत - रेने वेलेक और ऑस्टीन

Teaching Learning Process

कक्षाओं में पारंपरिक और आधुनिक तकनीकी माध्यमों की सहायता से अध्ययन-अध्यापन

समूह-परिचर्चाएँ

कक्षा में कमजोर विद्यार्थियों की पहचान और कक्षा के बाद उनकी अतिरिक्त सहायता

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

सतत मूल्यांकन

असाइनमेंट के द्वारा आंतरिक मूल्यांकन

समूहिक प्रोजेक्ट के द्वारा मूल्यांकन

सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

Keywords

साहित्य चिंतन, साहित्य सिद्धान्त, आलोचना, रस, छंद, अलंकार, शास्त्रीय आलोचना, साहित्य और समाज, कलाएं आदि ।

हिंदी का मौखिक साहित्य और उसकी परंपरा
(BAPHDSE02)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

भारत के मौखिक साहित्य और लोक-परंपरा का अवलोकन

लोक-जीवन और संस्कृति की जानकारी

पर्यटन और संगीत-नृत्य आदि में आकर्षण विकसित होगा

Course Learning Outcomes

मौखिक साहित्य का परिचय

प्रमुख रूपों का परिचय

संस्कृति और लोक-जीवन व संस्कृति के विश्लेषण की क्षमता

Unit 1

मौखिक साहित्य की अवधारणा :सामान्य परिचय, मौखिक साहित्य और लिखित साहित्य का संबंध

साहित्य के विविध रूप - लोकगीत ,लोककथा ,लोकगाथाएँ ,लोकनाट्य ,लोकोक्तियाँ

पहेलियाँ - बुझावेल और मुहावरे हिंदी प्रदेश की जनपदीय बोलियाँ और उनका साहित्य (सामान्य परिचय) मौखिक और समाज

Unit 2

लोकगीत :वाचिक और मुद्रित

संस्कार गीत :सोहर , विवाह, मंगलगीत इत्यादि

सोहर भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी -बिहार राष्ट्रभाषा परिषद् प्.8 ,गीत संख्या 4

सोहर अवधी -हिंदी प्रदेश कि लोकगीत - कृष्णदेव उपाध्याय प्.110,111 साहित्य भवन इलाहाबाद

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

ऋतूसंबंधी गीत : बारामासा , होली, चैत , कजरी इत्यादि

-निम्नलिखित पाठ्यपुस्तकों के पृष्ठ

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव पृ 231

हिंदी परदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ 205

वाचिक कविता : भोजपुरी : पं विद्यानिवास मिश्र , पृ 49

श्रमसंबंधी गीत : कटनी , जंतसर , दँवनी , रोपनी , इत्यादि

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

जंतासरी : भोजपुरी - भारतीय लोकसाहित्य परंपरा और परिदृश्य - विद्या सिन्हा , पृ 140,141

विविध गीत : घुघुती -कुमाउनी: कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी ,

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

Unit 3

लोककथाएँ एवं लोकगाथाएँ :

विधा के सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ आल्हा , लोरिक , सारंग - सदावृक्ष , बिहुला

राजस्थानी लोककथा नं - 2 , हिंदी साहित्य का बृहत् इतिहास , पं . राहुल संकृत्यायन, पृ 461 -462

अवधी लोककथा नं . 2, हिंदी साहित्य का बृहत् इतिहास , पं . राहुल संकृत्यायन, पृ 187 -188

Unit 4

लोकनाट्य :

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

References

हिंदी प्रदेश के लोकगीत - कृष्णदेव उपाध्याय

हरियाणा प्रदेश का लोकसाहित्य - शंकर लाल यादव

मीट माई पीपल - देवेन्द्र सत्यार्थी

मालवी लोक साहित्य का अध्ययन - श्याम परमार

रसमंजरी – सुचिता रामदीन, महात्मा गाँधी संस्थान,मॉरिशस

हिंदी साहित्य का बृहत इतिहास, पं . राहुल संकृत्यायन ; सोलहवां भाग

वाचिक कविता :भोजपुरी -- विद्यानिवास मिश्र

भारतीय लोकसाहित्य : परंपरा और परिदृश्य – डॉ. विद्या सिन्हा

कविता कौमुदी :ग्रामगीत – पं .रामनरेश त्रिपाठी

Additional Resources:

हिंदी साहित्य को हरियाणा प्रदेश की देन – हरियाणा साहित्य अकादमी का प्रकाशन

मध्यप्रदेश लोक कला अकादमी की पत्रिका-- चौमासा

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, प्रस्तुति को देखना

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, असाइनमेंट

Keywords

विभिन्न रूप, बोलियाँ, सांस्कृतिक शब्द

हिंदी भाषा का व्यावहारिक व्याकरण
(BAPHDSE01)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी देना

विभिन्न क्षेत्रों में अनुवाद की प्रकृति की जानकारी

Course Learning Outcomes

अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी

विभिन्न क्षेत्रों के अनुवाद का विश्लेषणात्मक अध्ययन

प्रयोगात्मक कार्य

Unit 1

भाषा और व्याकरण

- भाषा की परिभाषा एवं विशेषताएँ
 - व्याकरण की परिभाषा, महत्त्व, भाषा और व्याकरण का अंतःसंबंध
 - ध्वनि, वर्ण एवं मात्राएँ
-

Unit 2

शब्द परिचय

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

Unit 3

व्याकरण व्यवहार

- लिंग , वचन , कारक ,
- संधि और समास

- मुहावरें एवं लोकोक्तियाँ
- अपठित गद्य

Unit 4

वाक्य परिचय

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

References

हिंदी भाषा साहित्य का इतिहास -धीरेन्द्र वर्मा

भारतीय पुरालिपि -डॉ.राजबलि पाण्डेय (लोकभारती प्रकाशन)

हिन्दी भाषा का उद्गम और विकास - उदयनारायण तिवारी

हिंदी भाषा की पहचान से प्रतिष्ठा तक - डॉ हनुमानप्रसाद शुक्ला

लिपि की कहानी - गुणाकर मुले

भाषा और समाज - रामविलास शर्मा

Additional Resources:

हिंदी भाषा : संरचना के विविध आयाम -रवीन्द्रनाथ श्रीवास्तव

हिंदी व्याकरण -कामताप्रसाद गुरु

हिंदी शब्दानुशासन - किशोरीदास वाजपेयी

A grammar linguistics of the hindi language -kellog

Hindi linguistics - R.N.shrivastav

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, परियोजना कार्य

1 से 3 सप्ताह - इकाई - 1

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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, असाइनमेंट

Keywords

भाषा और अनुवाद की शब्दावली

हिंदी रंगमंच (BAPHDSE03) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

रंगमंच का सैद्धांतिक और व्यावहारिक ज्ञान देना

हिन्दी रंगमंच के विकास के माध्यम से महत्वपूर्ण विचारकों के विचारों को समझना

Course Learning Outcomes

रंगमंच के विकास के साथ - साथ विभिन्न शैलियों की जानकारी प्राप्त होगी

प्रमुख विचारकों की रंगदृष्टि से अवगत हो पाएंगे

पारंपरिक और आधुनिक रंगमंच की समझ विकसित होगी

भारतबोध विकसित होगा

Unit 1

पारंपरिक रंगमंच: रामलीला, रासलीला, नौटंकी, बिदेसिया, पांडवानी, माच, अंकिया, सांग, ख्याल (सामान्य परिचय)

Unit 2

हिंदी रंगमंच : पारसी थिएटर, भारतेन्दु युगीन रंगमंच, माधव प्रसाद शुक्लयुगीन रंगमंच, पृथ्वी थिएटर

रंग संस्थाएँ : रंग- प्रशिक्षण एवं गतिविधियाँ, राष्ट्रीय नाट्य विद्यालय

रंगमंडल, भारत भवन, भोपाल; भारतेन्दु नाट्य अकादमी, लखनऊ

Unit 3

आधुनिक हिंदी रंगमंच की विविध शैलियाँ : शैलीबद्ध, यथार्थवादी, एब्सर्ड, लोक शैली

Unit 4

प्रमुख रंग व्यक्तित्व और उनकी रंगदृष्टि : झाड़ूराम देवांगन, राधेश्याम कथावाचक,

श्यामा नन्द जालान, सत्यदेव दुबे, भिखारी ठाकुर, ब. व. कारंत एवं इब्राहिम अल्काजी

References

परंपराशील नाट्य – जगदीशचन्द्र माथुर

पारसी हिंदी रंगमंच- लक्ष्मीनारायण लाल

नाट्यसम्राट पृथ्वीराज कपूर – जानकी वल्लभ शास्त्री

आधुनिक हिंदी नाटक और रंगमंच- लक्ष्मीनारायण लाल

समकालीन हिंदी नाटक और रंगमंच – नरेंद्र मोहन

पहला रंग- देवेंद्र राज अंकुर

आधुनिक हिंदी नाटक और रंगमंच- नेमिचन्द्र जैन

लखमीचंद का काव्य वैभव- हरिचन्द्र बंधु

भिखारी ठाकुर: भोजपुरी के भारतेन्दु- भगवत प्रसाद द्विवेदी

Additional Resources:

कंटेम्प्रेरी इंडियन थिएटर: इंटरव्यू विद प्लेराइटर्स एण्ड डायरेक्टर्स – संगीत नाटक अकादमी

थिएटर्स आव इंडिपेंडेंस – अपर्णा भार्गव धारवाड़कर

Teaching Learning Process

कक्षा व्याख्यान, समूहिक चर्चा, व्यावहारिक ज्ञान के लिए एन.एस. डी. भ्रमण, ऑनलाइन विडियो

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

रंगमंच संबंधी शब्दावली

कम्प्यूटर और हिंदी भाषा (BAPHSEC06) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

कंप्यूटर की वर्तमान स्थिति की समझ विकसित करना

कंप्यूटर पर हिंदी का व्यावहारिक ज्ञान विकसित करना

Course Learning Outcomes

कंप्यूटर पर हिंदी भाषा के प्रयोग पर बल

सैद्धांतिक और व्यावहारिक ज्ञान विकसित होगा

Unit 1

कम्प्यूटर का विकास और हिंदी

*कम्प्यूटर का परिचय और विकास

*कम्प्यूटर में हिंदी का आरम्भ एवं विकास

*हिंदी के विविध फॉन्ट

*कम्प्यूटर में हिंदी की चुनौतियाँ और संभावनाएँ

Unit 2

हिंदी भाषा और प्रौद्योगिकी

*इंटरनेट पर हिंदी

*यूनिकोड, देवनागरी लिपि और हिंदी भाषा

*हिंदी और वेब डिज़ाइनिंग

*हिंदी की वेबसाइट

Unit 3

हिंदी भाषा, कम्प्यूटर और गवर्नेंस

*राजभाषा हिंदी के प्रचार में कम्प्यूटर की भूमिका

*ई -गवर्नेंस, इंटरनेट

*हिंदी भाषा शिक्षण और ई-लर्निंग

*सरकारी और गैर - सरकारी संस्थाएं

Unit 4

हिंदी भाषा और कम्प्यूटर : विविध पक्ष

*इंटरनेट पर हिंदी पत्र - पत्रिकाएँ

*एसएमएस की हिंदी

*न्यू मीडिया और हिंदी भाषा

*हिंदी के विभिन्न बोर्ड

References

कम्प्यूटर के भाषिक अनुप्रयोग - विजय कुमार मल्होत्रा

कम्प्यूटर और हिंदी - हरिमोहन

हिंदी भाषा और कम्प्यूटर - संतोष गोयल

कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा सिद्धांत - पी.के.शर्मा

Additional Resources:

मीडिया : भूमंडलीकरण और समाज संपा.संजय द्विवेदी

नए ज़माने की पत्रकारिता - सौरव शुक्ल

पत्रकारिता से मीडिया तक - मनोज कुमार

जनसंचार के संदर्भ - जवरीमल्ल पारख

Teaching Learning Process

व्याख्यान, समूहिक 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

संबंधित क्षेत्र की शब्दावली

Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

कार्यालयी भाषा की जानकारी देना

विभिन्न कार्यालयी आवश्यकताओं को चिन्हित करना

Course Learning Outcomes

कार्यालयी भाषा का व्यावहारिक ज्ञान प्राप्त होगा

विभिन्न कार्यालयी पत्राचार के विविध रूप सीख सकेंगे

टिप्पण, प्रारूपण और संक्षेपण आवश्यकताओं की समझ विकसित होगी

Unit 1

कार्यालयी हिंदी का स्वरूप, उद्देश्य तथा क्षेत्र

अभिप्राय तथा उद्देश्य

कार्यालयी हिन्दी का क्षेत्र

सामान्य हिंदी तथा कार्यालयी हिंदी : संबंध तथा अंतर

कार्यालयी हिंदी स्थिति और संभावनाएँ

Unit 2

कार्यालयी हिंदी की शब्दावली

कार्यालयी हिंदी की पारिभाषिक शब्दावली

पदनाम तथा अनुभाग के नाम

मुख्य कार्यालय, क्षेत्रीय कार्यालय और प्रशासनिक अधिकारियों के लिए प्रयुक्त होने वाले संबोधन,

निर्देश आदि

औपचारिक पदावलियाँ / अभिव्यक्तियाँ (सूची विभाग द्वारा तैयार)

Unit 3

कार्यालयी पत्राचार के विविध प्रकार

सामान्य परिचय

कार्यालय से निर्गत पत्र (ज्ञापन, परिपत्र, अनुस्मारक, पृष्ठांकन, आदेश, सूचनाएँ, निविदा)

आवेदन – लेखन

Unit 4

टिप्पण, प्रारूपण और संक्षेपण

टिप्पण का स्वरूप, विशेषताएँ और भाषा शैली

प्रारूपण के प्रकार, भाषा शैली, प्रारूपण की विधि

संक्षेपण के प्रकार, विशेषताएँ और संक्षेपण की विधि

उपर्युक्त सभी इकाइयों पर आधारित व्यावहारिक प्रश्न

References

-प्रयोजनमूलक हिंदी – माधव सोनटक्के

-प्रारूप शासकीय पत्राचार और टिप्पण लेखन विधि - राजेन्द्र प्रसाद श्रीवास्तव

-प्रयोजनमूलक हिंदी की नई भूमिका –कैलाशनाथ पाण्डेय

-प्रयोजनमूलक भाषा और कार्यालयी हिंदी – कृष्ण कुमार गोस्वामी

Additional Resources:

-प्रयोजनमूलक हिंदी :सिद्धांत और प्रयोग –दंगल झाल्टे

Teaching Learning Process

विभिन्न कार्यालयी पत्रों, दस्तावेजों के माध्यम से कार्यालयी भाषा का व्यावहारिक ज्ञान देना

कक्षा 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

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सभी कार्यालयी शब्द

भाषा शिक्षण (BAPHSEC02) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

विद्यार्थी भाषा शिक्षण की अवधारणा और महत्व से परिचित हो सकेंगे।

Course Learning Outcomes

विभिन्न भाषाई कौशलों के ज्ञानार्जन के उपरांत विद्यार्थी शिक्षण, मीडिया, अभिनय आदि क्षेत्रों में अपनी प्रतिभा का विकास कर सकेंगे। वे शिक्षण और प्रशिक्षण के क्षेत्र में नई पद्धतियों का अनुसंधान करने की दिशा में अग्रसर होंगे।

Unit 1

भाषा शिक्षण की अवधारणा

- भाषा शिक्षण: अभिप्राय और महत्व
 - भाषा शिक्षण के उद्देश्य
 - भाषा शिक्षण का राष्ट्रीय सन्दर्भ
 - शिक्षण, प्रशिक्षण, अर्जन, अधिगम
-

Unit 2

भाषा शिक्षण की आधारभूत संकल्पनाएँ

- प्रथम भाषा/ मातृभाषा तथा अन्य भाषा की संकल्पना
- द्वितीय भाषा तथा विदेशी भाषा की संकल्पना
- मातृभाषा और विदेशी भाषा के शिक्षण में अंतर
- विशिष्ट प्रयोजन के लिए भाषा शिक्षण

Unit 3

भाषा शिक्षण की विधियाँ और भाषिक कौशल

- भाषा कौशल- श्रवण,भाषण, वाचन, लेखन
- भाषा का कौशल के रूप में शिक्षण
- मातृभाषा शिक्षण पद्धतियाँ
- अन्य भाषा शिक्षण पद्धतियाँ

Unit 4

भाषा परीक्षण और मूल्यांकन

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

Practical

विद्यार्थी शिक्षक-प्रशिक्षण संस्थानों में जाकर मातृ भाषा और विदेशी भाषा शिक्षण की कक्षाओं का निरीक्षण कर सकते हैं और इसके प्रोजेक्ट तैयार कर सकते हैं।

References

- भाषा शिक्षण-रवीन्द्रनाथ श्रीवास्तव
- अन्य भाषा शिक्षण के कुछ पक्ष- संपादक अमर बहादुर सिंह
- भाषा शिक्षण तथा भाषा विज्ञान- संपादक ब्रजेश्वर वर्मा
- हिन्दी भाषा शिक्षण-भोलानाथ तिवारी

Teaching Learning Process

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

शिक्षण, अर्जन, दक्षता, ज्ञान

भाषाई दक्षता (BAPHSEC04) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

विद्यार्थियों की भाषायी कुशलता का विकास।

व्यावसायिक एवं कार्यालयी हिंदी के सही प्रयोग का विकास।

विद्यार्थियों में द्रुतवाचन एवं मौन पठन का विकास।

Course Learning Outcomes

भाषायी दक्षता का विकास।

विद्यार्थियों की कार्य कुशलता में वृद्धि।

विषय के संक्षेपण एवं पल्लवन की कुशलता का विकास।

इकाई-1 : भाषायी दक्षता का विकास

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

Unit 2

इकाई-2 : भाषायी दक्षता की निर्माण प्रक्रिया

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

Unit 3

इकाई-3 : भाषायी दक्षता के प्रायोगिक पक्ष

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

Unit 4

इकाई-4 : भाषायी दक्षता का व्यावहारिक पक्ष

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

- भाषा शिक्षण – रवींद्रनाथ श्रीवास्तव
- सृजनात्मक साहित्य – रवींद्रनाथ श्रीवास्तव
- व्यावसायिक हिंदी – दिलीप सिंह

- प्रयोजनमूलक हिंदी – दंगल झाल्टे
- आधुनिक पत्रकारिता – डॉ. अनुज तिवारी

Additional Resources:

- व्यावहारिक हिंदी एवं प्रयोग – डॉ. ओम प्रकाश
- जनमाध्यम प्रौद्योगिकी और विचारधारा – जगदीश्वर चतुर्वेदी

Teaching Learning Process

कक्षा 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 असाइनमेंट

रचनात्मक लेखन (BAPHSEC01) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- विद्यार्थियों के मौखिक और लिखित अभिव्यक्ति कौशल को विकसित करना.
 - उनमें कल्पनाशीलता और रचनात्मकता का विकास करना.
 - साहित्य की विविध विधाओं और उनकी रचनात्मक शैली का परिचय कराते हुए लेखन की और प्रेरित करना.
 - प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की प्रवृत्ति को विकसित करना.
-

Course Learning Outcomes

इस पाठ्यक्रम के अध्ययन के पश्चात् विद्यार्थियों में -

- मौखिक और लिखित अभिव्यक्ति कौशल को विकसित होने में मदद मिलेगी.
- उनमें कल्पनाशीलता और रचनात्मकता का विकास हो सकेगा.
- साहित्य की विविध विधाओं और उनकी रचनात्मक शैली का परिचय होगा जिससे वे स्वयं भी इन विधाओं में लेखन की अग्रसर हो सकेंगे.
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की ओर भी वे अग्रसर होंगे.

Unit 1

रचनात्मक लेखन: अवधारणा, स्वरूप एवं सिद्धांत

- भाव एवं विचार की रचना में अभिव्यक्ति की प्रक्रिया
- अभिव्यक्ति के विविध क्षेत्र: साहित्य, पत्रकारिता, विज्ञापन, भाषण, लोकप्रिय संस्कृति
- लेखन के विविध रूप: मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ्य, बाल-लेखन

Unit 2

रचनात्मक लेखन: आधार और विश्लेषण

- अर्थ निर्मिति के आधार: शब्द और अर्थ की मीमांसा, शब्द के पुराने-नए प्रयोग, शब्द की व्याकरणिक कोटि
- भाषा की भंगिमाएँ: औपचारिक-अनौपचारिक, मौखिक-लिखित, मानक
- भाषिक सन्दर्भ: क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष
- रचना-सौष्ठव: शब्द-शक्ति, प्रतीक, बिम्ब, अलंकार, वक्रता

Unit 3

विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन

- कविता: संवेदना, भाषिक सौष्ठव, छंदबद्ध-छन्दमुक्त, लय, गति, तुक
- कथा-साहित्य: वस्तु, पात्र, परिवेश, कथ्य और भाषा
- नाट्य-साहित्य: वस्तु, पात्र, परिवेश, कथ्य, रंगमंच और नाट्य-भाषा
- विविध गद्य विधाएँ: निबंध, संस्मरण, आत्मकथा, व्यंग्य, रिपोर्टाज, यात्रा वृत्तांत
- बच्चों के लिए लेखन
- नोट: उपरोक्त का परिचय देते हुए इनका अभ्यास भी करवाया जाए.

Unit 4

सूचना-माध्यमों के लिए लेखन

- प्रिंट माध्यम के लिए लेखन : फीचर, यात्रा-वृत्तांत, साक्षात्कार, फिल्म-पुस्तक-नाटक समीक्षा, विज्ञापन
 - इलेक्ट्रॉनिक माध्यम के लिए लेखन : विज्ञापन, पटकथा, संवाद
 - नोट: उपरोक्त का परिचय देते हुए इनका अभ्यास भी करवाया जाए.
-

References

1. साहित्य चिंतन: रचनात्मक आयाम- रघुवंश
2. शैली - रामचंद्र मिश्र
3. रचनात्मक लेखन- सं रमेश गौतम
4. कविता क्या है - विश्वनाथ प्रसाद तिवारी
5. कथा-पटकथा - मन्नू भंडारी
6. पटकथा लेखन- मनोहर श्याम जोशी

Additional Resources:

1. कला की जरूरत -अन्स्ट फिशर, अनुवादक - रमेश उपाध्याय
 2. साहित्य का सौंदर्यशास्त्र- रवीन्द्रनाथ श्रीवास्तव
 3. कविता-रचना प्रक्रिया - कुमार विमल
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Teaching Learning Process

- पाठ्यक्रम में निर्धारित विभिन्न रचनात्मक अभिव्यक्तियों से विद्यार्थी का परिचय करवाना.
- विद्यार्थी को उक्त अभिव्यक्तियों के अभ्यास के लिए प्रेरित करना.
- विभिन्न साहित्यकारों के साहित्य का पठन-पाठन करने के लिए प्रेरित करना.
- भाषायी कौशल के विकास के लिए कार्यशालाएँ आयोजित करना.

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

विज्ञापन और हिंदी भाषा
(BAPHSEC05)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- I. विद्यार्थियों को विज्ञापन के विस्तृत क्षेत्र से परिचित कराना
 - II. विज्ञापन भाषा के स्वरूप और विशेषताओं का बोध कराना
 - III. विभिन्न माध्यमों के लिए विज्ञापन कॉपी लेखन का अभ्यास कराना
-

Course Learning Outcomes

- I. विज्ञापन लेखन की दृष्टि से भाषा-दक्षता
 - II. विज्ञापन निर्माण की पूरी प्रक्रिया को समझना
 - III. विज्ञापन बाज़ार में विभिन्न माध्यमों की पहुँच और प्रसार क्षमता से परिचित होना
 - IV. कॉपी लेखन आदि कार्यों के लिए तैयार होना
-

Unit 1

इकाई 1 : विज्ञापन : स्वरूप एवं अवधारणा

- विज्ञापन : अर्थ, परिभाषा और महत्त्व
 - विज्ञापन के उद्देश्य: आर्थिक, सामाजिक, राजनीतिक
 - विज्ञापन के प्रमुख प्रकार
 - विज्ञापन के प्रभाव
-

Unit 2

इकाई 2 : विज्ञापन माध्यम

- विज्ञापन माध्यम चयन के आधार
 - प्रिंट, रेडियो और टेलीविज़न
 - डिजिटल विज्ञापन तथा आउट ऑफ़ होम विज्ञापन—होर्डिंग, पोस्टर, बैनर, साइन बोर्ड, सोशल मीडिया विज्ञापन--फेसबुक, ट्विटर, यू-ट्यूब, सोशल नेटवर्किंग साइट्स
 - अन्य माध्यम
-

Unit 3

इकाई 3 : विज्ञापन की भाषा

- विज्ञापन की भाषा का स्वरूप एवं विशेषताएँ
- विज्ञापन की भाषा-शैली के विभिन्न पक्ष
- विज्ञापन स्लोगन एवं पंच लाइन
- प्रमुख हिंदी विज्ञापनों की भाषा का विश्लेषण

Unit 4

इकाई 4 : विज्ञापन:काँपी लेखन

- विज्ञापन काँपी के अंग
 - प्रिंट माध्यम: लेआउट के विविध प्रारूप
- वर्गीकृत एवं सजावटी विज्ञापन-निर्माण
- रेडियो जिंगल लेखन
- टेलीविज़न विज्ञापन के लिए काँपी लेखन

References

सहायक ग्रन्थ

- Ø जनसंपर्क, प्रचार और विज्ञापन - विजय कुलश्रेष्ठ
- Ø जनसंचार माध्यम : भाषा और साहित्य - सुधीश पचौरी
- Ø डिजिटल युग में विज्ञापन - सुधा सिंह, जगदीश्वर चतुर्वेदी
- Ø ब्रेक के बाद - सुधीश पचौरी

Additional Resources:

- Ø मीडिया की भाषा - वसुधा गाडगिल
- Ø विज्ञापन की दुनिया - कुमुद शर्मा
- Ø विज्ञापन डॉट कॉम - रेखा सेठी
- Ø विज्ञापन: भाषा और संरचना - रेखा सेठी
- Ø विज्ञापन और ब्रांड - संजय सिंह बघेल
- Ø मीडिया और बाज़ार - वर्तिका नंदा
- Ø भारतीय मीडिया व्यवसाय - वनिता कोहली खांडेकर
- Ø संचार क्रांति और बदलता सामाजिक सौंदर्य बोध - कृष्ण कुमार रत्न
- Ø Jethwaney, J. N., & Jain, S. (2012). *Advertising management*. Oxford: Oxford University Press.

Ø Chunawalla. (2000). *Advertising theory and practice*. Mumbai: Himalaya Publishing House.

Ø Martin, P., & Erickson, T. (2011). *Social media marketing*. New Delhi: Global Vision Publishing House.

वेबलिक

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

Teaching Learning Process

1) कक्षाओं में पठन-पाठन पद्धति

2) परिचर्चाएँ

3) समूह में प्रोजेक्ट प्रस्तुति

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

ब्रांड, कॉपी, स्लोगन, डिजिटल, सोशल मीडिया

अनुवाद : व्यवहार और सिद्धांत
(BAPHGE01)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

अनुवाद के व्यवहार और सिद्धान्त की समझ विकसित करना

विभिन्न क्षेत्रों की मांगों के अनुरूप अनुवाद दक्षता निर्मित करना

Course Learning Outcomes

अनुवाद के विभिन्न क्षेत्रों की आवश्यकता को समझने में मदद मिलेगी

सैद्धांतिक ज्ञान के साथ-साथ व्यावहारिक ज्ञान निर्मित होगा

Unit 1

1. भारत का भाषाई परिदृश्य और अनुवाद
 2. अनुवाद का स्वरूप और प्रकार
 3. अनुवाद के उपकरण - कोश -ग्रन्थ
 4. अनुवाद प्रक्रिया
-

Unit 2

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

Unit 3

अनुवाद व्यवहार - 1 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)

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

Unit 4

अनुवाद व्यवहार - 2 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)

1. जनसंचार
2. प्रशासनिक अनुवाद

3. बैकिंग अनुवाद
4. विधि अनुवाद

Practical

References

1. अनुवाद के भाषिक सिद्धांत - कैटफोर्ड, जे सी सिद्धांत (अनुवाद - रविशंकर दीक्षित) मध्य प्रदेश ग्रन्थ अकादेमी, भोपाल
2. अनुवाद के सिद्धांत - रेड्डी, आर.आर. (अनुवाद- डा. जे. एल. रेड्डी) साहित्य अकादेमी, मंडी हाउस, नयी दिल्ली
3. अनुवाद-सिद्धांत और प्रयोग - गोपीनाथन, जी. लोकभारती प्रकाशन, इलाहाबाद

Additional Resources:

1. अनुवाद विज्ञान-सिद्धान्त और अनुप्रयोग - संपादक- डा. नगेन्द्र, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
2. अनुवाद सिद्धांत की रूपरेखा - सुरेश कुमार, वाणी प्रकाशन, दिल्ली.

Teaching Learning Process

- 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

अनुवाद, मूल भाषा, संस्कृति, समाज, सम्प्रेषण, अर्थ दर्शन, भाव साम्यता

Generic Elective - (GE) Credit:6

Course Objective(2-3)

अस्मिताओं का सैद्धांतिक और व्यावहारिक ज्ञान

प्रमुख रचनाओं के अध्ययन के माध्यम से संवेदनात्मक विश्लेषण

Course Learning Outcomes

अस्मितामूलक विमर्श का ज्ञान

विभिन्न अस्मिताओं की समस्याओं और उसके परिवेश को समझना

प्रमुख कृतियों का परिचय

Unit 1

इकाई - 1 : विमर्शों की सैद्धांतिकी

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

ख) स्त्री विमर्श : अवधारणाएं और आंदोलन (पाश्चात्य और भारतीय)

दलित स्त्रीवाद, लिंगभेद, पितृसत्ता

ग) आदिवासी विमर्श : अवधारणा और आंदोलन

जल, जंगल, जमीन और पहचान का सवाल

Unit 2

विमर्शमूलक कथा साहित्य :

(1) ओमप्रकाश बाल्मीकि - सलाम

(2) जयप्रकाश कर्दम - मोहरे (तलाश : कहानी संग्रह से)

(3) हरिराम मीणा - धूणी तपे तीर, पृष्ठ संख्या :158-167

Unit 3

विमर्शमूलक कविता :

क) दलित कविता :

(1) हीरा डोम (अछूत की शिकायत)

(2) माता प्रसाद (सोनवा का पिंजरा)

ख) स्त्री कविता :

(1) अनामिका (स्त्रियाँ)

(2) निर्मला पुतुल (क्या तुम जानते हो)

Unit 4

इकाई - 4 विमर्शमूलक अन्य गद्य विधाएँ :

1 प्रभा खेतान, पृष्ठ 28-42 : अन्या से अनन्या तक

2 तुलसीराम : मुर्दहिया (चौधरी चाचा से प्रारम्भ पृष्ठ संख्या 125 से 135)

3 श्योराज सिंह 'बेचैन' - मेरा बचपन मेरे कंधों पर (दिल्ली : बड़ी दुनिया में छोटे कदम, यहाँ एक मोची रहता था)

References

अम्बेडकर रचनावली - भाग-1

मूक नायक, बहिष्कृत भारत - अम्बेडकर (अनुवादक श्योराज सिंह 'बेचैन')

गुलामगिरी- ज्योतिबा फुले

ज्योतिबा फुले : सामाजिक क्रांति के अग्रदूत - डॉ नामदेव

दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मीकि

दलित साहित्य का सौंदर्यशास्त्र - शरण कुमार निम्बाले

दलित आंदोलन का इतिहास - मोहनदास नैमिशराय

हिंदी दलित कथा साहित्य : अवधारणा एवं विधाएँ - रजत रानी 'मीनू'

अस्मितामूलक विमर्श - रजत रानी मीनू

स्त्री उपेक्षिता - सिमोन द बोउवा

उपनिवेश में स्त्री - प्रभा खेतान

औरत होने की सजा - अरविंद जैन

नारीवादी राजनीति -सं. जिनी निवेदिता

स्त्री अस्मिता साहित्य और विचारधारा - सुधा सिंह

स्त्री स्वर : अतीत और वर्तमान - डॉ नीलम, डॉ नामदेव

आदिवासी अस्मिता का संकट - रमणिका गुप्ता

सामाजिक न्याय और दलित साहित्य- श्योराज सिंह 'बेचैन' (स.)

Additional Resources:

दलित दस्तक

सम्यक भारत

अंबेडकर इन इंडिया

बहुरी नहीं आवना

नेशनल दस्तक (वेब लिंक)

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, फिल्म और डॉक्यूमेंट्री

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

अस्मितामूलक विमर्श से जुड़े तथ्य

जनपदीय साहित्य (BAPHGE02) Generic Elective - (GE) Credit:6

Course Objective(2-3)

बोलियों और जनसंस्कृति का परिचय देना

Course Learning Outcomes

लोक संस्कृति की समझ विकसित होगी

पर्यटन, साहित्य और बोलियों की जानकारी प्राप्त होगी

लोकसाहित्य के अध्ययन विश्लेषण की जानकारी प्राप्त होगी

Unit 1

जनपदीय साहित्य

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

Unit 2

लोकगीत : वाचिक और मुद्रित

संस्कार गीत : सोहर , विवाह, मंगलगीत इत्यादि

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

सोहर अवधी –हिंदी प्रदेश की लोकगीत – कृष्णदेव उपाध्याय पृ.110,111, साहित्य भवन इलाहाबाद

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

ऋतुसंबंधी गीत : बारामासा, होली, चैत, कजरी इत्यादि !

-निम्नलिखित पाठ्यपुस्तकों के पृष्ठ

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव पृ 231

हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ 205

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

श्रमसंबंधी गीत : कटनी , जंतसर ,दँवनी, रोपनी , इत्यादि

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

जंतासरी : भोजपुरी – भारतीय लोकसाहित्य परंपरा और परिदृश्य –विद्या सिन्हा ,पृ 140,141

विविध गीत : घुघुती – कुमाउनी:कविता कौमुदी :ग्रामगीत : पं. रामनरेश त्रिपाठी

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

Unit 3

लोककथाएँ एवं लोकगाथाएँ : सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ - आल्हा ,लोरिक ,सारंग सदावृक्ष , बिहुला

राजस्थानी लोककथा नं.2,हिंदी साहित्य का वृहत इतिहास, पंडित राहुल सांकृत्यायन पृ 10 , 11 (सोलहवां भाग)

मालवी लोक कथा नं.2, हिंदी साहित्य का वृहत इतिहास, पंडित राहुल सांकृत्यायन पृ 461 -462

अवधी लोककथा नं. 2 ,हिंदी साहित्य का वृहत इतिहास, पंडित राहुल सांकृत्यायन पृ 187 -188

Unit 4

(क)पाठ : संक्षिप्त लक्कडहारा सांग लखमीचंद ग्रन्थावली

संपा प्रो पूरनचंद शर्मा, हरियाणा साहित्य अकादमी , चंडीगढ़

(ख) बिदेसिया : भिखारी ठाकुर कृत लोकनाट्य

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

References

हिंदी प्रदेश के लोकगीत -कृष्णदेव उपाध्याय

हरियाणा प्रदेश के लोकसाहित्य - शंकर लाल यादव

मीट माई पीपल - देवेन्द्र सत्यार्थी

मालवी लोकसाहित्य का अध्ययन- श्याम परमार

रसमंजरी - पं.विद्यानिवास मिश्र

हिंदी साहित्य का वृहत इतिहास , पं. राहुल सांकृत्यायन(सोलहवां भाग)

वाचिक साहित्य :भोजपुरी -पं.विद्यानिवास मिश्र

भारतीय लोक साहित्य : परंपरा और परिदृश्य - विद्या सिन्हा

कविता कौमुदी :ग्रामगीत -रामनरेश त्रिपाठी

लखमीचंद का काव्य - वैभव -हरिचंद बंधु

Additional Resources:

सूत्रधार -संजीव

हिंदी साहित्य को हरियाणा प्रदेश की देन-हरियाणा साहित्य अकादमी का प्रकाशन

मध्यप्रदेश लोककला अकादमी की पत्रिका - चौमासा

हिंदी का जनपदीय साहित्य - विद्यानिवास मिश्र

Teaching Learning Process

कक्षा व्याख्यान, समूहिक चर्चा, ऑनलाइन वीडियो

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 असाइनमेंट

Keywords

सभी नाम और शैलियाँ, जनपद, संस्कृति-समाज, बोलियाँ

हिंदी सिनेमा और उसका अध्ययन (BAPHGE04) Generic Elective - (GE) Credit:6

Course Objective(2-3)

सिनेमा के निर्माण और उपभोग या आलोचना की व्यावहारिक समझ विकसित करना

हिन्दी सिनेमा के विकास का अध्ययन

कुछ प्रमुख फिल्मों के माध्यम से सिनेमा में आ रहे बदलाव को समझना

Course Learning Outcomes

सिनेमा की व्यावहारिक और आलोचनात्मक समझ विकसित होगी

सिनेमा के विकास के माध्यम से भारत के मनोरंजन जगत में आ रहे बदलाव को समझ सकेंगे

Unit 1

कला विधा के रूप में सिनेमा और उसकी सैद्धांतिकी

Unit 2

हिंदी सिनेमा : उदभव और विकास

Unit 3

सिनेमा में कैमरे की भूमिका

Unit 4

नयी तकनीकी और सिनेमा - संभावनाएं और चुनौतियाँ

(संदर्भ - मुगले आजम, मंदर इंडिया, दीवार , पीके)

References

हिंदी सिनेमा का इतिहास - मनमोहन चडढा

सिनेमा, नया सिनेमा - ब्रजेश्वर मदान

सिनेमा : कल,आज और कल - विनोद भारद्वाज

Additional Resources:

हिंदी का मौखिक परिदृश्य - करुणाशंकर उपाध्याय

हिंदी का मौखिक परिदृश्य - कौशल कुमार गोस्वामी

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, वीडियो क्लिप का अध्ययन और उसे बनाना, कैमरे का कक्षा के बाहर अध्ययन

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

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Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सिनेमाई शब्दावली

आधुनिक भारतीय भाषा - हिंदी भाषा और संप्रेषण (BAPAECC01)

**Ability-Enhancement Compulsory Course(Only meant for Language
Department/ EVS for Department of Environmental Studies) - (AECC)
Credit:4**

Course Objective(2-3)

- भाषिक संप्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
 - विभिन्न माध्यमों की जानकारी
 - प्रभावी संप्रेषण का महत्त्व
 - रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना
-

Course Learning Outcomes

स्नातक स्तर के छात्रों को भाषायी संप्रेषण की समझ और संभाषण से संबंधित विभिन्न पक्षों से अवगत करवाया जाएगा।
भाषा के शुद्ध उच्चारण , सामान्य लेखन, रचनात्मक लेखन तथा तकनीकी शब्दों से अवगत हो सकेंगे ।
भाषा की समृद्धि के लिए वार्तालाप , भाषण , उसके पल्लवन , पुस्तक-समीक्षा, फिल्म-समीक्षा का भी अध्ययन कर सकेंगे ।

Unit 1

इकाई -1 - भाषिक संप्रेषण : स्वरूप और सिद्धान्त

- 1 - सम्प्रेषण की अवधारणा और महत्व
 - 2- सम्प्रेषण की प्रक्रिया
 - 3- सम्प्रेषण के विभिन्न मॉडल
 - 4- अभाषिक संप्रेषण
-

Unit 2

इकाई - 2 सम्प्रेषण के प्रकार

1. मौखिक और लिखित
 2. वैयक्तिक, सामाजिक और व्यावसायिक
 3. भ्रामक सम्प्रेषण (miscommunication) और प्रभावी संप्रेषण में अंतर
 4. सम्प्रेषण में चुनौतियाँ एवं संभावनाएं
-

Unit 3

इकाई - 3 सम्प्रेषण के माध्यम

1. एकालाप
 2. संवाद
 3. सामूहिक चर्चा
 4. जन संचार माध्यमों पर संप्रेषण : कंप्यूटर-इंटरनेट, ई-मेल, ब्लॉग, वेबसाइट
-

Unit 4

इकाई - 4 व्यक्तित्व और प्रभावी भाषिक सम्प्रेषण

1. व्यक्तित्व और भाषिक अस्मिता - आयु, लिंग, वर्ग, शिक्षा
 2. प्रभावी सम्प्रेषण के गुण - शुद्ध उच्चारण, भाषिक संरचना की समझ, भाषा व्यवहार, शब्द सामर्थ्य, शैली -सुर-लहर, अनुतान, बलाघात
 3. प्रभावी व्यक्तित्व के निर्माण में सम्प्रेषण की भूमिका
-

References

- हिन्दी का सामाजिक संदर्भ- रवीन्द्रनाथ श्रीवास्तव
- संप्रेषण-परक व्याकरण: सिद्धांत और स्वरूप-सुरेश कुमार
- प्रयोग और प्रयोग- वी.आर.जगन्नाथ
- भारतीय भाषा चिंतन की पीठिका-विद्यानिवास मिश्र

Additional Resources:

- कुछ पूर्वग्रह-अशोक वाजपेयी
 - भाषाई अस्मिता और हिन्दी-रवीन्द्रनाथ श्रीवास्तव
 - रचना का सरोकार-विश्वनाथ प्रसाद तिवारी
 - संप्रेषण: चिंतन और दक्षता- डॉ.मंजु मुकुल
-

Teaching Learning Process

1 से 3 सप्ताह - इकाई - 1

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10 से 12 सप्ताह - इकाई - 4

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

Assessment Methods

टेस्ट और असाइनमेंट

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Economics Courses

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

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Discipline Core Courses

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

Principles of Microeconomics II (PD21)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This is a sequel to Principles of Microeconomics–I covered in the first semester. The objective of the course is to introduce the students to different forms of market imperfections and market failures, input demand, factor incomes and international trade.

Course Learning Outcomes

This course helps the students to understand different forms of market imperfections and market failures observed in real life situations. The students learn about the environment where the standard market mechanism fails to generate the desirable outcomes. They develop a sense of how the production is distributed among the different factors of production and the demand for inputs. Some preliminary concepts of international trade are also covered in this course.

Unit 1

Market Structures

Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly

Imperfect Competition

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

Unit 2

Consumer and Producer Theory

Consumer and Producer Theory in Action

Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency

Markets and Market Failure

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

Unit 3

Income Distribution and Factor pricing

Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.

Unit 4

International Trade

Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

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

Imperfect competition, market failures, input demand, comparative advantage, international trade

Principles of Macroeconomics I (PD31)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

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

Course Learning Outcomes

This course is useful for understanding various real economic issues and evaluating policy outcomes.

Unit 1

Introduction: What is macroeconomics? Macroeconomic issues in an economy

Unit 2

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

Unit 3

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

Unit 4

National Income Determination in an Open Economy with Government; Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

Unit 5

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

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics, 9th ed.* Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics, 7th ed.* Pearson Education.

3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics, 12th ed.* McGraw-Hill.
4. Jones, C. (2016). *Macroeconomics, 4th ed.* W. W. Norton.
5. Mankiw, N. (2016). *Macroeconomics, 9th ed.* Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

National income, consumption, investment, government expenditure, money

Principles of Macroeconomics II (PD41)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

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

Course Learning Outcomes

This course provides students with an analytical framework to understand the basic functioning of the macroeconomy. It also allows them to critically examine and comment on effectiveness of various policies.

Unit 1

IS-LM Analysis

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

Unit 2

GDP and Price Level in Short Run and Long Run

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

Unit 3

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

Unit 4

Balance of Payments and Exchange Rate: Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics, 9th ed.* Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics, 7th ed.* Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics, 12th ed.* McGraw-Hill.
4. Jones, C. (2016). *Macroeconomics, 4th ed.* W. W. Norton.
5. Mankiw, N. (2016). *Macroeconomics, 9th ed.* Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

IS-LM model, GDP, aggregate demand, aggregate supply, inflation, unemployment, BOP, exchange rates

Discipline Elective Courses

Environmental Economics (PDE51)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

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

Course Learning Outcomes

The module aims to introduce students to the main concepts in environmental economics, equip students with a thorough analytical grasp of environmental policy theory, starting with externalities, and familiarise students with the main issues in environmental valuation. At the end of the module the students should be able to demonstrate their understanding of the economic concepts of environmental policy, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various environmental policy options, and demonstrate their understanding of the usefulness and problems related to environmental valuation

Unit 1

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

Unit 2

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

Unit 3

Environmental valuation methods and applications: valuation of non-market goods and services - theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations

Unit 4

Sustainable development: concepts; measurement; perspectives from Indian experience

References

1. Arrow, K. et al. (2004). Are we consuming too much? *Journal of Economic Perspectives*, 18(3): 147-172.
2. Intergovernmental Panel on Climate Change. (2014). Fifth Assessment Report.
3. Kolstad, C. (2010). *Intermediate environmental economics, 2nd ed.* Oxford University Press.
4. Perman, R., Ma, Y., Common, M., Maddison, D., McGilvray, J. (2011). *Natural resource and environmental economics, 4th ed.* Pearson Education.
5. Solow, R. (1998). *An almost practical step toward sustainability.* Rff Press.
6. Stavins, R. (ed.) (2012). *Economics of the environment: Selected readings, 6th ed.* W. W. Norton.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Pareto optimality, market failure, externalities, tradable permits

Money and Banking (PDE52)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

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

Course Learning Outcomes

It allows students to analyse financial market outcomes and evaluate policies.

Unit 1

Money: Concept, functions, measurement; theories of money supply determination

Unit 2

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

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

Unit 3

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

Unit 4

Banking System: Balance sheet and portfolio management

Indian banking system: Changing role and structure; banking sector reforms

Unit 5

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

References

1. Bhole, L., Mahukud, J. (2017). *Financial institutions and markets, 6th ed.* Tata McGraw-Hill.
2. Fabozzi, F., Modigliani, F., Jones, F., Ferri, M. (2010). *Foundations of financial markets and institutions, 4th ed.* Pearson Education.
3. Khan, M. (2015). *Indian financial system, 9th ed.* Tata McGraw-Hill.
4. Mishkin, F., Eakins, S. (2017). *Financial markets and institutions, 8th ed.* Pearson.
5. Various latest issues of RBI Bulletins, Annual Reports, Reports on Currency and Finance, Reports of the Working Group, IMF Staff Papers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Money, financial institutions, financial innovations, interest rates, banking, monetary policy

Economic Development & Policy in India I (PDE53)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

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

Course Learning Outcomes

This course will help students understand the key issues related to the Indian economy. It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making.

The course also serves as the base for further study of sector specific policy discussion that is pursued in the course in the next semester.

Given the topical nature of the course, the readings will be updated every year.

Unit 1

Issues in growth, development, and sustainability

Unit 2

Factors in development: capital formation (physical and human); technology; institutions. .

Unit 3

Population and economic development: demographic trends; urbanisation

Unit 4

Employment: occupational structure in the organised and unorganised sectors; open-, under- and disguised- unemployment (rural and urban); employment schemes and their impact

Unit 5

Indian development experience: critical evaluation of growth, inequality, poverty and competitiveness, pre- and post- reform eras

References

Given the current nature of the course, the readings will be updated every year. Selected chapters will be prescribed from:

1. Agrawal, P. (ed.) (2018). *Sustaining high growth in India*. Cambridge University Press.
2. Balakrishnan, P. (2007). The recovery of India: Economic growth in the Nehru era. *Economic and Political Weekly*, 42(45-46), 52-66.
3. Bloom, D. (2012). Population dynamics in India and implications for economic growth. In C. Ghate (ed.): *The Oxford handbook of the Indian economy*. Oxford University Press.
4. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Chapter 31. Pearson Education.
5. Dreze, J., Sen, A. (2013). *India: An uncertain glory*. Allen Lane.
6. Kapila, U. (2009). *Economic development and policy in India*. Academic Foundation.
7. Kapila, U. (2015). *Indian economy since independence, 26th ed.* Academic Foundation.

8. Mehrotra, S. (2015). *Realising the demographic dividend: Policies to achieve inclusive growth in India*. Cambridge University Press.
9. Ministry of Finance. *Economic survey* (latest).
10. Ministry of Finance. *Finance commission report* (latest).
11. Mohan, R. (2014). Pressing the Indian growth accelerator: Policy imperatives. *IMF papers*.
12. Todaro, M., Smith, S. (2011). *Economic development, 11th ed.* Pearson.
13. United Nations Development Programme. (2010). *Human development report 2010*. Palgrave Macmillan.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, government policy

Public Finance (PDE61)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

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

Course Learning Outcomes

The module aims to introduce students to the main concepts in public finance, equip students with a thorough analytical grasp of government taxes: direct and indirect taxes, and familiarise students with the main issues in government expenditure. At the end of the module the students should be able to demonstrate their understanding of the economic concepts of public finances, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various government policy options, and demonstrate their understanding of the usefulness and problems related to government revenues and expenditures

Unit 1

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

Unit 2

Issues from Indian Public Finance: Working of Monetary and Fiscal Policies; Current Issues of India's Tax System; Analysis of Budget and Deficits; Fiscal Federalism in India; State and Local Finances

References

1. Alam, S. (2016). GST and the states: sharing tax administrations. *Economic and Political Weekly*, 51(31).
2. Cullis, J., Jones, P. (1998). *Public finance and public choice, 2nd ed.* Oxford University Press.
3. Das, S. (2017). Some concepts regarding the goods and services tax. *Economic and Political Weekly*, 52(9).
4. Government of India. (2017). *GST - Concept and status - as on 3rd June, 2017*. Central Board of Excise and Customs, Department of Revenue, Ministry of Finance.
5. Hindriks, J., Myles, G. (2013). *Intermediate public economics, 2nd ed.* MIT Press.
6. Rao, M. (2005). Changing contours of federal fiscal arrangements in India. In A. Bagchi (ed.): *Readings in public finance*. Oxford University Press.
7. Rao, M., Kumar, S. (2017). Envisioning tax policy for accelerated development in India. *Working Paper No. 190, National Institute of Public Finance and Policy*.
8. Reddy, Y. (2015). Fourteenth finance commission: Continuity, change and way forward. *Economic and Political Weekly*, 50(21), 27-36.
9. Stiglitz, J. (2009). *Economics of the public sector, 3rd ed.* W. W. Norton.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Pareto efficiency, market failure, public good, externality, fiscal policy

Economic Development & Policy in India II (PDE62)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

The course seeks to equip students with sector-specific knowledge and skills to analyse key economic issues and policy documents. It will also enable them to relate theoretical frameworks of macroeconomics and microeconomics to the Indian context.

Course Learning Outcomes

Students will have capability to understand government policies and will enable informed participation in economic decision making, thus improving their employment prospects and career advancement.

Unit 1

Macroeconomic policies and their impact: fiscal policy; financial and monetary policies.

Unit 2

Agriculture: policies and performance; production and productivity; credit; labour markets and pricing; land reforms; regional variations.

Unit 3

Industry: policies and performance; production trends; small scale industries; public sector; foreign investment, labour regulation

Unit 4

Services and trade: trends and performance, trade and investment policy

References

Given the nature of the course, readings will be updated every year.

1. Anant, T. (2006). Institutional reforms for agriculture growth. In N. Majumdar, U. Kapila (eds.): *Indian agriculture in the new millennium: Changing perceptions and development policy*, Vol. 2. Academic Foundation.
2. Balakrishnan, P. (2014). The great reversal: A macro story. *Economic and Political Weekly*, 49 (21), 29-34.
3. Bhaduri, A. (2012). Productivity and production relations: The case of Indian agriculture. In A. Bhaduri (ed.): *Employment and development*. Oxford University Press.
4. Bhagwati, J., Panagariya, A. (2012). A multitude of labor laws and their reforms. In *India's tryst with destiny*. Collins Business.
5. Chanda, R. (2012). Services led growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
6. De, S. (2012). *Fiscal policy in India: Trends and trajectory*. Ministry of Finance Working Paper.
7. Dev, M. (2012). Agricultural development. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
8. Dev, S., Rao, N. (2010). Agricultural price policy, farm profitability and food security. *Economic and Political Weekly*, 45 (26-27), 174-181.
9. Dhar, B. (2015). India's new foreign trade policy. *Economic and Political Weekly*, 50(16), 14-16.
10. Ghatak, M. (2012). Land reforms. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
11. Gulati, A., Saini, S. (2017) 25 years of policy tinkering in agriculture. In R. Mohan (ed.): *India transformed: 25 years of economic reforms*. Penguin.
12. Kanagasabapathy, K., Tilak, V., Krishnaswamy, R. (2013). A rethink on India's foreign trade policy. *Economic and Political Weekly*, 48 (31), 137-139.

13. Kumar, N. (2015). FDI and portfolio investment flows and development: A perspective on Indian experience. In U. Kapila (ed.): *Indian economy since independence, 26th ed.* Academic Foundation.
14. Ministry of Finance. Clothes and shoes: Can India reclaim small scale manufacturing? *Economic Survey, 2016-17, 1.*
15. Nagaraj, R. (2017). Economic reforms and manufacturing sector growth. *Economic and Political Weekly, 52(2), 61-68.*
16. Nayak, P. (2012). Privatization. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India.* Oxford University Press.
17. Panda, M. (2017). Macroeconomic scenario and policy options. In M. Dev (ed.): *India development report 2017.* Oxford University Press.
18. Vaidyanathan, A. (2012). Irrigation. In K. Basu, A. Maertens (eds): *New Oxford companion to economics in India.* Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, government policy

Economic History of India (PDE63)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule.

Course Learning Outcomes

The course exposes students to the intricacies of India's economic, political and social developments both in the past and present times. It develops their analytical skills that will be useful in a variety of careers in academics, research, journalism, private sector and government.

Unit 1

Colonial India: background and introduction

Unit 2

Trends in national income, population, labour and occupational structure

Unit 3

Agriculture, agrarian structure and land relations

Unit 4

Railways and industry

Unit 5

Economy and state in the imperial context

References

1. Chatterjee, B. (1992). *Trade, tariffs and empire: Lancashire and British policy in India 1919-1939*. Epilogue. Oxford University Press.
2. Chaudhary, L., Gupta, B., Roy, T., Swami, A. (eds.) (2016). *A new economic history of colonial India*. Chapters 4, 7, 9. Routledge.
3. Guha, S. (1991). Mortality decline in early 20th century India. *Indian Economic and Social History Review*, 28(4), 371-87.
4. Habib, I. (2006). *Indian economy 1858-1914: A people's history of India*. Chapter 3. Tulika.
5. Klein, I. (1984). When rains fail: Famine relief and mortality in British India. *Indian Economic and Social History Review*, 21 (2), 185-214.
6. Morris, M. (1965). *Emergence of an industrial labour force in India*. Chapter 11. Oxford University Press.
7. Parthasarathi, P. (2009). Historical issues of deindustrialization in nineteenth century South India. In T. Roy, G. Riello (eds.): *How India clothed the world: The world of South Asian textiles, 1500-1850*. Brill.
8. Parthasarathy, P. (2011). *Why Europe grew rich and Asia did not: Global economic divergence, 1600-1850*. Chapters 2, 8. Cambridge University Press.
9. Roy, T. (2018). *A business history of India: Enterprise and the emergence of capitalism from 1700*. Chapters 4, 5. Cambridge University Press.
10. Roy, T. (2011). *The economic history of India 1857-1947, 3rd ed.* Chapters 3, 11. Orient Longman.
11. Subramanian, L. (2010). *History of India 1707-1857*. Chapter 4. Orient Blackswan.
12. Tomlinson, B. (1975). India and the British Empire 1880-1935. *The Indian Economic and Social History Review*, 12(14), 337-380.
13. Washbrook, D. (2012). The Indian economy and the British empire. In D. Peers, N. Gooptu (eds.): *India and the British empire*. Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Economic History of India

Generic Elective Courses

Principles of Microeconomics (PGE51)

Generic Elective (GE) Credit: 6

Course Objective

This course intends to expose the student to the basic principles in Microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyse 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 minimising equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximisation, minimising 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

Issues in Economic Development (PGE52)

Generic Elective (GE) Credit: 6

Course Objective

This course exposes students to some of the key ideas and concepts in the areas of economic growth, human development and globalisation.

Course Learning Outcomes

Students will develop a critical understanding of the contemporary issues in Indian economic development. Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service and NGO sectors.

Unit 1

Development and underdevelopment

Unit 2

Development goals and indicators, poverty and inequality

Unit 3

Capabilities, human development and sustainable development

Unit 4

Globalisation and development

References

Given the nature of the course, readings will be updated every year.

1. Dasgupta, P. (2007). *Economics: A very short introduction*. Prologue, Chapters 1, 7. Oxford University Press.
2. Dutt, A. (2014). *Pathways to economic development*. Chapters 1, 6. Oxford University Press.
3. Nayyar, D. (2003). Globalization and development. In H. Chang (ed.): *Rethinking development economics*. Anthem Press.
4. Nayyar, D. (2013). *Catch up: Developing countries in the world economy*. Chapters 2, 4. Oxford University Press.
5. Omkarnath, G. (2013). *Economics: A primer for India*. Chapter 5. Orient Blackswan.
6. Prabhu, K. (2012). Human development index. In K. Basu, A. Maertens (ed.): *Oxford companion to economics in India*. Oxford University Press.
7. Rodrik, D. (2011). *The globalization paradox: Why global markets, states and democracy can't coexist*. Chapters 1, 7. Oxford University Press.
8. Sen, A. (2000). *Development as freedom*. Chapter 4. Oxford University Press.
9. Thun, E. (2011). The globalization of production. In J. Ravenhill (ed.): *Global political economy*. Oxford University Press.
10. Todaro, M., Smith, S. (2015). *Economic development, 12th ed.* Chapters 1, 2, 5. Pearson.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Growth, poverty, inequality, globalisation

Principles of Macroeconomics (PGE61)

Generic Elective (GE) Credit: 6

Course Objective

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

Course Learning Outcomes

This course is useful for understanding various real economic issues and evaluating policy outcomes.

Unit 1

Introduction: What is macroeconomics? Macroeconomic issues in an economy

Unit 2

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

Unit 3

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

Unit 4

National income determination in an open economy with government: Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

Unit 5

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

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics, 9th ed.* Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics, 7th ed.* Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics, 12th ed.* McGraw-Hill.
4. D'Souza, E. (2009). *Macroeconomics.* Pearson Education.
5. Froyen, R. (2005). *Macroeconomics, 2nd ed.* Pearson Education.
6. Mankiw, N. (2016). *Macroeconomics, 9th ed.* Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

National income, aggregate demand, aggregate supply, fiscal policy, monetary policy

The Indian Economy (PGE62)

Generic Elective (GE) Credit: 6

Course Objective

This course exposes students to some of the key ideas and concepts in the areas of growth and structural change, poverty, education, health, gender, industry, services and international trade.

Course Learning Outcomes

Students will develop a critical understanding of the contemporary issues in the Indian economy. Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service, and NGO sectors.

Unit 1

Historical and general overview

Unit 2

Growth and structural change

Unit 3

The Indian economy in a comparative perspective

Unit 4

Key issues: poverty, inequality, education, health and gender

Unit 5

Agriculture, industry, services and international trade

References

Given the nature of this course, the reading list will be updated every year.

1. Agarwal, B. (2012). Gender inequality. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
2. Bardhan, P. (2010). *Awakening giants, feet of clay: Assessing the economic rise of China and India*. Chapter 2. Oxford University Press.
3. Chandra, B. (1992). The colonial legacy. In B. Jalan (ed.): *The Indian economy: Problems and prospects*. Penguin Books.
4. Chandra, R. (2012). Services led growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
5. Dev, M. (2012). Agricultural development. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
6. Dreze, J., Sen, A. (2013). *An uncertain glory: India and its contradictions*. Chapters 1, 2, 3, 5, 6, 7, 8. Princeton University Press.
7. Ghatak, M. (2012). Land reforms. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
8. Nagaraj, R. (2012). Industrial growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.

9. Nayak, P. (2012). Privatization. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
10. Omkarnath, G. (2013). *Economics: A primer for India*. Chapter 7. Orient Blackswan.
11. Pal, P. (2014). *India and international trade*. Chapter 6. Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, agriculture, services, industry, international trade

Skill Enhancement Courses

Understanding Economic Survey and Union Budget (PS31)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

The course seeks to familiarise students with basic concepts related to the Economic Survey and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.

Course Learning Outcomes

Students will have the capability to understand government policies and will be informed participants in economic decision-making.

Unit 1

Concepts:

- Fiscal policy, areas of government spending in India;
- Capital and revenue expenditure; plan and non-plan expenditures;
- Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy;
- Capital receipts, revenue receipts; tax and non-tax revenue; direct and indirect taxes; need for rationalization of tax structure; Goods and Services Tax (GST);
- Actual, revised and budget estimates;
- Zero-base budgeting;
- Gender budgeting;
- Fiscal devolution and centre-state financial relations

Unit 2

The economic survey

- Analysis of current and past policy emphasis

Unit 3

The union budget

- Need for the budget; understanding the process of budget making in India;
- Analysis of fiscal and revenue deficits;
- Analysis of sources of revenue and expected growth in revenue; tax simplification, improvement in administration, expansion of tax net and other measures to improve revenue receipts;
- Analysis of expenditure pattern and expected growth in expenditure; thrust areas of budget; sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof; steps proposed to ensure effective spending

References

Given the nature of the course, readings will be updated every year.

1. Centre for Budget and Governance Accountability. Recent reports.
2. Chakraborty, P. (2015). Intergovernmental fiscal transfers in India: Emerging trends and realities. In P. Patnaik (ed.): *Macroeconomics*. Oxford University Press.
3. Ministry of Finance. Economic and social classification of the budget.
4. Ministry of Finance. Economic survey (latest).
5. Ministry of Finance. Finance commission report (latest).
6. Ministry of Finance. Union budget.
7. Reddy, Y. (2015). Continuity, change and the way forward: The fourteenth finance commission. *Economic and Political Weekly*, 50(21), 27-36.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Economic survey, union budget, government policy

Research Methodology (PS41)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

This course is designed to provide students skills for collecting and analysing data to answer real world problems. It will cover modes of data collection, data cleaning and data representation.

Course Learning Outcomes

The student will develop an understanding of how commonly available data is collected and analyzed. This would help in the interpretation of secondary data and in the management of small primary surveys.

Unit 1

Data Types and sources: Qualitative and quantitative data, measurement and scales; overview of some secondary data sources

Unit 2

Questionnaire design: Measurement and scales, ordering of questions, coding responses

Unit 3

Sampling techniques: Simple random sampling, stratification, sequential sampling; Size and cost trade-offs

Unit 4

Processing of survey data: Data cleaning, checking for consistency

Unit 5

Analysing data: Generating sample statistics and representing them in an easily comprehensible manner

Unit 6

Ethics and Scientific Integrity: Respecting respondent privacy, ethical standards of conduct

References

1. Cochran, W. (2008). *Sampling techniques, 3rd ed.* Wiley.
2. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology.* Wiley.
3. Kumar, R. (2014). *Research methodology: A step by step guide for beginners, 4th ed.* Sage Publications.

Teaching Learning Process

Combination of labs and lectures

Assessment Methods

Assessment will be based on lab tests and projects.

Keywords

Data, sampling, surveys, data analysis, ethics

Data Analysis (PS51)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

The students will be instructed on the use of spreadsheet and statistical software to analyse data. Software used for the course will vary based on what is available. Open access software such as R will be encouraged.

Course Learning Outcomes

Students will learn to input, visually represent and analyse data.

Unit 1

Introduction to available software and how it deals with data

Unit 2

Data cleaning: checking for outliers, cleaning variable names, consistency checks

Unit 3

Data visualisation: scatter plots, line graphs, box plots and other graphical formats

Unit 4

Calculating and representing summary statistics and lines of best fit

Unit 5

Elements of statistical inference: calculating and plotting confidence intervals; tests of population differences in population statistics

Unit 6

Miscellaneous other topics: elements of writing simple programs for repetitive tasks, etc.

References

1. Levine, D., Stephan, D., Szabat, K. (2017). *Statistics for managers using Microsoft Excel, 8th ed.* Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). *A course in statistics with R.* Wiley.

Teaching Learning Process

Combination of labs and lectures

Assessment Methods

Assessment will be based on lab tests and projects.

Keywords

Data representation, statistical software, estimation

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)



Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Programme) Political Science has been structured in a way that they introduce the student to the vast canvas of subjects that concern the discipline of political science. Beginning with a focus on concepts and theories which have been quintessential to the discipline, they move on to fleshing out how these concepts are translated into practice. The courses are not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages.

The University of Delhi hopes the LOCF approach of the programme B.A. (Programme) Political Science will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

The Choice-Based Credit System (CBCS) offers flexibility of programme structure while ensuring that students get a strong foundation in the subject and gain in-depth knowledge of all aspects of the field. The Learning Outcomes-Based Curriculum Framework (LOCF) is designed around the CBCS and is intended to suit the present day needs of students in terms of securing their path towards higher studies or employment.

Programme Duration:

The B.A. Programme in Political Science will be of three years' duration. Each year will be called an academic year and will be divided into two semesters. Thus, there will be a total of six semesters. Each semester will consist of sixteen weeks.

Design of Programme:

The teaching-learning will involve theory classes (lectures) and tutorial classes. The curriculum will be delivered through various methods including chalk and talk, power point presentations, audio and video tools, E-learning/E-content, field trips, seminars (talks by experts), workshops, projects and class discussions. The assessment broadly will comprise of an Internal Assessment (continuous evaluation) and an End-Semester Examination. Each theory paper will be of 100 marks with 25% marks for the Internal Assessment and 75% marks for the End-Semester Examination. The Internal Assessment will be conducted through tests/ assignments/oral presentations/short projects.

Programme Structure:

The B.A. Programme in Political Science consists of Core Courses and Elective Courses. The Core Courses are all compulsory courses, and are of two categories : (1) Discipline-Specific Core Course (DSC) and (2) Foundation (English/MIL) Course. The Elective Courses are of three categories : (1) Discipline-Specific Elective (DSE) ; (2) Generic Elective (GE) which is interdisciplinary in nature ; and (3) Skill Enhancement Course (SEC). In addition, there are two compulsory Ability Enhancement Courses (AECC).

To acquire a degree in the B.A. Programme in Political Science, a student must study twelve Core Courses (eight Discipline-Specific Core Courses, and four Foundation [English/MIL] courses), ten Elective Courses (four Discipline-Specific Electives, two Generic Electives, and four Skill Enhancement Courses), and two Ability Enhancement Compulsory Courses. If the student chooses to do so, he or she may write a dissertation or undertake a project in lieu of any one elective paper worth 6 credits in the sixth semester. Of the eight Discipline-Specific Core Courses, four would be from the discipline of Political Science, and the other four courses from the second discipline chosen by the student. Of the four Discipline-Specific Elective Courses, two would be from Political Science, and the other two from the second discipline chosen.

The Core Courses, Discipline-Specific Electives and Generic Electives all carry 6 credits each. Of these 6 credits, 5 credits are assigned to theory, and 1 credit to tutorials. The Skill Enhancement Courses and the Ability Enhancement Compulsory Courses carry two credits each. These latter two categories of courses have no tutorial component. A student has to earn a minimum of 120 credits to get a degree in the B.A. Programme in Political Science.

The student will study one Discipline -Specific Core Course from Political Science in each of Semesters I, II, III and IV. He or she will also study one Discipline-Specific Core Course from his or her second chosen discipline in each of these four semesters. One Foundation Course each will also be studied in Semesters I, II, III and IV. One Ability Enhancement Compulsory Course will be studied in Semester I, and the second such course in Semester II.

The student will study one Discipline-Specific Elective from Political Science each in Semesters V and VI, and also one Discipline-Specific Elective, from the second chosen discipline, each in these two semesters. One Generic Elective will also be studied in each of Semesters V and VI. One Skill Enhancement Course each will be studied in Semesters III, IV, V and VI.

2. Learning Outcome-based Curriculum Framework in Programme B.A. (Programme) Political Science

2.1. Nature and Extent of the Programme in B.A. (Programme)

Political Science

The Learning Outcomes-Based Curriculum Framework (LOCF) for the B.A. Programme in Political Science is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas within Political Science. The framework allows for flexibility in programme design and course content development, and at the same time maintains a basic uniformity of structure, vis-a-vis other universities across the country. The B.A. Programme in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. The Core Courses offered by the programme are designed to equip the student with a robust foundation in Political Science, whereas the Discipline-Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-Enhancement Courses acquaint the student with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world. The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector.

2.2. Aims of Bachelor Degree Programme in B.A. (Programme)

Political Science

The B.A. Programme in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian

Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines.

Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments.

Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad.

Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.

3. Graduate Attributes in B.A. (Programme) Political Science

Some of the characteristic attributes of a graduate in the B.A. Programme in Political Science would be as follows :

- ***Knowledge of the Discipline*** : Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline
- ***Inter-disciplinary Sensibility*** : Awareness of how training in Political Science helps illuminate aspects of other disciplines within the social sciences, and of the role and place of Political Science in inter-disciplinary research
- ***Critical Thinking*** : Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable

- ***Problem-solving:*** Capacity to extrapolate from what one has learned and apply one's competencies to solve unfamiliar problems, and to apply one's learning to real-life situations
- ***Communication Skills :*** Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself ; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts
- ***Research-related Skills :*** A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing ; the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, and analyse, interpret and draw conclusions from data ; the ability to plan, design, and execute research and investigations and concisely report the results thereof
- ***Cooperation/Team Work:*** Ability to work effectively and respectfully with people from diverse backgrounds ; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a common cause
- ***Reflexive Thinking:*** Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces
- ***Information/digital Literacy :*** Capacity to use Information and Communications Technology (ICT) in a variety of learning situations ; the ability to access, evaluate, and use a variety of information sources
- ***Multicultural Competence:*** An awareness pertaining to the values and beliefs of multiple cultures ; a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups
- ***Ethical Awareness :*** Capacity to identify ethical issues related to one's work, and commit not to resort to unethical behaviour such as plagiarism, falsification of data, misrepresentation of facts, and the violation of intellectual property rights ; capacity to appreciate the ethical nature of the current debates on the environment, development, social media, artificial intelligence, and so on ; capacity to uphold truthfulness and integrity in all aspects of one's research and one's work.

4. Qualification Descriptors for Graduates B.A. (Programme)

Political Science

The qualification description for the B.A. Programme (Political Science) include:

- Demonstration of a coherent understanding of Political Science, its different areas and applications, and its linkages with related disciplinary areas/subjects; procedural and substantive knowledge that readies students for entering professions related to the subject - in teaching and research, development, social work, and government and public service.
- Effective use of knowledge and skills to identify problems, collect relevant data - quantitative and/or qualitative – using methods appropriate to the subject, analyse and evaluate the data, and formulate evidence-based arguments
- Communication of the results of studies undertaken in an academic field in a range of different contexts, using the concepts, constructs and techniques of the discipline, in language that can be understood by people within and outside the academy
- The initiative and capacity to meeting one’s own learning needs, drawing on a wide range of research and sources
- Application of one’s disciplinary knowledge and transferable skills to new and unfamiliar contexts, rather than merely replicate curriculum content knowledge.
- Graduates in Political science have engaged in and pursued diverse career paths.

Some of these include:

- Academics
- Bureaucracy
- Social Work
- Law
- Journalism both print and visual
- Management
- Policy Making
- Designing and Conducting surveys

- Human Resource Development
- Advocacy
- Performing Arts
- Research
- Political representatives

5. Programme Learning Outcomes for in B.A. (Programme) Political Science

Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines.

Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones.

Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments.

Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad.

Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.

Teaching-Learning Process

The B.A. Programme in Political Science aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Theoretical analysis will go hand in hand with a stress on the practical; this will make for a fuller and more grounded understanding of concepts. Students will participate in field trips, workshops, and seminars; their association with governmental institutions and/or NGOs and/or research institutes in the capacity of interns will facilitate an understanding of the applied aspects of the programme, and further allow them to gain exposure to sites of possible future employment and work.

Assessment Methods

The assessment of student achievement in the B.A. Programme in Political Science will be aligned with the programme learning outcomes, and the academic and professional skills that the programme is designed to develop in students. A variety of assessment methods that are appropriate for the discipline of Political Science and related social science disciplines will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises; practical assignments involving short stints of fieldwork followed by the analysis of data, and the writing of a report with a statement of conclusions culled from the data; assignments involving critical analysis of an issue of political, social, cultural and economic significance; seminar and workshop presentations; and outputs from collaborative work undertaken by groups of students working as a team.

6. Structure of B.A. (Programme) Political Science

6.1. Credit Distribution for B.A. (Programme) Political Science

Details of courses under B.A (Prog.)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<u>I. Core Course</u>		
(12 Papers)	12X4= 48	12X5= 60
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*		
(12 Practical/Tutorials*)	12X2=24	12X1= 12
<u>II. Elective Course</u>		
(6 Papers)	6X4 = 24	6X5=30
Two Papers: Discipline 1 specific		
Two Papers: Discipline 2 specific		
Two Papers: Interdisciplinary		
(Two papers from each discipline of choice and two papers of interdisciplinary nature.)		
Elective Course Practical/Tutorial*		
(6 Practical/Tutorials*)	6X2= 12	6X1= 6
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
(Two papers from each discipline of choice including papers of interdisciplinary nature.)		

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

III. Ability Enhancement Courses

1. Ability Enhancement Compulsory	2X2= 4	2X2= 4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4X2= 8	4X2= 8
(Skill Based)		
(4 Papers of 2 credits each)		
	_____	_____
	Total Credits = 120	120

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

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

List of Papers and Courses

A. Discipline Specific Core Course (4)

1. Paper I - Introduction to Political Theory
2. Paper II - Indian Government and Politics
3. Paper III - Comparative Government and Politics
4. Paper IV - Introduction to International Relations

B. Core/ Foundation (Compulsory) (4)

- English (2)
- MIL (2)

C. Ability Enhancement Course (Compulsory) (2)

- English/ MIL (Communication)
- Environmental Science

D. Ability Enhancement (Elective) Skill Based Course (4)

1. Legislative Support
2. Public Opinion and Survey Research
3. Your Laws, Your Rights
4. Conflict and Peace Building

E. Discipline Specific Elective Course (2)

1. Themes in Comparative Political Theory
2. Administration and Public Policy: Concepts and Theories
3. Democracy and Governance
4. Understanding Globalization

F. Generic Elective Courses (Interdisciplinary) (2)

1. Understanding Gandhi
2. Human Rights, Gender and Environment

6.2. Semester-wise Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course		Paper
SEMESTER - I			
1.1	Subject - I Political Science - 1	Discipline Specific Core	Introduction to Political Theory DSC IA
1.2	Subject - II (Any Other)	Discipline Specific Core	DSC IIA
1.3	English	Core (Compulsory)	CC
1.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)	AECC
SEMESTER - II			
2.1	Subject - I Political Science - 2	Discipline Specific Core	Indian Government and Politics DSC IB
2.2	Subject - II (Any Other)	Discipline Specific Core	DSC IIB
2.3	MIL	Core (Compulsory)	CC
2.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)	AECC
SEMESTER - III			
3.1	Subject - I Political Science - 3	Discipline Specific Core	Comparative Government and Politics DSC IC
3.2	Subject - II (Any Other)	Discipline Specific Core	DSC IIC
3.3	English	Core (Compulsory)	CC
3.4	Skill Based - 1	Ability Enhancement (Elective)	Legislative Support AECC (1)

SEMESTER - IV

4.1	Subject - I Political Science - 4	Discipline Specific Core	Introduction to International Relations	DSC ID
4.2	Subject - II (Any Other)	Discipline Specific Core		DSC IID
4.3	MIL	Core (Compulsory)		CC
4.4	Skill Based - 2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AECC (2)

SEMESTER - V

5.1	Skill Based - 3	Ability Enhancement (Elective)	Your Laws, Your Rights	AECC (3)
5.2	Discipline Specific Elective Course - I (Political Science)		A) Themes in Comparative Political Theory B) Administration and Public Policy: Concepts and Theories	DSE 1A
5.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2A
5.4	Generic Elective - I (Interdisciplinary) Any One	From Second Discipline/ Subject	Understanding Gandhi	GE I

SEMESTER - VI

6.1	Skill Based - 4	Ability Enhancement (Elective)	Conflict and Peace Building	AECC (4)
6.2	Discipline Specific Elective Course-I Political Science		A) Democracy and Governance B) Understanding	DSE 1B

			Globalization	
6.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2B
6.4	Generic Elective - II (Interdisciplinary) Any One		Human Rights, Gender and Environment	GE II
		From Second Discipline/ Subject		

Courses for B.A. (Programme) Political Science

Paper I - Introduction to Political Theory

(62321101)

Core Course - (CC) Credit:6

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

भार्गव, र. और अशोक आचार्य (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

Paper II - Indian Government and Politics
(62321201)
Core Course - (CC) Credit:6

Course Objective

The course aims to give students a thorough understanding of the structures of Indian government and politics. It equips the students with the different perspectives on studying Indian politics and the state in India, the constitutional principles on which the institutions of the state are founded and function, the social structures of power and salient features of the political process in India. It lays emphasis on understanding the inter-relationship between formal institutional structures, social movements, and political development to focus on the complex ways on which social and political power interact and have impact on political institutions and processes.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Demonstrate an understanding of the different viewpoints on Indian politics and the nature of Indian state
- Show knowledge of the text of the Indian Constitution and an awareness of constitutional and legal rights
- Understand the structure of society in India and how social inequalities have an impact on political institutions and processes
- Show awareness of the party system in India and the development policies adopted by various governments so far
- Understand how social movements are formed and how they impact the political processes

Unit 1

Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

Unit 2

Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

Unit 3

Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

Unit 4

Power Structure in India: Caste, class and patriarchy (07 lectures)

Unit 5

Religion and Politics: debates on secularism and communalism (06 lectures)

Unit 6

Parties and Party systems in India (05 lectures)

Unit 7

Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

Unit 8

Social Movements: Workers, Peasants, Environmental and Women's Movement (10 lectures)

References:

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust (Chapter V: 'The Rights of the Indians', pp.33-61)

A. Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)

P. Chatterjee (2011), *The State*, in N G Jayal and P Mehta (eds) *The Oxford Companion to Politics in India*, OUP, New Delhi. pp. 3-14.

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.

U. Chakravarti. (2003) 'Caste and Gender in Contemporary India', in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

- A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
- G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.
- Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.
- Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.
- Jayal, N. G. & Maheta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press.

Additional Resources:

Readings in Hindi

- अभय कुमार दुबे (सं०) राजनीति की किताब: रजनी कोठारी का कृतित्व, नई दिल्ली: वाणी प्रकाशन
- रजनी कोठारी एवं अभय कुमार दुबे, भारत में राजनीति: कल और आज, नई दिल्ली: वाणी प्रकाशन
- ग्रेनविल ऑस्टिन, भारतीय संविधान: राष्ट्र की आधारशिला, अनुवादक: नरेश गोस्वामी, नई दिल्ली: वाणी प्रकाशन, 2017
- माधव खोसला, भारत का संविधान, नई दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस, 2018
- सुभाष काश्यप, संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निर्वाचन प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन, 2016
- सुभाष काश्यप, भारतीय राजनीति और संसद: विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन, 2016
- सुभाष काश्यप, भारतीय राजनीति और संविधान: विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन, 2016
- माधव गोडबोले, धर्मनिरपेक्षता: दौराहे पर भारत, नई दिल्ली: सेज भाषा, 2017
- शम्सुल इस्लाम, भारत में अलगाववाद और धर्म, नई दिल्ली: वाणी प्रकाशन
- जावीद आलम, लोकतंत्र के तलबगार?, अनुवादक: अभय कुमार दुबे, नई दिल्ली: वाणी प्रकाशन

आशुतोष वाष्णीय, अधूरी जीत: भारत का अप्रत्याशित लोकतंत्र, अनुवादक: जितेन्द्र कुमार, नई दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस, 2018

गेल ओमवेट, दलित और प्रजातांत्रिक क्रांति: उपनिवेशीय भारत में डॉ॰ अम्बेडकर एवं दलित आंदोलन, नई दिल्ली: सेज भाषा, 2015

फिलिप कॉटलर, लोकतंत्र का पतन: भविष्य का पुनर्निर्माण, नई दिल्ली: सेज भाषा, 2017

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Teaching Learning Process

There will be interactive lectures on varied approaches to the study of Indian politics and Indian state. They will engage in detailed discussion on basic features of Indian constitution, particularly on the relationship between fundamental rights and directive principles enshrined in the Indian constitution. It provides them with basic understanding on the working of institutions in Indian polity and powers structures in Indian shaping society and politics. It also exposes students to the debates on secularism and communalism. It familiarizes the students with the evolution of party system in India. It enables students to analyse the strategies of development adopted by the state in post-colonial India and the impact of neo-liberal reforms on Indian economy. It also provides understanding on the dynamics of social movements in India and their significance as an alternative site of politics beyond the institutions.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include written assignments, class presentations and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. Students will be assessed on the basis of their reflexive thinking and engagement with peers and group discussion. Students will be evaluated on the basis of their participation in extra and co-curricular activities such as quiz. Before the end term examination, students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus.

Keywords

Approaches, Constitution, Development, Institutions, Secularism, Social Movements

Paper III - Comparative Government and Politics
(62324306)
Core Course - (CC) Credit:6

Course Objective

The purpose of the course is to familiarise students with the nature and scope of the study of comparative politics. The course aims at examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The objectives of the course further remain to provide information and knowledge to students on constitutional development and the political economy of diverse countries such as Britain, Brazil, Nigeria and China.

Course Learning Outcomes

The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries. The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as capitalism as a case of reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria. The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalisation.

Unit 1

The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2

Comparing Regimes: Authoritarian and Democratic (06 lectures)

Unit 3

Classifications of political systems (15 lectures):

- a) Parliamentary and Presidential: UK and USA
- b) Federal and Unitary: Canada and China

Unit 4

Electoral Systems: First past the post, proportional representation, mixed systems (7 lectures)

Unit 5

Party Systems: one-party, two-party and multi-party systems (09 lectures)

Unit 6

Contemporary debates on the nature of state (13 lectures):

the security state and the changing nature of nation-state in the context of globalization.

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Compulsory Readings:

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- Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.
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- Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill Queen's University Press, pp. 105-119.
- Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.
- Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160

Unit 4.

- Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.
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Unit 5.

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- Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

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Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
1. The nature, scope and methods of comparative political analysis	Learning what, why and how to compare with an objective to discern Eurocentric bias	Primarily theory class with power point presentations	Assessment through discussion on nature of comparative politics and eurocentricism
2. Comparing Regimes: Authoritarian and Democratic	Student will learn different forms of government like unitary, federal, democratic, totalitarian etc	Theory lectures and examples from the globe help student understand the nuances of specific forms of government	Student will be encouraged to have discussion on merits and demerits of different forms and desirability for India
3. Classifications of political systems	To study parliamentary and presidential and unitary and federal systems	Through lectures and power point presentations students will study the different political systems	Students may prepare project and have a group discussion on different political systems

4. Electoral Systems	Electoral systems have been key to understand the political systems	Comparative study through lectures and presentation by students on different electoral systems	Students can prepare project on similar systems but different outcomes or assignments on classics
5 Party Systems	Students will learn the emergence of parties and party system	Theoretical study through classics and Power point presentation of comparative study of elections system	Student may review some classics and demonstrate working of parties by grouping themselves
6. Contemporary debates on the nature of state	To understand the evolution and development of nation state and its contemporary form, the security state	Lectures and study of classics to understand the Nation and state debate in West and East and the dimensions of security state	Students may encourage to prepare project on comparative study of emergence of nation state

Keywords

Comparative method, Regime types, Political systems, Electoral Systems, Party Systems

Paper IV - Introduction to International Relations (62324407) Core Course - (CC) Credit:6

Course Objective

This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

Course Learning Outcomes

- Students will learn about major theoretical approaches and the history of International Relations.
- The course will enhance students' understanding on the major political developments in international relations since 1945.
- The paper will develop in-depth knowledge on the emerging centers of power like European Union, China, Russia and Japan.
- Students will also learn about basic determinants of India's foreign policy and understand it in the context of India as an emerging power.

Unit 1

Early Debates in International Relations (27 lectures)

(a) Idealism vs Realism

- (b) Liberalism to Neo Liberal Institutionalism
- (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- (d) Feminist Perspective (J. Ann Tickner)

Unit 2

Post War International Relations and the emergence of Cold War (20 lectures)

- (a) Second World War & Origins Cold War
- (b) Phases of Cold World War: First Cold War, Rise and Fall of Détente, Second Cold War End of Cold War and Collapse of the Soviet Union
- (c) Post-Cold War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Unit 3

India's Foreign Policy (13 lectures)

- (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- (b) India's Policy of Non-alignment
- (c) India: An Emerging Power

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Additional Readings:

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R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.

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- V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Teaching Learning Process

This course will help the students in getting introduced to major theoretical approaches and the history of International Relations and will enhance their understanding on the major political developments in international relations since 1945 as well as emerging centers of power like European Union, China, Russia, Japan and India. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

International Relations, Idealism, Realism, Liberalism, Structuralism, Feminism, Post-war IR, India's Foreign Policy

1. Themes in Comparative Political Theory (62327503) Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western

traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory.

Course Learning Outcomes

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

- Understand how Political Theory draws from and is shaped by both western and Indian traditions.
- Appreciate the value and distinctiveness of Comparative Political Theory

Unit 1

Distinctive features of Indian and Western political thought (8 lectures)

Unit 2

Western Thought: Thinkers and Themes (26 lectures)

- a. Aristotle on Citizenship
- b. Locke on Rights
- c. Rousseau on inequality
- d. J. S. Mill on liberty and democracy
- e. Marx and Bakunin on State

Unit 3

Indian Thought: Thinkers and Themes (26 lectures)

- a. Kautilya on State
- b. Tilak and Gandhi on Swaraj
- c. Ambedkar and Lohia on Social Justice
- d. Nehru and Jayaprakash Narayan on Democracy
- e. Pandita Ramabai on Patriarchy

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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

western thought, Indian thought, comparative political theory

2. Administration and Public Policy: Concepts and Theories (62327502) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The objective of the paper is to understand public administration as a discipline. Seminal work of some thinkers from the classical, neo-classical and contemporary tradition is introduced to understand the journey of the discipline through context, space and time. The course also explores some of the elements of development administration and theoretically engages with the public policy discourse. It unravels the relevance of policy making in public administration and process of policy formulation, implementation and evaluation.

Course Learning Outcomes

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The student receives an insight into several dimensions of development administration.
- The student is exposed to perspectives on public policy processes, a major sub-discipline of public administration.

Unit 1

Public administration as a discipline

Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)

Unit 2

Administrative theories

the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)

Unit 3

Development administration

Elements of development administration. Time and space dimensions in the study of development administration, politics of development administration. (14 lectures)

Unit 4

Understanding Public Policy

concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)

References

Unit 1. Public administration as a discipline

Awasthi, A. and Maheshwari, S. (2003) Public Administration. Agra Laxmi Narain Agarwal, pp. 3-12.

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Chakravabarty, Bidyut and Prakash Chanda (2018) Vaishvikrit Duniya mein Lok Prashasan, Sage Bhasha, New Delhi

Bhattacharya, Mohit (2007) Lok Prashasan Ke Naye Aayaam, Jawahar Publication, New Delhi

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Yadav, Sushma(2016), Lok Prashasan: Sidhant evam Vyavahar. Orient Blackswan, New Delhi.

Chakrabarty, Bidyut and Prakash Chand (2018), Bhartiya Prashasan, Sage Bhasha: New Delhi

Unit 2. Administrative theories

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction Public Administration Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 1-50.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp. 53-74.

Mouzelis, N.P. (2005) 'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 88-100.

Hyderbrand, W. (1980) 'A Marxist Critique of Organization Theory', in Evan, W (ed.) Frontiers in Organization & Management. New York Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis Critique and Innovation. Beverly Hills Sage, pp. 85-109.

Unit 3. Development administration

Bhattacharya, M. (1999) Restructuring Public Administration Essays in Rehabilitation. New Delhi Jawahar, pp. 29-70, 85-98.

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Unit 4. Understanding public policy

Dye, T.R. (1975) Understanding Public Policy. New Jersey Prentice Hall, pp. 1-38, 265-299.

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Additional Resources:

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Teaching Learning Process

The paper titled - Administration and Public Policy : Concepts and Theories, in Programme (CBCS) B.A.(Prog.) Political Science, focus on introducing concepts and theories in the field of public administration and public policy to students. The classroom teaching is designed to equip students with the classical school of thought , theoretical engagement with meaning and scope of public administration , public policy and the politics of development administration. The pedagogy is construed with the idea that lectures delivered by teachers are comparative in tone wherein different perspectives are presented to students in each unit. The students will be mentored by teachers to unravel the theoretical impulse in the contextual socio-economic-political-cultural order. Simulation activities in the classroom is another useful tool in helping students make connections between real world scenarios and theoretical concepts. This encourages problem solving method within students.

Assessment Methods

This paper will assess the reflective and critical engagement of students with the theoretical concept while comprehending its relevance in today's scenario. To test this, this paper offers to internally assess students through visual or oratory presentation, group discussion, critical engagement with concepts and theories. End semester written examination will also be used as an assessment tool.

Keywords

Public administration, Administrative theories, Development administration, Public policy

3. Democracy and Governance

(62327602)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the manner in which political economy and political development, and civil society and social movements have an impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complimented by institution building.

Course Learning Outcomes

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

- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.

- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

Unit 1

Structure and Process of Governance (15 Lectures):

Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy)
Political Communication - Nature, Forms and Importance

Unit 2

Ideas, Interests and Institutions in Public Policy (25 Lectures)

- a. Contextual Orientation of Policy Design
- b. Institutions of Policy Making
- c. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs
- d. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit 3

Contemporary Political Economy of Development in India (10 Lectures):

Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

Unit 4

Dynamics of Civil Society (10 Lectures):

New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

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- J.Dreze and A.Sen, India: Economic Development and Social Opportunity, Clarendon, 1995
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- Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.
- Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.
- Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.
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- Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.
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Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005

M.J. Moon, *The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.

Ghanshyam Shah [ed.], *Social Movements and The State*, Sage Publication, 2002

Su H. Lee, *Debating New Social Movements: Culture, Identity, and Social Fragmentation*, Rawat Publishers, 2010

S. Laurel Weldon, *When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups*, Michigan Publishers, 2011

Richard Cox, *Production, Power and World Order*, New York, Columbia University Press, 1987

Additional Resources:

Baxi, Upendra and Bhikhu Parekh, (ed.) *Crisis and Change in Contemporary India*, New Delhi, Sage, 1994.

Bidyut Chakrabarty, *Public Administration: A Reader*, Delhi Oxford University Press, 2003.

Elaine Kamarck, *Government Innovation Around the World: Occasional Paper Series*, John F Kennedy School of Government, 2003

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Menon, Nivedita, (ed.), *Gender and Politics in India*, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, *Peoples Rights: Social Movements and the State in the Third World*, Sage, New Delhi, 1998.

Brass, Paul, *Politics in India Since Independence*, Hyderabad, Orient Longman, 1990.

Jenkins, Rob, *Regional Reflections: Comparative Politics Across India's States*, New Delhi, OUP, 2004.

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Sury, M.M, *India : A Decade of Economic Reforms : 1991 –2001*, New Delhi, New Century Publication, 2003.

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Dror, Y., *Public Policymaking Reexamined*, Leonard Hill Books, Bedfordshire, 1974.

Teaching Learning Process

The teaching learning of the course titled - Democracy and Governance, is specifically designed to deliver its objective of understanding the process through functionality of the system. Classroom lectures, PowerPoint presentation along with Cooperative learning will be preferred tool to critically engage students in unraveling the complexities these systems are governed by.

Assessment Methods

The functional, procedural, comprehensive understanding of students in this paper will be assessed by medium of internal evaluation in which students may be asked to prepare a group activity , present a case study in class or write a term paper on any of the theme according to course outline. Short quizzes conducted after completing every unit is quick way to assess students reflexivity. Final end term written examination is another tool to assesment.

Keywords

Democracy, Public Policy, Regulatory Institutions, Lobbying Institutions, Civil Society

4. Understanding Globalization (62327601) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

Course Learning Outcomes

- The students will learn about meaning and significance of globalization in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalization.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.
- Students will also learn about contemporary pressing issues like global warming, poverty& inequality and international terrorism.

Unit 1

Globalization (9 Lectures)

- a) Meaning and Debate
- b) Dimensions: Economic, Political, Technological and Cultural

Unit 2

Contemporary World Actors

- a) United Nations
- b) World Trade Organisation (WTO)
- c) BRICS
- d) MNCs, TNCs

Unit 3

Contemporary World Issues (26 Lectures)

- a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)

- b) Global Justice
- c) International Terrorism

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- David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.
- David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: an Introduction to the Globalization Debate*, Malden, Polity Press.
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- Bernard Hoelkman and Michel Kostecki, *the Political Economy of the World Trading System: From GATT to WTO*, New York, OUP
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- P.S., Chasek, Downie, D.L., and Brown, J.W., Fourth Edition (2006), *Global Environmental Politics*, Boulder: West view Press.
- Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.
- Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.
- Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.
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Additional Resources:

Classic Readings

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Teaching Learning Process

The primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalization and also their knowledge about world actors like United Nations, World Trade Organization and G-77 and on issues like global warming, poverty and inequality and international terrorism. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Globalization, World Actors, Global Warming, Global Justice, Terrorism

G1 - Understanding Gandhi
(62325501)
Generic Elective - (GE) Credit:6

Course Objective

The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

Course Learning Outcomes

This course will help students to understand fundamental concept of Gandhi philosophy through his words firstly and secondly it will help them understand these concepts in a critical and analytical manner.

Unit 1

Key Ideas:

- 1. Swaraj**
- 2. Satyagraha (Truth and Non-violence)**
- 3. Trusteeship**
- 4. Swadeshi**
- 5. Religion and politics**
- 6. Modern Civilization**
- 7. Nationalism**
- 8. Communal Unity**
- 9. Women question**
- 10. Untouchability**

References

- A.Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press.
- R Iyer, (ed) (1993) 'Chapter XII SATYAGRAHA- Non Violent Resistance ' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press. (301-324)
- B. Chakraborty (2015) ' Universal Benefit: Gandhi's Doctrine of Trusteeship: A review Article' *Modern Asian studies* Vol 49(2) 572-608
- B. Parekh, (1999) 'Discourse on Untouchability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.
- D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.156-158
- B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

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Additional Resources:

Classics

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no.45); "Regeneration of Indian women" (no.54); "Women's education" (no.55); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

Additional Readings

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2. https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

3. म. क. गाँधी मेरे सपनों का भारत 1947

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4. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "भारतीय राष्ट्रीय आंदोलन में गाँधी जी का योगदान" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 34-55.

5. दाधीच, नरेश 'महात्मा गाँधी का चिंतन' रावत पब्लिकेशन्स, नई दिल्ली.

6. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "धर्म की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 56-62.

7. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "सत्याग्रह की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 79-85.

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9. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "न्यासिता की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 98-103.
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11. अग्रवाल, सुनील कुमार 'गाँधी और सांप्रदायिक एकता' "सांप्रदायिक एकता का दर्शन और गाँधी" अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2009 पृष्ठ 189-219.
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14. कुमार प्रभात 'स्वतंत्रता संग्राम और गाँधी' "गाँधी का सत्याग्रह-दर्शन" हिंदी माध्यम कार्यान्वय निर्देशालय, नई दिल्ली, 2013.
15. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "स्वदेशी" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 158-164.
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Teaching Learning Process

This course attempts to introduce key concepts of Gandhi's Thought. Hind Swaraj will be key text that will be discussed and read both by teachers and students in order to grasp the philosophy of Gandhi. Film Gandhi will be screened to visualize and grasp Gandhi's concepts. Commentaries on Gandhi's ideas will be discussed and interactive session with the students by taking them to Gandhi's Museum or historical places associated with Gandhi can further help to contextualize his ideas. Power point presentations detailing key features of each of these ideas will identify and describe the key characteristics of Gandhian political thought.

Assessment Methods

Group presentation on each of the ideas will form core part of their assessment. Class test and MCQ will also be part of assessment.

Keywords

Modern Civilization, Satyagraha, Swaraj', Trusteeship, Women Question

G2 - Human Rights Gender and Environment (62325602) Generic Elective - (GE) Credit:6

Course Objective

This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Learning Outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1

Understanding Social Inequality

- a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
- b) Globalisation and its impact on workers, peasants, dalits, adivasis and women

Unit 2

Human Rights

- a) Human Rights: Meaning and Evolution
- b) UN Declarations and Covenants
- c) Human Rights and Citizenship Rights
- d) Human Rights and the Indian Constitution
- e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.

- f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- h) Human Rights Movement in India.

Unit 3

Gender

- a) Analysing Structures of Patriarchy
- b) Gender, Culture and History
- c) Economic Development and Women
- d) The issue of Women's Political Participation and Representation in India
- e) Laws, Institutions and Women's Rights in India
- f) Women's Movements in India

Unit 4

Environment

- a) Environmental and Sustainable Development
- b) UN Environment Programme: Rio, Johannesburg and after.
- c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- d) Environment Policy in India
- e) Environmental Movement in India

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- Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.
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Additional Resources:

SAHRDC (2006) ‘Introduction to Human Rights’; ‘Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights’, in *Introducing Human Rights*, New Delhi: Oxford University Press.

P. Bidwai, (2011) ‘Durban: Road to Nowhere’, in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

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Ray, U. (2013) ‘Understanding Patriarchy’, Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

Teaching Learning Process

In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment. The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Human Rights, Gender, Environment

AE1 - Legislative Support (62323312) AECC (Electives) - (AECCE) Credit:4

Course Objective

To acquaint the student with the legislative process in India at various levels, introduce them to the functions of peoples’ representatives and provide elementary skills to be part of a legislative support team.

Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. All over the world, elected representatives have an office with specialised support team to carry out these tasks.

With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need for legislative support among representatives that needs to be addressed. This course will equip the students with basic skills for this task and expose them to real life legislative work. In the process of learning legislative support skills, students will also build and deepen their understanding of the Indian political process.

Course Learning Outcomes

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

- Demonstrate knowledge of the structure and the functions of legislating bodies in India
- Demonstrate knowledge of the law making procedure in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop basic skills to become a part of a support team engaged at different levels of the law making functions

Unit 1

Powers and functions of people's representatives at different tiers of governance

Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self-government from Zila Parishads/Municipal Corporation to Panchayat/Ward. (Weeks 1-3)

Unit 2

Supporting the legislative process:

How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. (Week 4)

Unit 3

Supporting the legislative committees

Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation (Weeks 5-7)

Unit 4

Reading the budget document:

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. (Weeks 8-10)

Unit 5

Support in media monitoring and communication:

Types of media and their significance for legislators. Basics of communication in print and electronic media. (Weeks 11-12)

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on: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

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Additional Resources:

Government links:

<http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>

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Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

AE2 - Public Opinion and Survey Research (62323412) AECC (Electives) - (AECCE) Credit:4

Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Learning Outcomes

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

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

Unit 1

Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit 2

Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)

a. What is sampling? Why do we need to sample? Sample design.

- b. Sampling error and non-response
- c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit 3

Survey Research (2 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

Unit 4

Quantitative Data Analysis (4 lectures)

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

Unit 5

Interpreting polls (6 lectures)

- Prediction in polling research: possibilities and pitfalls
- Politics of interpreting polling

References

I. Introduction to the course

- R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.
- G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling

- G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
- Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)
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- 'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

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- H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

- R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

IV. Quantitative Data Analysis

- A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,
- S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

V. Interpreting polls

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.

Additional Resources:

Additional Readings:

K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons.

G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

Teaching Learning Process

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data.

Suggested Student Exercises:

1. Discussion of readings and Indian examples. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
2. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.
3. Give the students the electoral list of an area in Delhi (<http://ceodelhi.gov.in>). The students have to draw a random sample of n number of respondents.
4. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on different individuals.
5. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

AE3 - Your Laws, Your Rights (62323501) AECC (Electives) - (AECCE) Credit:4

Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes

On the successful completion of the course, students would be able to:

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents.
- Show understanding of the structure and principles of the Indian legal system

Unit 1

Rule of law and the Criminal Justice System in India (1 week)

Unit 2

Laws relating to criminal justice administration (2 weeks)

- a) How to file a complaint, First Information Report (FIR)
- b) Detention, arrest and bail

Unit 3

Equality and non-discrimination (4 weeks)

- a) Gender: the protection of women against domestic violence, rape and sexual harassment
- b) Caste: laws abolishing untouchability and providing protection against atrocities

- c) Class: laws concerning minimum wages
- d) Disability and equality of participation and opportunity

Unit 4

Empowerment (2 weeks)

- a) Access to information
- b) Rights of the consumer

Unit 5

Redistribution, recognition and livelihood (2 weeks)

- a) Traditional rights of forest dwellers and the issue of women's property rights
- b) Rural employment guarantee

Unit 6

Access to Identification documents and Social Security Schemes (1 week / exercises only)

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

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I. Rule of law and the Criminal Justice System in India

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SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.

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II. Laws relating to criminal justice administration

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

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P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

III. Equality and non-discrimination

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Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.

6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva- voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. . Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

AE4 - Conflict and Peace Building (62323601) AECC (Electives) - (AECCE) Credit:4

Course Objective

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

Course Learning Outcomes

- The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.
- The students will also learn the importance of resource sharing in the conflict zones.
- The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels.
- Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.

Unit 1

Concepts (6 Lectures)

- a. Understanding Conflict (Week 1)
- b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
- c. Peace Building: Meaning and Concept (Week 3)

Unit 2

Dimensions of Conflict (6 Lectures)

- a. Ideology (Week 4)
- b. Economic/Resource Sharing Conflicts (Week 5)
- c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

Unit 3

Levels of Conflict (6 Lectures)

- a. Local (Week 7)
- b. Sub-National (Week 7)
- c. International (Week 8)

Unit 4

Conflict Responses: Skills And Techniques (6 Lectures)

- a. Negotiations: Trust Building (Week 9)
- b. Mediation: Skill Building; Active Listening (Week 10)
- c. Track I, Track II & Multi Track Diplomacy (Week 11)
- d. Gandhian Methods (Week 12)

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Online Resources

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Theatre, peace and conflict at Theatre Without

Borders, www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

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Teaching Learning Process

The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Conflict, Conflict Management, Peace building, Trust building, Diplomacy

**UNDER GRADUATE COURSE FOR
SANSKRIT (Programme)**

**UNDER
CHOICE BASED CREDIT SYSTEM (CBCS)**



LOCF

Approved by the Committee of courses (Excluding Hons.)

on 11.06.2019

UNIVERSITY OF DELHI

DELHI

Approved by the Faculty of Arts on 14.06.2019

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Learning Outcomes-based Curriculum Framework for Undergraduate

Education SECTION 1

1.1 Introduction

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs. Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

1.2 Learning outcomes-based approach to curriculum planning and development

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels. Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework for undergraduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes:

1.3.1 Graduate attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong learning:** Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

1.3.2 Qualification descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification (for eg. a bachelor's degree or a bachelor's degree with honours). The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate.

Qualification descriptors for a Bachelor's Degreeprogramme:The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include the following:

- Demonstrate (i) a fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s);
- Meet one's own learning needs, drawing on a range of current research and development work and professional materials;
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

Qualification descriptors for a Bachelor's Degree with honours:

The qualification descriptors for a Bachelor degree with honours may include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.
- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to the chosen disciplinary areas (s) and field of study, and techniques and skills required for identifying problems and issues relating to the disciplinary area and field of study.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study;
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyze problems and issues and seek solutions to real-life problems.

- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

1.3.3 Programme learning outcomes

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. The programme learning outcomes are aligned with the relevant qualification descriptors. Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of a given programme of study. A programme of study may be monodisciplinary, multi-disciplinary or inter-disciplinary. Some examples of programme learning outcomes for B.Sc (Physics) and Bachelor programme in Education are given in Section 2.

1.3.4 Course learning outcomes

The programme learning outcomes are attained by learners through the essential learning's acquired on completion of selected courses of study within a programme. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning outcomes lead to the attainment of the programme learning outcomes. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the years of their study.

A course map would indicate the linkage between course learning outcomes and each programme learning outcome (Table 1). Some examples of course learning outcomes are indicated in Section 3.

Table 1							
Programme outcomes	Courses						
	Course1	Course2	Course...	Course..	Course...	Course..	Course..
Outcome 1	x	x	X	x	x	x	x
Outcome 2	x		X	x		x	
Outcome..		x		x	x	x	x
Outcome..		x		x	x	x	
Outcome..	x		X		x		x
Outcome..	x		X		x	x	x
Outcome..		x		x		x	

1.4 Teaching - learning process

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcomebased approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Planning for teaching therein becomes critical. Every programme of study lends itself to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and experiment, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include: lectures supported by group tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

1.5 Assessment methods

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Priority will be accorded to formative assessment. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including

seminar presentation; viva voce interviews; computerised adaptive testing; peer and self assessment etc. and any other pedagogic approaches as per the context .

Programme learning outcomes relating to bachelor degree in Sanskrit (B.A. Programme)

- This Programme will help students acquire a general understanding of classical Sanskrit literature and Philosophy and religion, history and culture through Sanskrit texts.
- Students will acquire advanced knowledge of Sanskrit.
- Student will demonstrate an increased ability to read and understand Sanskrit texts;
- They will be able to read Sanskrit texts independently and analyze texts written in classical Sanskrit.
- They will demonstrate an enhanced knowledge and understanding of all structures of the Sanskrit language and develop a basic understanding of Panini's grammar and a basic familiarity of the history of Sanskrit literature.
- They will develop an insight into one and more fields of specialization within the broader area of ancient Indian philosophy like Upanishads and Gita.
- They will show the ability to critically assess existing research through careful reading, analysis and discussion.
- They will acquire the ability to apply relevant theoretical perspectives to topics within the field of ancient Indian religion, literature, history even ancient Indian technical and scientific literature through Sanskrit text.
- They will have the relevant generic skills and professional competencies that are required to understand the ancient medicine system (Ayurveda), health science like Yoga, the traditional calendar system (Jyotish), Dramaturgy-theatre and acting, personality development and behavioral science, computer and Sanskrit, architecture science (Vastu Vidya), Vedic mathematics, media study (electronic and print media), Epigraphy (Puralipi shastra) Metre and music, study of environment, etc. are the problem solving skills for the benefits of the common human beings , society as whole .
- They will have the ability to develop a research project/assignment including formulation of a research problem, searching for sources and engaging in analytic discussion.
- They will have competence in academic writing and oral presentation skills and competence in presenting academic research about ancient Indian literature, religion, history and culture through Sanskrit and Oriental texts to a broader non academic public i.e. common man.
- They will study Sanskrit texts in an inter-disciplinary manner and have the ability to interpret the Shastras so as to establish their relevance to contemporary intellectual explorations and solution to practical problems.
- Students will be able to perceive and demonstrate the role of Sanskrit as the unifying force in the context of the Indian nation and nationalism.
- Their study of Sanskrit texts will also help in building of character and inculcation of moral, social and spiritual values and thus contribute to personality development.

In brief, at the end of the module , student should able to Demonstrate (i) an increased ability to read understand Sanskrit text, (ii) an increased knowledge and understanding Sanskrit grammar ,(iii) a basic familiarity of history of Sanskrit literature and tradition,(iv) a basic familiarity of Sanskrit culture philosophy and religious background, (v) ability to stress on the social relevance and catering to the needs and aspiration of future generation and focus on the secular and Pan-Indian character of Sanskrit across the barriers of caste, creed and geographical limits (the concept of Vasudheiva Kutumbakam).

Background/Preamble:

Ministry of Human Resource Development (MHRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

Advantages of the choice based credit system:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.

- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

Disadvantages:

- Difficult to estimate the exact marks.
- Workload of teachers may fluctuate.
- Demand good infrastructure for dissemination of education.

Choice Based Credit System (CBCS):

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

Outline of Choice Based Credit System:

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

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

Implementation:

1. The CBCS may be implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least follow common minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20 % at the maximum.
2. The universities may be allowed to finally design their own syllabi for the core and elective papers subject to point no. 1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.
3. Number of Core papers for all Universities has to be same for both UG Honors as well as UG Program.
4. Credit score earned by a student for any elective paper has to be included in the student's overall score tally irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.
5. For the introduction of AE Courses, they may be divided into two categories:
 - a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science.
 - b) AE Elective Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.
6. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.
7. An undergraduate degree with honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 AE Compulsory Courses, minimum 2 AE Elective Courses and 4 papers each from a list of discipline specific elective and generic elective papers respectively.

8. An undergraduate program degree may be awarded if a student completes 4 core papers each in three disciplines of choice, 2 AE Compulsory Courses, minimum 4 AE Elective Courses and 2 papers each from a list of discipline specific elective papers based on three disciplines of choice selected above, respectively.
9. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the details given in A, B, C and D for B.Sc. Honours, B.A./B.Com. Honours, B.Sc. Program and B.A./B.Com. Program, respectively.

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Program

	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AEEC) (2)	Discipline Specific Elective DSE (6)
I	DSC- 1 A	(English/MIL Communication)/ Environmental Science		
	DSC- 2 A			
	DSC- 3 A			
II	DSC- 1 B	Environmental Science / (English/MIL Communication)		
	DSC- 2 B			
	DSC- 3 B			
III	DSC- 1 C		AECC-1	
	DSC- 2 C			
	DSC- 3 C			
IV	DSC- 1 D		AECC -2	
	DSC- 2 D			
	DSC- 3 D			
V			AECC -3	DSE-1 A
				DSE-2 A
				DSE-3 A
VI			AECC -4	DSE-1 B
				DSE-2 B
				DSE-3 B

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

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

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

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

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com
Program

	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AEEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
I	English/MIL-1	(English/MIL Communication) / Environmental Science			
	DSC- 1 A				
	DSC- 2 A				
II	MIL/English-1	Environmental Science/ (English/MIL Communication)			
	DSC- 1 B				
	DSC- 2 B				
III	English/MIL-2		AEEC -1		
	DSC- 1 C				
	DSC- 2 C				
IV	MIL/English-2		AEEC -2		
	DSC- 1 D				
	DSC- 2 D				
V			AEEC -3	DSE-1 A	GE-1
				DSE-2 A	
VI			AEEC -4	DSE-1 B	GE-2
				DSE-2 B	

10. The Universities/Institutes may offer any number of choices of papers from different disciplines under Generic Elective and Discipline Specific Elective as per the availability of the courses/faculty.
11. Universities/Institutes should evolve a system/policy about Extra Curricular Activities/ General Interest and Hobby Courses/Sports/NCC/NSS/related courses on its own.
12. A student can opt for more number of Elective and AE Elective papers than proposed under the model curriculum of UGC. However the total credit score earned will not exceed 160 credits for UG Honours and 140 credits for UG Program degree.
13. The new scheme of UG courses should be given due consideration while framing the admission eligibility requirement for PG/ Technical courses in Indian Universities/Institutions to ensure that students following inter and multi-disciplinary format under CBCS are not at a disadvantage. It may be suggested that obtaining 24 credits in a particular discipline may be considered as the minimum eligibility requirement for admission to PG/ Technical courses in Indian Universities/Institutions.

Conversion of credit(s) into grade(s):The following illustrations could be taken as an example for computing SGPA and CGPA from credits for Honours courses in all disciplines, degree Program courses in Science subjects and degree Program courses in Humanities, Social Sciences and Commerce subjects:

1. Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
2. For non credit courses 'Satisfactory' or "Unsatisfactory" shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
3. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.
4. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.) of the relevant disciplines.

Illustration of Computation of SGPA and CGPA and Format for Transcripts.

2. B. Sc. / B. Com./ B.A. Honors Course

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
C-1	06	A	8	48	
C-2	06	B+	7	42	
AECC-1	02	B	6	12	
GE-1	06	B	6	36	
Total	20			138	6.9 (138/20)
Semester II					
C-3	06	B	6	36	
C-4	06	C	5	30	
AECC -2	02	B+	7	14	
GE-2	06	A+	9	54	
Total	20			134	6.7 (134/20)

Semester III					
C-5	06	A+	9	54	
C-6	06	0	10	60	
C-7	06	A	8	48	
AEEC-1	02	A	8	16	
GE-3	06	0	10	60	
Total	26			238	9.15 (238/26)
Semester IV					
C-8	06	B	6	36	
C-9	06	A+	9	54	
C-10	06	B	6	36	
AEEC-2	02	A+	9	18	
GE-4	06	A	8	48	
Total	26			192	7.38 (192/26)
Semester V					
C-11	06	B	6	36	
C-12	06	B+	7	42	
DSE-1	06	0	10	60	
DSE-2	06	A	8	48	
Total	24			186	7.75 (186/24)
Semester VI					
C-13	06	A+	9	54	
C-14	06	A	8	48	

DSE-3	06	B+	7	42	
DSE-4	06	A	8	48	
Total	24			192	8.0 (192/24)
CGPA					
Grand Total	140			1080	7.71 (1080/144)

Semester 1	Semester 2	Semester 3	Semester 4
Credit: 20; SGPA: 6.9	Credit: 20; SGPA: 6.7	Credit: 26; SGPA: 9.15	Credit: 26; SGPA: 7.38

Semester 5	Semester 6
Credit: 24; SGPA: 7.75	Credit: 24; SGPA: 8.0

Thus, **CGPA** = $(20 \times 6.9 + 20 \times 6.7 + 26 \times 9.15 + 26 \times 7.38 + 24 \times 7.75 + 24 \times 8.0) / 140 = 7.71$

*Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

**Scheme of Romanization of Devanagari Script
(International Alphabet for Sanskrit Transliteration (IAST))**

अ <i>a</i>	आ <i>ā</i>	इ <i>i</i>	ई <i>ī</i>	उ <i>u</i>
ऊ <i>ū</i>	ऋ <i>ṛ</i>	ॠ <i>ṝ</i>	लृ <i>ḷ</i>	ए <i>e</i>
ऐ <i>ai</i>	ओ <i>o</i>	औ <i>au</i>	ं <i>m̐/m̄</i>	ः <i>ḥ</i>
क् <i>k</i>	ख् <i>kh</i>	ग् <i>g</i>	घ् <i>gh</i>	ङ् <i>ṅ</i>
च् <i>c</i>	छ् <i>ch</i>	ज् <i>j</i>	झ् <i>jh</i>	ञ् <i>ñ</i>
ट् <i>ṭ</i>	ठ् <i>ṭh</i>	ड् <i>ḍ</i>	ढ् <i>ḍh</i>	ण् <i>ṇ</i>
त् <i>t</i>	थ् <i>th</i>	द् <i>d</i>	ध् <i>dh</i>	न् <i>n</i>
प् <i>p</i>	फ् <i>ph</i>	ब् <i>b</i>	भ् <i>bh</i>	म् <i>m</i>
य् <i>y</i>	र् <i>r</i>	ल् <i>l</i>	व् <i>v</i>	
स् <i>s</i>	श् <i>ś</i>	ष् <i>ṣ</i>	ह् <i>h</i>	
क्ष् <i>kṣ</i>	ज्ञ् <i>jñ</i>	श्र् <i>śr</i>		

Core Papers for Sanskrit B.A. (Prog)	
DISCIPLINE SPECIFIC CORE (DSC) (4 Papers)	
Semester: I	Semester: II
DSC-1 Sanskrit Poetry	DSC-2 Sanskrit Prose
Semester: III	Semester: IV
DSC-3 Sanskrit Drama	DSC-4 Sanskrit Grammar
MODERN INDIAN LANGUAGES (MIL)* (Any 2 Papers)	
Semester: I/II	
Core – MIL (Sanskrit)-1 Sanskrit as MIL: A1 Sanskrit Literature	
Core – MIL (Sanskrit)-1 Sanskrit as MIL B1 - Upaniṣad and Gita	
Core – MIL (Sanskrit)-2 Sanskrit as MIL C1 – Nīti Literature	
Semester: III/IV	
Core – MIL (Sanskrit)-2 Sanskrit as MIL A2 – Grammar and Translation	
Core – MIL (Sanskrit)-2 Sanskrit as MIL B2 - Grammar and Composition	
Core – MIL (Sanskrit)-2 Sanskrit as MIL C2 - Sanskrit Grammar	
Ability Enhancement Compulsory Courses (AECC)	
AECC-1 A1 Sanskrit Literature	
AECC-2 B1 - Upaniṣad and Gita	
AECC-3 C1 – Nīti Literature	
DSE-1 Philosophy, Religion and Culture in Sanskrit Tradition	DSE -2 Indian Perspectives in personality Development

DSE -3 Literary Criticism	DSE -4 Nationalism in Sanskrit Literature
DSE -5 Mathematical Tradition in Sanskrit	
Generic Elective (GE) B.A. (Prog.)	
Semester: V/VI	
GE-1 Political Thought in Sanskrit	GE-2 Sanskrit Media
GE-3 Sanskrit Meter and Music	GE-4 Nationalistic Thought in Sanskrit Literature
GE-5 Ethical and Moral Issues in Sanskrit Literature	GE-6 Basics of Sanskrit Linguistics
Ability Enhancement Elective Course (AEEC) Skill Based Papers BA (Prog.)	
Semester: III/IV/V/VI	
AEEC-1 Basic Elements of Jyotisha	AEEC-2 Indian Architecture System
AEEC-3 Basic Elements of Āyurveda	AEEC-4 Computer Awareness for Sanskrit
AEEC-5 E-Learning Tools and Techniques for Sanskrit	AEEC-6 Yogasutra of Patanjali
AEEC-7 Indian Theatre	

Core Papers B.A. (Prog)	
DISCIPLINE SPECIFIC CORE (DSC) (4 Papers)	
Semester: I	Semester: II
DSC-1 Sanskrit Poetry	DSC-2 Sanskrit Prose
Semester: III	Semester: IV
DSC-3 Sanskrit Drama	DSC-4 Sanskrit Grammar

B.A. (Programe) Sanskrit Course
DSC-1
Sanskrit Poetry
(62131101)

[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. माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः ।

Unit: V**Credits: 10****Nītiśatakam - (Verses 1-20):**

Translation, explanation, Social experiences of Bhartṛhari, 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 व्याख्यानसहित, 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.

B.A. (Programe) Sanskrit Course
DSC-2
Sanskrit Prose
(62131201)

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. They will acquire skills in advanced Sanskrit communication.

[C] Contents**Total Credits: 60****Unit: I****Credits: 10****Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)

Unit: II**Credits: 10****Śukanāsopadeśa:**

Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

Unit: III**Credits: 10****Śivarājavijayam, Niḥśwāsa-I**

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

Unit: IV**Credits: 10****Śivarājavijayam, Niḥśwāsa-I**

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

Unit: V**Credits: 10****Survey of Sanskrit Literature: Prose:**

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa.

Unit: VI

Credits: 10

Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadeśa, Vetālapañcavimsattikā, Simhāsanadvātrimśikā and Puruṣaparīkṣā.

[D] References:

Compulsory Reading:

1. भानुचन्द्रसिंह, शुकनासोपदेशः संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
2. प्रह्लाद कुमार (व्या.) , शुकनासोपदेश, मेहरचन्द्र लक्ष्मनदास, दिल्ली, 1974 ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार , दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. उमाशंकर शर्मा ऋषिः संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
7. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

Additional Resources:

1. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
2. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
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 prose, 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. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
	i. Translation-3 (from unit-1, 3 & 4)	04 x 05 = 20
	ii. Explanations-2 (from unit-1, 3 & 4)	02 x 06 = 12
	iii. Questions 02 (Unit 1 to 4)	02 x 07 = 14
	iv. Grammatical notes from prescribe text (from Unit 1 to 4)	01 x 05 = 05
	v. Short Notes (from 1 to 4 Units)	02 x 04 = 08
	vi. Question 1 (Unit 5)	01 x 08 = 08
	vii. Short Notes (Unit 6)	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, Gadyakāvya, Śukanāsopadeśa, Śivarājaviḡyam, Prose, romances. Subandhu, Bāṇa, Daṇḡin, Ambikādatta Vyāsa, Pañcatantra, Hitopadeśa, Vetālapañcaviṡattikā, Simhāsanadvātrimśikā and Puruṡaparīkṡā.

B.A. (Programe) Sanskrit Course
DSC-3
Sanskrit Drama
(62134309)

[A] Course Objectives:

This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.

[B] Course Learning Outcomes:

After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition. This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.

[C] Contents**Total Credits: 60****Unit: I****Credits: 10****Pratimānāṭakam: Act I – Bhāsa**

First Act (प्रथम अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

Unit: II**Credits: 10****Pratimānāṭakam: Act III – Bhāsa**

Third Act (तृतीय अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

Unit: III**Credits: 10****Abhijñānaśākuntalam Act IV- Kālidāsa**

Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature. *kāvyeṣu nāṭakam ramyam, upamā*, Language of Kālidāsa, *dhvani* in Kālidāsa, Purpose and design behind *Abhijñānaśākuntalam* and other problems related to the text.

Unit: IV**Credits: 10****Technical Terms from Sanskrit Dramaturgy**

नाटक, नायक, नायिका, पूर्वरङ्ग, नान्दी, सूत्रधार, नेपथ्य, प्रस्तावना, कञ्चुकी, विदूषक, अङ्क, स्वगत, प्रकाश, अपवारित, जनान्तिक, आकाशभाषित, विष्कम्भक, प्रवेशक एवं भरतवाक्य ।

Unit: V**Credits: 10**

History of Sanskrit Drama (Origin and Development)

Unit: VI

Credits: 10

Some important dramatists: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣa, Bhavabhūti, and their works.

[D] References:

Compulsory Reading:

1. सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली ।
2. सुरेन्द्रदेव शास्त्री, अभिज्ञानशाकुन्तलम्, रामनारायण बेनीप्रसाद, इलाहाबाद ।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस ।
4. C.D. Devadhar (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
5. M.R. Kale (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
6. Gajendra Gadakar (Ed.), Abhijñanaśākuntalam.
7. Ramendramohan Bose, Abhijñanaśākuntalam, Modern Book Agency, Calcutta.
8. भागवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी ।
9. हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन, दिल्ली ।
10. पंकज कुमार मिश्र, शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली ।
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
12. Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lacchman Das, Delhi.
13. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970.
14. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
15. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar, 1975.

Additional Resources:

1. Mirashi, V.V. : *Kālidāsa*, Popular Publication, Mumbai.
2. Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
3. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
4. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
5. 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 drama, 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 words in verses according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will the 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.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Translation-3 (from unit-1 to 3)	03 x 05 = 15
ii.	Explanations-2 (from unit-1 to 3)	02 x 07 = 14
iii.	Questions 02 (Unit 1 to 3)	02 x 08 = 16
iv.	Grammatical notes from prescribe text (from Unit 1 to 3)	01 x 05 = 05
v.	Short Notes (Unit 4)	03 x 03 = 09
vi.	Question 1 (Unit 5)	01 x 08 = 08
vii.	Short Notes (Unit 6)	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:

Pratimānāṭakam, Abhijñānaśākuntalam, Nāndī, Prastāvanā, Sūtradhāra, Naṭī, Viṣkambhaka, Vidūṣaka and Kañcukī.

B.A. (Programe) Sanskrit Course
DSC-4
Sanskrit Grammar
(62134402)

[A] Course Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantakaumudī, the premier text of Sanskrit grammar by Varadaraj.

[B] Course Learning Outcomes:

After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental sandhi and compounding patterns. They will also understand some most important primary and secondary suffixes of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Laghusiddhāntakaumudī : Sañjñā Prakaraṇa
 Sañjñā prakaraṇa

Unit: II

Credits: 10

Laghusiddhāntakaumudī: Sandhi Prakaraṇa
 ac sandhi: yaṇ, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.

Unit: III

Credits: 10

Laghusiddhāntakaumudī: Sandhi Prakaraṇa
 hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva

Unit: IV

Credits: 10

Laghusiddhāntakaumudī: Sandhi Prakaraṇa
 visarga sandhi: utva, lopa, satva and rutva

Unit: V

Credits: 10

Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa
 Vibhaktyartha Prakaraṇa

Unit: VI**Credits: 10****General introduction to Samasa based on Laghusiddhāntakaumudī.****[D] References:****Compulsory Reading:**

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
7. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

Additional Resources:

1. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Short periodic tests and quizzes must be held
5. Students will be encouraged to apply their theoretical knowledge of the rules of grammar to the literary texts they have already studied in earlier classes

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations of 5 sutras (Units 1 to 5)	05 x 05 = 25
ii.	Formation of 5 words (Unit 1 to 5)	05 x 05 = 25
iii.	Questions on applied grammar from prescribed texts (from unit 2 to 5)	05 x 02 = 10
iv.	शुद्ध अशुद्ध वाक्य based on karka	01 x 05 = 05
V	Making of compounds and disolution of compounds.	04 x 2.5 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sañjñā, Sandhi, Vibhaktyartha, Samasa

**MODERN INDIAN LANGUAGES (MIL)*
(Any 2 Papers)**

Semester: I/II

**Core – MIL (Sanskrit)-1
Sanskrit as MIL: A1 Sanskrit Literature**

**Core – MIL (Sanskrit)-1
Sanskrit as MIL B1 - Upaniṣad and Gita**

**Core – MIL (Sanskrit)-2
Sanskrit as MIL C1 – Nīti Literature**

Semester: III/IV

**Core – MIL (Sanskrit)-2
Sanskrit as MIL A2 – Grammar and Translation**

**Core – MIL (Sanskrit)-2
Sanskrit as MIL B2 - Grammar and Composition**

**Core – MIL (Sanskrit)-2
Sanskrit as MIL C2 - Sanskrit Grammar**

B.A. (Programme) Sanskrit Course

Core MIL-A1 Sanskrit Literature (62134309)

[A] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Prose and Niti literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose Literature. The course also seeks to help students negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading Sanskrit Prose and Niti literature. After the completion of this course the learner will be exposed to the origin and development of the Sanskrit Prose and Niti Literature.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Hitopadeśa: First Story from Mitralābha

प्रस्तावना (Foreword), First Story, Verses:1-35
(Translation, Explanation and Grammar)

Unit: II

Credits: 10

Hitopadeśa: Second Story from Mitralābha

Second Story, Verses: 36-62.
(Translation, Explanation and Grammar)

Unit: III

Credits: 10

Cāṇakyanīti

Cāṇakyanīti (Chapter: 1)
(Translation, Explanation and Grammar)

Unit: IV

Credits: 10

Cāṇakyanīti

Cāṇakyanīti (Chapter: 2)
(Translation, Explanation and Grammar)

Unit: V

Credits: 10

History of Sanskrit Prose

Origin and development of Prose

Subandhu, Bāṇa, Daṇḍin. Ambikaduttvyas

Unit: VI

Credits: 10

History of Sanskrit Nītikāvya

Pañcatantra, Hitopadeśa, Cāṇakyanīti, Kathāsaritsāgara

[D] References:

Compulsory Reading:

1. पण्डित जीवानन्द विद्यासागर, हितोपदेश, सरस्वती प्रेस कलकत्ता ।
2. श्रीलाल उपाध्याय (अनुवादक) चाणक्यनीतिदर्पण, बैजनाथ प्रसाद बुकसेलर, बनारस, 1952 ।
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
4. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
5. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
7. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली).

Additional Resources:

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

[E] Teaching Learning Process:

1. Since most learners will be new to Sanskrit Niti Literature, 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. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Translation-4 (from units-1 to 4)	04 x 04 = 16
ii.	Explanations-4 (from units-1 to 4)	04 x 06 = 24
iii.	Questions 02 (Units 1 to 3)	02 x 10 = 20
iv.	Grammatical notes from prescribe texts	01 x 05 = 05
v.	Question 1 (Units 5 to 6)	01 x 10 = 10
vi.	Short notes (Units 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Hitopadeśa, Mitralābha, Nītikāvya, Kathāsaritsāgara, Pañcatantra, Cāṇakyanīti.

B.A. (Programme) Sanskrit Course

Core MIL-B1 Upaniṣad and Gītā (62131216)

[A] Course Objectives:

Objective of this course is to get students to know about the principle thesis of the Upaniṣad and the Gītā.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with Īśāvāsyopniṣad, the some portion of 2nd Chapter of Gīta and general introduction to Upaniṣad philosophy. After the completion of this course the learner will be exposed to the Philosophy of Gita and Upaniṣad.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Upaniṣad: Īśāvāsyopniṣad

Text Introduction to Īśāvāsyopniṣad

Unit: II

Credits: 10

Upaniṣad: Īśāvāsyopniṣad

Text Reading of Īśāvāsyopniṣad

Unit: III

Credits: 10

Gītā: Chapter Two – (Verse: 01-25)

Text Introduction and Text Reading: Chapter Two.

Unit: IV

Credits: 10

Gītā: Chapter Two – (Verse: 26-72)

Text Reading.

Unit: V

Credits: 10

General Introduction to Upaniṣadic Philosophy

General Introduction to Upaniṣadic Philosophy: ātman, brahman, īśvara, karma, sr̥ṣṭi.

Unit: VI

Credits: 10

General introduction to Philosophy of Gita:

Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

[D] References:

Compulsory Reading:

1. हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।
2. शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।
3. शशि तिवारी (व्या), ईशावास्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997 ।
4. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
5. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी ।
6. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
7. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
8. रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आंदोलन में उपनिषदों की भूमिका, विद्यानिधि प्रकाशन, दिल्ली।

Additional Readings

1. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
2. Keith, A.B. : *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली ।)
3. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
4. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
5. Winternitz Maurice, *Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process:

1. Since most learners will be new to Īśāvāsyopniṣad, some portion of 2nd Chapter of Gita and general introduction to Upaniṣad philosophy, a step by step approach is recommended.
2. This course will require carefully reading of the relevant lives from the text.
3. Teacher should explain each concept thoroughly.
4. Teachers will discuss the Philosophical thoughts related to Īśāvāsyopniṣad and Gita and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
	i. Translation-4 (units-1 to 4)	04 x 04 = 16
	ii. Explanations-4 (units-1 to 4)	04 x 06 = 24
	iii. Questions 02 (Units 1 to 4)	02 x 10 = 20
	iv. Grammatical notes from prescribe texts	01 x 05 = 05
	v. Question 1 (Units 5 to 6)	01 x 10 = 10
	vi. Short notes (Units 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Īśāvāsyopniṣad, Gītā, Ātman, Brahman, Īśvara, Karma, Srīti, Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

B.A. (Programme) Sanskrit Course

Core MIL-C1 Nīti Literature (62131217)

[A] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Nīti literature through texts Pañcatantram and Nītiśatakam with the General Introduction to Sanskrit Literature.

[B] Course Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Niti Literature of Sanskrit language. They will also learn various aspects and forms of the storylines and the study and verses from the prescribed texts will instill in the students the moral and ethical values that will be an asset in the lived lives. They will be familiar with the general history of Sanskrit Niti Literature.

[C] Contents

Total Credits: 60

(A study of these texts is expected for answering critical questions, translations and explanations)

Unit: I

Credits: 10

Pañcatantram

Text Introduction of the following:

kṣapaṇakakathā, siṃha-kāraka-murkhabrahmaṇa kathā (क्षपणककथा, सिंह-कारक-मूर्खब्राह्मण कथा)

Unit: II

Credits: 10

Pañcatantram

Text Introduction of the following:

mūrkhapāṇḍita-kathā, vānara-magaramaccha-kathā and gaṃgadattamaṇḍūka kathā

(मूर्खपण्डित-कथा, वानर-मकरकथा तथा गंगदत्तमण्डूक कथा)

Unit: III

Credits: 10

Nītiśatakam (Verses: 01-10)

Introduction to nītiśatakam

Text reading of nītiśatakam from.

Unit: IV

Credits: 10

Nītiśatakam (Verses: 11-20)

Text reading of nītiśatakam from

Unit: V

Credits: 10

Nītiśatakam (Verses: 21-30)

Text reading of nītiśatakam from

Unit: VI**Credits: 10****General Introduction to Sanskrit Niti Literature****[D] References:****Compulsory Reading:**

1. श्यामाचरण पाण्डेय (व्या.), पञ्चतंत्रम् (विष्णु शर्मा), मोतीलाल बनारसीदास, दिल्ली, 1975 ।
2. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
3. M.R. Kale, Pancatantram (ed. and trans.), Motilal Banarasidass, Delhi, 1999.
4. Chandra Rajan, Pancatantram (trans.) Penguin Classics, Penguin Books.
5. विष्णुदत्त शर्मा शास्त्री, नीतिशतकम् (भर्तृहरि): विमलचन्द्रिका संस्कृत टीका व हिन्दी, व्याख्यासहित, ज्ञान प्रकाशन, मेरठ ।
6. नीतिशतकम् (भर्तृहरि): सावित्री गुप्ता, विद्या निधि प्रकाशन (आदर्श संस्करण)।
7. तारिणीश झा, नीतिशतकम् (भर्तृहरि) रामनारायणलाल बेनीमाधव, इलाहाबाद, 1976 ।
8. ओमप्रकाश पाण्डेय, नीतिशतकम् (भर्तृहरि) मनोरमा हिन्दी-व्याख्या सहित, चौखम्भा अमरभारती प्रकाशन, वाराणसी, 1982 ।
9. बाबूराम त्रिपाठी, नीतिशतकम् (भर्तृहरि) महालक्ष्मी प्रकाशन, आगरा, 1986 ।
10. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी ।

Additional Readings

1. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।
2. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन वाराणसी।
3. भोलाशंकर व्यास, संस्कृतकविदर्शन, चौखम्भा विद्याभवन, वाराणसी ।
4. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
5. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
6. Krishnamachariar M, Classical Sanskrit Literature, MLBD, Delhi

[E] Teaching Learning Process:

1. Since most learners will be new to Niti Literature, 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. Students will identify the grammatical structure of each word.

5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural and ideological issues occurring in the text and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
	i. Translation-5 (units-1 to 5)	05 x 05 = 25
	ii. Explanations-2 (units-1 to 5)	02 x 08 = 16
	iii. Questions 02 (Units 1 to 5)	02 x 10 = 20
	iv. Grammatical notes from prescribe texts	01 x 04 = 04
	v. Question 1 (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Pañcatantram, Nītiśatakam, Niti Literature

B.A. (Programme) Sanskrit Course

Core MIL-A2 Grammar and Translation (52131417)

[A] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sañjñā, Sandhi, Samāsa and Vibhaktyarth Prakaraṇa based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

[B] Course Learning Outcomes:

This course will enable the students to know the basics of Sanskrit Grammar i.e. Sañjñā, Sandhi, Samāsa etc. based on Laghusiddhāntakaumudī and the composition. They will also able to write short paras and translate sentence into Sanskrit from Hindi or English.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Sañjñā

Sañjñā Prakaraṇa according to Laghusiddhāntakaumudī

Unit: II

Credits: 10

Sandhi

Following Sandhi according to Laghusiddhāntakaumudī – Dirgha, yaṇ, guṇa, ayādi, vṛddhi, pūrvarūpa

Unit: III

Credits: 10

Sandhi

Following Sandhi according to Laghusiddhāntakaumudī - hal and visarga Sandhi - ścutva, ṣṭutva, anuṅāsikatva, chatva, jaṣṭva, satva, utva, lopa, rutva

Unit: IV

Credits: 10

Samāsa

Basic concepts of Samāsa and types

Unit: V

Credits: 10

Vibhaktyarth Prakaraṇa

Vibhaktyartha Prakaraṇa (Laghusiddhāntakaumudī)

Unit: VI**Credits: 10****Composition**

Short essays on traditional and modern subjects. Translation from and into Sanskrit.

[D] References:**Compulsory Reading:**

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

Additional Readings

1. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
2. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.
3. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Students will be encouraged to translate sentence from Hindi or English to Sanskrit.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Question based on Sandhi	10
ii.	Join and disjoin sandhi	20
iii.	Questions based on Samsa and joind and disjoined samsa	15
iv.	Vibhakti prakaran	10
v.	Short essay and translation	20
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sañjñā, Sandhi, Dirgha, Yaṅ, Guṇa, Ayādi, Vṛddhi, Pūrvarūpa, Ścutva, Ṣṭutva, Anunāsikatva, Chatva, Jaṣṭva, Satva, Utva, Lopa, Rutva, Samāsa, Vibhaktyarth

B.A. (Programe) Sanskrit Course

Core MIL-B2 Grammar and Composition (52131415)

[A] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sañjñā, Sandhi, Samāsa and Vibhaktiyarth Prakaraṇa based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

[B] Course Learning Outcomes:

This course will enable the students to know the basics of Sanskrit Grammar i.e. Sañjñā, Sandhi, Samāsa etc. based on Laghusiddhāntakaumudī and the composition. They will also able to write short paras and translate sentence into Sanskrit from Hindi or English.

[C] Contents

Total Credits: 60

Unit: I Sandhi

Credits: 10

ac sandhi (6):
yaṅ, guṇa, dirgha, ayādi, vṛddhi and pūrvarūpa

Unit: II Sandhi

Credits: 10

hal sandhi (5):
ścutva, ṣtutva, anunāsikatva, chatva and jaśtva

Unit: III Sandhi

Credits: 10

visarga sandhi (4):
utva, lopa, satva, rutva.

Unit: IV Samāsa

Credits: 10

Samāsa (4):
avyayībhāva, tatpuruṣa, bahuvrīhi and dvandva

Unit: V kṛt pratyaya

Credits: 10

kṛt pratyaya (15):

tavyat, tavya, anīyar, yat, nyat, ṇvul, ṛc, aṅ, kta, ktavatu, śatṛ, śānac, tumun, ktvā (lyap) and lyuṭ.

Unit: VI

Credits: 10

Paragraph Writing and Translation

Translation of simple sentences and writing short paragraph into Sanskrit.

[D] References:

Compulsory Reading:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी, भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह (संपा.), लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

Additional Readings

1. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
2. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.
3. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Students will be encouraged to compose and translate the sentences from Hindi or English to Sanskrit.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Question based on Sandhi	10
ii.	Join and disjoin sandhi	20
iii.	Questions based on Samsa and joind and disjoined samsa	15
iv.	Question on Krt pratyaya and join and dijoin Krit pratyaya	10
v.	Translation and paragraph writing	20
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sandhi, Samāsa, Krt Pratyaya

B.A. (Programme) Sanskrit Course

Core MIL-C2 Sanskrit Grammar (52131416)

[A] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Declensions and Conjugations, Sandhi, Samāsa and Vibhaktiyarth Prakaraṇa based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar.

[B] Course Learning Outcomes:

This course will enable the students to know the basics of Sanskrit Grammar i.e. Sandhi, Samāsa etc. based on Laghusiddhāntakaumudī.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Declensions and Conjugations

Masculine Words

Stems endings in vowels (4):

Noun Ending 'a', 'i', 'u', and 'ṛ' only,

rāma, muni, guru, piṭṛ

Stems ending in consonants:

ātman, daṇḍin, candramas

Unit: II

Credits: 10

Declensions and Conjugations

Feminine Words

Stems endings in vowels (4) :

Noun Ending 'ā', 'ī', 'ī', and 'ṛ' only,

ramā, mati, kumārī, and māṭṛ

Stems ending in consonants: vāc and sarit.

Unit: III

Credits: 10

Declensions and Conjugations

Neuter Words

Stem ending in vowels (4):

Noun Ending 'a', 'i', and 'u' only,

Phala, vāri and madhu

Stem ending in consonants: payas, jagat.
 Pronouns - asmad, yuṣmad, tad, yad, idam, etad, kim (in all three genders)
 Numerals - Declension of numeral words from eka to daśan (In all three genders)
 Conjugations: paṭh, pac, bhū, kr, as, nṛt, śru, jñā, (in laṭ, lṛṭ, lañ, loṭ and vidhiliñ)

Unit: IV

Credits: 10

Sandhi

Rules of Sandhi :
 ac sandhi (6): yaṅ, guṇa, dirgha, ayādi, vṛddhi and pūrvarūpa
 hal sandhi (5): ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva
 visarga sandhi (4): utva, lopa, satva, rutva.

Unit: V

Credits: 10

Kāraka –Vibhakti and Samasa

Concept of kāraka and vibhakti
 Types of kāraka
 Kāraka-vibhakti and Upapada-vibhakti.
 The concept of Compound and its types

Unit: VI

Credits: 10

Kṛt suffixes

Kṛt Suffixes : tavyat, anīyar, yat, ṇyat, kta, ktavatu, śatṛ, śānac, tumun, ktvā and lyap

[D] References:

Compulsory Reading:

1. Chakradhar Nautiyal Hans, Bṛhad Anuvada Kaumudi, Motilal Banarasidas, New Delhi.
2. Apte, V.S., The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi. (Hindi Translation also available).
3. Kale, M.R. Higher Sanskrit Grammar, MLBD, Delhi. (Hindi Translation also available)

Additional Resources:

1. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
2. Laghusiddhanta Kaumudi.
3. Rachananuvada Kaumudi – Kapil Dev Dwivedi

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras, declensions and conjugations. Teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words

4. Students will be encouraged to compose and translate the sentences from Hindi or English to Sanskrit.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Declensions and Conjugations 04 (from unit-1 to 3)	04 x 05 = 20
ii.	Sandhi (Ac and hal from unit 4)	02 x 10 = 20
iii.	Sandhi (Visarga from unit 4)	01 x 05 = 05
iv.	Karaka and samasa (Unit 5)	02 x 10 = 20
v.	Kṛta Suffixes (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Declensions, Conjugations, Sandhi, Kāraka, Samasa, Kṛt

Ability Enhancement Compulsory Courses (AECC)

AECC-1

A1 Sanskrit Literature

AECC-2

B1 - Upaniṣad and Gita

AECC-3

C1 – Nīti Literature

B.A. (Programme) Sanskrit Course

AECC-1 Sanskrit as MIL: A1 (Advance) Sanskrit Literature (52131417)

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. They will acquire skills in advanced Sanskrit communication.

[C] Contents

Total Credits: 48

Unit: I

Credits: 08

Hitopadeśa: First Story from Mitralābha

प्रस्तावना (Foreword), First Story, Verses:1-35
(Translation, Explanation and Grammar)

Unit: II

Credits: 08

Hitopadeśa: Second Story from Mitralābha

Second Story, Verses: 36-62.
(Translation, Explanation and Grammar)

Unit: III

Credits: 08

Cāṇakyanīti

Cāṇakyanīti (Chapter: 1)
(Translation, Explanation and Grammar)

Unit: IV

Credits: 08

Cāṇakyanīti

Cāṇakyanīti (Chapter: 2)
(Translation, Explanation and Grammar)

Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa.

Unit: V

Credits: 08

History of Sanskrit Prose

Origin and development of Prose and Kathāsaritsāgara

Unit: VI

Credits: 08

History of Sanskrit Nītikāvya

Pañcatantra, Hitopadeśa, Cāṇakyanīti.

[D] References:

Compulsory Reading:

1. पण्डित जीवानन्द विद्यासागर, हितोपदेश, सरस्वती प्रेस कलकत्ता।
2. श्रीलाल उपाध्याय (अनुवादक) चाणक्यनीतिदर्पण, बैजनाथ प्रसाद बुकसेलर, बनारस, 1952।
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा मन्दिर, वाराणसी ।
4. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर।
5. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी।
7. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली).
8. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
9. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
10. Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, 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 prose, 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. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
	i. Questions 04 (Unit 1 to 4)*	04 x 08 = 32
	ii. Short Notes (Unit 1 to 4)*	04 x 06 = 24
	(*Question should be concept based.)	
	iii. Question 1 (Unit 5 to 6)	01 x 09 = 09
	iv. Short Notes (Unit 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Hitopadeśa, Mitralābha, Cāṇakyanīti, Nītikāvya, Kathāsaritsāgara, Pañcatantra.

B.A. (Programme) Sanskrit Course

AECC-2 Sanskrit as MIL: B1 (Intermediate) Upaniṣad and Gītā (52131417)

[A] Course Objectives:

Objective of this course is to get students to know about the principle thesis of the Upaniṣad and the Gītā.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with Īśāvāsyopniṣad, the some portion of 2nd Chapter of Gita and general introduction to Upaniṣad philosophy. After the completion of this course the learner will be exposed to the Philosophy of Gita and Upaniṣad.

[C] Contents

Total Credits: 48

Unit: I

Credits: 08

Upaniṣad: Īśāvāsyopniṣad

Text Introduction to Īśāvāsyopniṣad

Unit: II

Credits: 08

Upaniṣad: Īśāvāsyopniṣad

Text Reading of Īśāvāsyopniṣad

Unit: III

Credits: 08

Gītā: Chapter Two – (Verse: 01-25)

Text Introduction and Text Reading: Chapter Two.

Unit: IV

Credits: 08

Gītā: Chapter Two – (Verse: 26-72)

Text Reading.

Unit: V

Credits: 08

General Introduction to Upaniṣadic Philosophy

General Introduction to Upaniṣadic Philosophy: ātman, brahman, īśvara, karma, sr̥ṣṭi.

Unit: VI

Credits: 08

General introduction to Philosophy of Gita:

Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

[D] References:

Compulsory Reading:

1. हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।
2. शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।
3. शशि तिवारी (व्या), ईशावास्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997 ।
4. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
5. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी ।
6. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
7. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
8. रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आंदोलन में उपनिषदों की भूमिका, विद्यानिधि प्रकाशन, दिल्ली।
9. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
10. Keith, A.B. : *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली ।)
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
12. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
11. Winternitz Maurice, *Indian Literature (Vol. I-III)*, also Hindi Translation, 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 Īśāvāsyopniṣad, some portion of 2nd Chapter of Gita and general introduction to Upaniṣad philosophy, 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. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the Philosophical thoughts related to Īśāvāsyopniṣad and Gita and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
	i. Questions 04 (Unit 1 to 4)*	04 x 08 = 32
	ii. Short Notes (Unit 1 to 4)*	04 x 06 = 24
	(*Question should be concept based.)	
	iii. Question 1 (Unit 5 to 6)	01 x 09 = 09
	iv. Short Notes (Unit 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Īśāvāsyopniṣad, Gītā, Ātman, Brahman, Īśvara, Karma, Sr̥ṣṭi, Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

B.A. (Programme) Sanskrit Course

AECC-3 Sanskrit as MIL: C1 (Introductory) Nīti Literature (52131417)

[A] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Nīti literature through texts Pañcatantram and Nītiśatakam with the General Introduction to Sanskrit Literature.

[B] Course Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Niti Literature of Sanskrit language. They will also learn various aspects and forms of the storylines and the study and verses from the prescribed texts will instill in the students the moral and ethical values that will be an asset in the lived lives. They will be familiar with the general history of Sanskrit Niti Literature.

[C] Contents

Total Credits: 48

Unit: I

Credits: 08

Pañcatantram

Text Introduction of the following:

kṣapaṇakakathā, siṃha-kāraka-murkhabrahmaṇa kathā (क्षपणककथा, सिंह-कारक-मूर्खब्राह्मण कथा)

Unit: II

Credits: 08

Pañcatantram

Text Introduction of the following:

mūrkhapāṇḍita-kathā, vānara-magaramaccha-kathā and gaṃgadattamaṇḍūka kathā

(मूर्खपण्डित-कथा, वानर-मकरकथा तथा गंगदत्तमण्डूक कथा)

Unit: III

Credits: 08

Nītiśatakam (Verses: 01-10)

Introduction to nītiśatakam

Text reading of nītiśatakam from.

Unit: IV

Credits: 08

Nītiśatakam (Verses: 11-20)

Text reading of nītiśatakam from

Unit: V

Credits: 08

Nītiśatakam (Verses: 21-30)

Text reading of nītiśatakam from

Unit: VI

Credits: 08

General Introduction to Sanskrit Niti Literature

[D] References:

Compulsory Reading:

1. श्यामाचरण पाण्डेय (व्या.), पञ्चतंत्रम् (विष्णु शर्मा), मोतीलाल बनारसीदास, दिल्ली, 1975।
2. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
3. M.R. Kale, Pañcatantram (ed. and trans.), Motilal Banarasidass, Delhi, 1999.
4. Chandra Rajan, Pañcatantram (trans.) Penguin Classics, Penguin Books.
5. सावित्री गुप्ता (2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली।
6. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी।
7. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी।
8. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन वाराणसी।
9. भोलाशंकर व्यास, संस्कृतकविदर्शन, चौखम्बा विद्याभवन, वाराणसी।
10. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
11. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
12. Krishnamachariar M, Classical Sanskrit Literature, 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 Niti Literature, 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. Students will identify the grammatical structure of each word.
5. Teachers will guide students in translating each word and then the complete sentences.

6. Teachers will discuss the social, political, cultural and ideological issues occurring in the text and their contemporary relevance.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 05 (Units 1 to 5)*	05 x 08 = 40
ii.	Short Notes (Unit 1 to 5)* (*Question should be concept based.)	05 x 05 = 25
iii.	Question 1 (Units 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Pañcatantram, Nītiśatakam, Niti Literature

DSE-1 Philosophy, Religion and Culture in Sanskrit Tradition	DSE -2 Indian Perspectives in personality Development
DSE -3 Literary Criticism	DSE -4 Nationalism in Sanskrit Literature
DSE -5 Mathematical Tradition in Sanskrit	

B.A. (Programme) Sanskrit Course

DSE-1

Philosophy, Religion and Culture in Sanskrit Tradition (52131417)

[A] Course Objectives:

Objective of this course to introduce Philosophy, Religion and Culture in Sanskrit Tradition to the students.

[B] Course Learning Outcomes:

The students will learn the essence of the Philosophy, religion and cultural traditions of ancient India which depicted Sanskrit Literature. They will also learn various aspects of the Dharma and actions and importance of Sanskara, theory of Purushartha from ancient texts.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Form of God, Mode of worship, Bhakta as a morally evolved person - Gita Chapter XII.

Unit: II

Credits: 10

Dharma – ten fold dharma and its versions, definitions of satya, ahimsā, asteya, aparigraha, pañcha mahā yajña; theory of three debts.

Unit: III

Credits: 10

Man's initiative and God's design; God's līlā and Kṛpā, Daiva versus puruṣakāra, adṛṣṭa, three types of karma – sañchita, kriyamāṇa and prārabdha, karma.

Unit: IV

Credits: 10

Process of acculturation – importance of Saṁskāra

Unit: V

Credits: 10

Aim of human life – theory of Puruṣārtha

Unit: VI

Credits: 10

An 'amoral' person – svadharma and karmayoga, sthita prajna in the Gita (Chapter II).

[D] References:

Compulsory Reading:

1. Radhakrushana, Gītā.
2. Gītā with Hindi Translation, Gita Press, Goraphpur.
3. Rajbali Pandey, Hindu Samskar.

4. शिवदत्त ज्ञानी, भारतीय संस्कृति ।

Additional Resources:

1. राजबली पाण्डेय, हिन्दू संस्कार ।
2. पी.बी. काणे, धर्मशास्त्र का इतिहास (खण्ड-1) ।

[E] Teaching Learning Process:

1. Since most learners will be new to philosophy, religions and cultural traditions, a step by step approach is recommended.
2. Students will identify the concepts and theories of prescribed syllabus in ancient Sanskrit texts.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 05 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short notes 03 (Unit 1 to 6)*	03 x 05 = 15
	(*it may be ensured that questions will be asked from each units)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Dharma, God, Worship, Satya, Ahimsā, Asteya, Aparigraha, Pañcha Mahā Yajña, Debts.

B.A. (Programme) Sanskrit Course

DSE-2 Indian Perspectives in Personality Development (52131417)

[A] Course Objectives:

Indian philosophical tradition advocates an integrated approach to human personality where material and psychological growth complement each other. This course seeks to introduce some theoretical concepts and practical techniques for development of the human person.

[B] Course Learning Outcomes:

The course will enable to students to know the concept of a person, personality and major for behavior improvement based on Gita and Upanisad. The course will help the learner how to develop the personality on the whole as a human being in perfect manner.

[C] Contents

Total Credits : 60

Unit: I

Credits : 10

Historical Perspective

Historical Perspective : Rgveda, 1.164.37;
Chāndogyopaniṣad, VI. 2.3, VI.8.6, VIII.1.4
Bṛhadāraṇyakopaniṣad, II.5.18-19

Unit: II

Credits : 10

Concept of a person

Concept of a person, Gītā, Chapter:1, Verses:1-30
Jīva as Core and Eight-fold Nature as Cover
Kṣetrajñā as Core and Kṣetra as Cover Chapter-13, Verses-1-2, Chapter-13, Verses: 5-6,
Chapter-13, Verses-19-23.
Akṣara as Core and Kṣara as Cover, Chapter-15, Verses:7-11 and 6-19).

Unit: III

Credits : 10

Personality Types

Personality Types
Gītā, Chapter-14, Verses:5-14, Chapter-17, Verses:2-6, Chapter-17, Verses:11.21

Unit: IV

Credits : 10

Measures for behavioral Improvement - Part -I

Control of Senses and Mind (Gītā: Chapter-2, Verses:59-60, 64 and 68, Chapter:3, Verses:41-43, Chapter: 6, Verses:19-23).

Unit: V

Credits : 10

Measures for behavioral Improvement - Part -II

Right Faith (Gītā, Chapter: 9, Verses:3, 22, 23-28, 30-34)

Recognition of Svadharma - Inner Urge; (Gītā, Chapter: 2, Verses:31,41-44, Chapter:3, Verses:4, 5, 8, 9, 27-30, 33-34, Chapter:4, Verses:18-22, Chapter:5, Verses:11-12, Chapter:7, Verses:15, 18, 20- 23, 27-29)

Unit: VI

Credits : 10

Measures for behavioral Improvement - Part -III

Channelizing Innate Urges on Social Lines: (Gītā, Chapter:18, Verses:41-62)

[D] References:

Compulsory Reading:

1. Radhakrishana, The Bhagvadgītā.
2. Gītā with Hindi Translation, Gita Press, Gorakhpur.

Additional Resources:

[E] Teaching Learning Process:

1. Since most learners will be new to concept of a person, personality types, measures of behaviour and improvement, a step by step approach is recommended.
2. Students will identify the concepts and theories of prescribed syllabus in ancient Sanskrit texts.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Translation-06 (from unit-1 to 6)	06 x 04 = 24
ii.	Questions-03 (from units-1 to 6)	03 x 12 = 36
iii.	Short Notes 03 (Units 1to6)	03 x 05 = 15
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Rigved, Yajurved, Purushartha

B.A. (Programe) Sanskrit Course

DSE-3 Literary Criticism (52131417)

[A] Course Objectives:

This Literary Criticism course aims to get the students to know about the aims, essential resources, and definition and principle types of poetry on the basis of Mammāt's Kāvya prakāśa.

[B] Course Learning Outcomes:

This course will enable the students to know basics of literary criticism about the aims, essential resources, definition and principle types of poetry on the basis of Mammāt's Kāvya prakāśa. After the completion of this course the learner will be exposed to the power/function of word and meaning - Abhidha Lakshana and Vyanjana.

[C] Contents

Total Credits : 60

Unit: I

Credits : 10

Kāvya Prakāśa: Kāvya Vaiśiṣṭya and Kāvya Prayojana

Kāvya Prakāśa: Kāvya Vaiśiṣṭya and Kāvya Prayojana

Unit: II

Credits : 10

Kāvya Prakāśa: Kāvya Kāraṇa

Kāvya Prakāśa: Kāvya Kāraṇa

Unit: III

Credits : 10

Kāvya Prakāśa: Kāvya Svarūpa and Kāvyaabheda

Kāvya Prakāśa: Kāvya Svarūpa and Kāvyaabheda.

Unit: IV

Credits : 10

General introduction to Shabda Shakti : Abhidha and Lakshana

(Kāvya Prakāśa)

Unit: V

Credits : 10

Shabda Shakti : Vyanjana

Unit: VI

Credits : 10

General introduction to literary criticism

[D] References:**Compulsory Reading:**

1. Nagendra (Ed.), Kāvyaṅprakāṣā of Mammat, Commentary in Hindi by Acharya Vishveshvar, Jñānaṅmaṅḁala Varanasi, 2014.
2. Parasnath Dwivedi (ed.), Kāvyaṅprakāṣā of Mammat, Vinod Pustak Mandir, Agra, 1986.

Additional Resources:**[E] Teaching Learning Process:**

1. Teachers will read and explain the text in the class.
2. Shastra specific terminology will be explained unit-wise.
3. For encouraging application based study the technical terminology of the Shastra will be applied.
4. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 05 (Units 1 to 6)*	05 x 12 = 60
ii.	Short Notes 03 (Units 1 to 6) *	03 x 05 = 15
	(*Questions should be asked from each units)	
II	Internal Assessment (Project/Discussion/Assignment/ paper	25

presentation/ Periodic tests etc.)

Total Marks : (I+II)

(75+25) = 100

[H] Keywords:

Kavya, Kavyabhed, Abhidha, Lakshana, Vyanjana

B.A. (Programe) Sanskrit Course

DSE-4

Nationalism in Sanskrit Literature (62131101)

[A] Course Objectives:

The aim of this course is to make the students acquainted with the concept and historical development of Indian Nationalism with special reference to Sanskrit literature of past and present. The course tries to highlight the struggle of Indian people against colonialism in nineteenth century by focusing on the nationalistic ideologies of prominent national leaders of modern times. The course also emphasizes the relevance of Gandhian thought as propounded in modern Sanskrit literature.

[B] Course Learning Outcomes:

This course will enable the students to know about the concepts and basic features of Indian Nationalism i.e. Meaning, Definitions and Elements of Indian Nation 'Rāṣṭra', Indian nationality, National symbols etc. and make realize about the importance of Nation in their upbringing. They will have admiration for the nation and like to know more and more about the National Ethos. After the completion of this course, the learner will be exposed to the contribution of Sanskrit Literature to nationalistic thoughts in wider perspective. This course will make the student acquainting with the broad spectrum of indian nationalism trends as depicted in the ancient classical and modern Sanskrit literature.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Concepts and Basic Features of Indian Nationalism

Meaning, Definitions and Elements of Indian Nation 'Rāṣṭra':

Meaning of Nation, Definitions and Constituent Elements of Nation in Western

Perspective. Indian Concept of Nation: 'Rāṣṭra', Meaning, Etymology and Definitions,

Essential Elements of 'Rāṣṭra' in Sanskrit Literature (Atharvaveda, 11.9.17; 12.1,1-12

ŚūklaYajurveda, 22.22) 'Rāṣṭra' in the Context of 'Saptāṅga' Theory of State (Kauṭilya's

Arthaśāstra, 6.1, Mahābhārata, Śāntiparva, 56.5; Śukranīti, 1.61-62)

Unit: II

Credits: 10

Concepts and Basic Features of Indian Nationalism

Meaning, Definitions and Elements of Indian Nationality:

Meaning of Nationality, Definitions and Constituent Elements of Nationality, Essential Factors of Nationality: National Integration, Patriotism, Freedom, Religious Tolerance, National Pride, National Consciousness and Citizenship.
Special Features of Indian Nationalism: Social Harmony (Sāmājika Samarsatā), Equality of the Religions, International Brotherhood, Unity in Diversity and Cultural Consciousness.

Unit: III

Credits: 10

Name of Country, National Symbols and Rise of Nationalism

Name of the Country 'Bharatavarsha' and National Symbols:
Different views regarding name of 'Bharatavarsha' in Vedic and Pauranic Literature,
National Symbols of India: National Anthem-'Jana Gana Mana', National Song-'Vande Mataram', National Flag of India, National Emblem 'Ashok Chakra', National Calendar of India 'Saka Samvat'.

Unit: IV

Credits: 10

Name of Country, National Symbols and Rise of Nationalism

Rise of Indian Nationalism and Freedom Struggle Movement:
Major Factors which led to the rise of nationalist sentiments in modern period with special reference to Western Thought and Education, Rediscovery of India's Past, Socio-religious reform movements and Impact of contemporary national movements worldwide.

Brief survey of Socio-religious nationalistic thought of modern India with special reference to Raja Ram Mohan Rai, Swami Dayanand Saraswati, Swami Vivekanand, Bankim Chandra Chatopadhyay, Mahatma Gandhi, Madan Mohan Malaviya, Vir Savarkar and Dr. B.R.Ambedkar.

Unit: V

Credits: 10

Nationalistic Thought and Modern Sanskrit Literature

Contributions of Sanskrit Literature to Freedom Struggle Movement:
Survey of nationalistic trends in modern Sanskrit literature before Independence; Survey of nationalistic trends in modern Sanskrit literature after Independence.

Unit: VI

Credits: 10

Nationalistic Thought and Modern Sanskrit Literature

Modern Nationalistic Thought and Gandhian Sanskrit Literature: Social, political and religious background of Gandhian Thought with special reference to 'Grama Svaraja' (Local Self Government), 'Satyāgraha' (Truth Fullness), 'Ahimsā' (Non Violence), 'Prajātantra' (People's Democracy) and 'Dhārmika Sahiṣṇutā' (Religious Tolerance).
Contemporary Sanskrit Literature on Gandhian Thought with special reference to 'Satyagrahagita' of Pandita Ksamarava, 'Bhāratavijayanātakam' of Mathura Priṣad Dikshita, 'Gāndhīcaritam' of Charudeva Shastri, 'Gāndhi Gītā' of Prof. Indra.

[D] References:

Compulsory Reading:

1. R.P. Kangale (ed.), Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita (2 Vols), Banaras, 1968.
3. H.P. Shastri (English Trans.), Mahabharata (7 Vols), London, 1952-59.
4. H.P. Shastri (Eng. Tr.), Ramayana of Valmaki (3 Vols), London, 1952-59.
5. H.H. Wilson (Eng. Tr.), Visnu purana, Punthi Pustak, Calcutta, 1961.
6. उदयवीर शास्त्री (अनु.), कौटिल्यीय अर्थशास्त्र, मेहरचन्द लक्ष्मनदास, दिल्ली, 1968 ।
7. रामनारायण दत्त शास्त्री पाण्डेय (अनु.), महाभारत (1-6 भाग) हिन्दी अनुवाद सहित, गीताप्रेस, गोरखपुर ।
8. सातवलेकर, यजुर्वेद हिन्दी अनुवाद सहित, श्रीपाद दामोदर, पारडी ।
9. मुनिलाल गुप्त (अनु.), विष्णुपुराण हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
10. शतपथब्राह्मण (1-5 भाग) माध्यन्दिनीय शाखा, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली ।
11. ब्रह्माशंकर मिश्र, शुक्रनीति हिन्दी अनुवाद, चौखम्भा संस्कृत सीरीज, वाराणसी, 1968 ।
12. पण्डिता क्षमाराव, सत्याग्रहगीता, पेरिस, 1932 ।
13. जानकीनाथ शर्मा (संपा.), श्रीमद्वाल्मीकिरामायणम् (1-2 भाग) हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
14. अनूप चन्द कपूर, राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967 ।
15. योगेन्द्र गोस्वामी (सम्पा.), राष्ट्रीय एकता और भारतीय साहित्य, काशी अधिवेशन स्मृति ग्रन्थ, 2001 ।

Additional Resources:

1. कुमुद टंडन, महात्मागांधीपरक संस्कृत काव्य, ईस्टर्न बुक लिंकर्स, दिल्ली, 1991 ।
2. शशि तिवारी, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन दिल्ली, 2007 ।
3. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन दिल्ली, 2013 ।
4. हरिनारायण दीक्षित, संस्कृत साहित्य में राष्ट्रीय भावना, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006 ।
5. इकबाल नारायण, आधुनिक राजनीतिक विचारधाराएं, ग्रन्थ विकास, जयपुर, 2001 ।
6. पुष्पेन्द्र कुमार (सम्पा.), पुराणों में राष्ट्रीय एकता, नाग प्रकाशन दिल्ली ।
7. अजय कुमार मिश्र, मथुरा प्रसाद दीक्षित के नाटक, प्रकाशन विभाग, दिल्ली विश्वविद्यालय दिल्ली, 2002 ।
8. बाबू गुलाब राय, राष्ट्रीयता, किताब घर दिल्ली, 1996 ।
9. सत्या एम. राय, भारत में उपनिवेशवाद और राष्ट्रवाद, दिल्ली, 1953 ।
10. S.K. Belvalkar, Mahabharata: Santi Parvam, 1954.
11. B. Chakrabarty, and R. Pandey, Modern Indian Political Thought, Sage Publications, New Delhi, 2010.
12. P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi, Oxford University Press, 1993.
13. M.K. Gandhi, The Collected Works of Mahatma Gandhi, Ahmedabad, Navajivan, 1958.
14. M. N. Jha, Modern Indian Political Thought, Meenakshi Parkashan, Meerut.
15. R. Pradhan, Raj to Swaraj, Macmillan, New Delhi, 2008.
16. Hiralal Shukla, Modern Sanskrit Literature, Delhi, 2002.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers shall discuss and explain the content of the text in the class.
3. Teachers will the guide students to prepare the project on national symbols.
4. Teachers will discuss the modern nationalistic thoughts occurring in the text and their contemporary relevance.
5. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Rashtra, Rashtravad, Freedom Struggle, Sanskrit Literature, Gandhian Thought

B.A. (Programe) Sanskrit Course

DSE-5

Mathematical Tradition in Sanskrit (52131417)

[A] Course Objectives:

The objective of this course is to introduce the Indian mathematical tradition to the students through ancient Sanskrit texts.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic concepts of theories of ancient Indian mathematics. This course will make the learner capable to understand and analyzing the Līlavatī, Āryabhaṭṭīyam with the brief history of mathematics in Sanskrit.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Indian Mathematics

Lagadh Jyotiṣa (Yajur Jyotiṣa) Verses: 4 and 42, Importance of Science of Mathematics and the Rule of Three.

Unit: II

Credits: 10

Indian Mathematics

Līlavatī of Bhāskarācārya, Verses: 1-20.

Unit: III

Credits: 10

Indian Mathematics

Vedic Mathematics – First 5 sūtras

Unit: IV

Credits: 10

Technical Terms In Mathematics:

Algebra (बीजगणित), Calculus (कलन), Numbers (संख्या), Digit (अंक), Zero (शून्य), Infinity (अनन्त), Decimal (दशमलव), Square & Square root (वर्ग एवं वर्गमूल), Cube & Cube root (घन एवं घनमूल).

Unit: V

Credits: 10

Āryabhaṭṭīyam of Āryabhaṭṭ

गीतिकापाद (सम्पूर्ण) एवं गणितपाद: 1-5 verses

Unit: VI

Credits: 10

Brief History of Mathematics in Sanskrit

Vedic period, medieval Vedic period, Post Vedic Period, Classical Period, Post classical Period.

Important Acharya : Vararuchi, Āryabhaṭṭa –I, Varāhmihira, Brahmgupta, Shrīdhar, Āryabhaṭṭa –II, Śrīpati, Bhāskarācārya, Ganeshdaivajña, Kamalākar, Jaisingh, Sudhākar Dwivedī.

[D] References:

Compulsory Reading:

1. Krishnaji Shankara Patwardhan, S. A. Naimpally and Shyam Lal Singh, Līlāvātī of Bhāskarācārya: A Treatise of Mathematics of Vedic Tradition, Motilal Banarsidass Publ., 2001
2. Shankar Keshav Abhyankar (Trans), Bhāskarācārya's Bījagaṇita and Its English Translation, Bhāskarācārya Pratishthana, 1980.
3. Frank J. Swetz and Victor J. Katz, "Mathematical Treasures - Lilavati of Bhaskara," Loci, 2011.
4. K. V. Sarma, Līlāvātī of Bhāskarācārya with Kriyā-kramakarī, Hoshiarpur: VVBIS & IS, Panjab University
5. भास्कराचार्य विरचित लीलावती, चौखम्भा कृष्णदास अकादमी, 2001 ।
6. सुरकान्त झा, आर्यभटीयम् आर्यभटविरचितम्, चौखम्भा ।

Additional Resources:

1. Studies in the History of Science in India (Anthology edited by Debiprasad Chattopadhyaya)
2. A P Juskevic, S S Demidov, F A Medvedev and E I Slavutin: Studies in the history of mathematics, "Nauka" (Moscow, 1974), 220-222; 302.

[E] Teaching Learning Process:

1. Teachers shall split each mathematical sutra and shlok before giving the meaning of the entire concept with example.
2. Students will be encouraged to memorize all important sutras, sholakas, definitions to understand the ancient mathematics.
3. Students must write the explanations of maximum number of sutras and attempt to solve the mathematical problems.
4. Students will be able to know the brief history of ancient indian mathematics.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations-4 (Unit-1 to 3, 5)	04 x 08 = 32
ii.	Short Notes (Unit 1 to 5)	04 x 05 = 20
iii.	Short Notes (Unit 6)	02 x 06 = 12
iv.	Questions 01 (Unit 6)	01 x 11 = 11
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Algebra (बीजगणित), Calculus (कलन), Numbers (संख्या), Digit (अंक), Zero (शून्य), Infinity (अनन्त), Decimal (दशमलव), Square & Square root (वर्ग एवं वर्गमूल), Cube & Cube root (घन एवं घनमूल).

Vararuchi, Āryabhaṭṭa –I, Varāhmihira, Brahmgupta, Shrīdhar, Āryabhaṭṭa –II, Śrīpati, Bhāskarācārya, Ganeshdaivajña, Kamalākar, Jaisingh, Sudhākar Dwivedī.

Generic Elective (GE) B.A. (Prog.)	
Semester: V/VI	
GE-1 Political Thought in Sanskrit	GE-2 Sanskrit Media
GE-3 Sanskrit Meter and Music	GE-4 Nationalistic Thought in Sanskrit Literature
GE-5 Ethical and Moral Issues in Sanskrit Literature	GE-6 Basics of Sanskrit Linguistics

B.A. (Programme) Sanskrit Course

GE-1

Political Thought in Sanskrit (62131101)

[A] Course Objectives:

Fundamental Concepts of Indian Political thought have been discussed in Dharma-śāstra literature as the scientific branches of knowledge in ancient India. The aim of this course is to make the students acquainted with various aspects of Indian Political Thought and institutions of Polity as propounded in the ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the fundamental concepts of indina political thoughts discussed in ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra. It is supposed to create an awareness of the various aspects of Indian political thoughts and institutions of polity and at the same time make the people politically conscious from time to time.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Basic Features of Ancient Indian Political Thought: Part - I

Name, Scope and Sources of Ancient Indian Political Thought:

Name of the Science: 'Dandanīti', 'Dharmaśāstra', 'Nītiśāstra'. Scope of Indian Political Thought: relation with Dharma, Artha and Nīti; Sources of Ancient Indian Political Thought: Vedic Literature, Purāṇa, Rāmāyaṇa, Mahābhārata, Dharmaśāstra, Nītiśāstra Kautilya's Arthaśāstra and Rajaśāsana (Inscriptions).

Unit: II

Credits: 10

Basic Features of Ancient Indian Political Thought: Part - II

Nature, Types and Theories of the State:

Nature of the State in Arthaśāstra (6.1) and Manusmṛti (9.294) with Special reference to Saptāṅga-Theory: Svāmi, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra.

Types of the State: Rājya, Svarājya, Bhojya, Vairājya, Mahārājya, Sāmarājya (Aitreya Brāhmaṇa, 8.3.13-14; 8.4.15-16).

Unit: III

Credits: 10

Ancient Indian Political Thought: Origin and Development: Part - I

Indian Political Thought from Vedic Period to Buddhist Period:

Election of King by the People' Visas 'in Vedic period: (R̥gveda,10.173;10.174, Atharvaveda, 3.4.2; 6.87.1-2), Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha' in Vedic period (Atharvaveda, 7.12.1;12.1.6 ; □R̥gveda, 10.85.26), King-maker Council: 'Rajakartarah 'and Ratnis' in Vedic period (Atharvaveda, 3.5.6-7 and Śatapathabrāhmaṇa, 5.2.5.1); Coronation Ceremony of the King 'Samrāṭa' (Śatapathabrāhmaṇa, 5.1.1.8-13; 9.4.1.1-5) Republics in the Buddhist Period (Diggnikāya, Mahāparinibbāṇa Sūta, Anguttaranikāya, 1.213;4.252,256)

Unit: IV

Credits: 10

Ancient Indian Political Thought: Origin and Development: Part - II

Indian Political Thought from Kauṭilya to Mahatma Gandhi:

Kauṭilya's concept of Welfare State (Arthaśāstra, 1.13); Essential Qualities of King (Arthaśāstra, 6.1.16-18); Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti,1.1-15) Constituent Elements of Jain political thought (Somadeva's Nītivākyāmṛta, 9.1.18 and, 19.1.10); Relevance of Gandhian political thoughts in modern period (Gandhi Gītā of Prof. Indra, 5.1-25)

Unit: V

Credits: 10

Cardinal Theories

Cardinal Theories of Indian Political Science:

'Saptāṅga' Theory of State: Svāmī, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra (Arthaśāstra-6.1, Mahābhārata-Śāntiparva-56.5, Śukranīti, 1.61-62).

'Maṇḍala' Theory of Inter-State Relations: 'Sadgunya' Policy of War and Peace Diplomacy: Sandhi, Vighraha, Yāna, Āsana, Sanśraya and Dvaidhībhāva.

'Caturvidha Upāya' for balancing the power of State: Śāma, Dāma, Daṇḍa, Bheda.

Three types of State power' 'Śakti': Prabhu Śakti, Mantra Śakti, Utsāha Śakti..

Unit: VI

Credits: 10

Ancient Indian Political Thinkers

Prominent Indian Political Thinkers:

Manu, Śukrācārya, Kauṭilya, Kāmandaka, Somadeva Suri and Mahatma Gandhi..

[D] References:

Compulsory Reading:

1. R.P Kangale (ed.) Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita, 1896-97, rept. (2 Vols) 1968.
3. H.P. Shastri, Mahabharata (7 Vols), London, 1952-59.
4. P. Olivelle (ed. & trans.), Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamashastra, OUP, New Delhi, 2006.
5. H.P. Shastri (trans), Ramayana of Valmiki (3 Vols), London, 1952-59.
6. H.H. Wilson (trans.), R̥gveda samhitā (6 Vols), Bangalore Printing & Publishing Co., Bangalore, 1946.
7. Jeet Ram Bhatt (ed.), Satapatha Brahmana (3 Vols), EBL, Delhi, 2009.

8. A.S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2001.
9. S.K. Belvalkar, Mahabharata: Santi Parvam, 1954.
10. D.R. Bhandarkar, Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
11. J.R. Gharpure, Teaching of Dharmashastra, Lucknow University, 1956.
12. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1959.
13. K.P. Jayaswal, Hindu Polity, Bangalore, 1967.
14. N. S Law, Aspect of Ancient Indian Polity, Calcutta, 1960.
15. S.R. Maheshwari, Local Government in India, Orient Longman, New Delhi,

Additional Resources:

1. Beni Prasad, Theory of Government in Ancient India, Allahabad, 1968.
2. B.A. Saletore, Ancient Indian Political Thought and Institutions, Bombay, 1963.
3. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996.
4. K.N. Sinha, Sovereignty in Ancient Indian Polity, London, 1938.
5. V.P. Verma, Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.
6. उदयवीर शास्त्री (अनुवा.), कौटिल्यीय अर्थशास्त्र, मेहरचन्द्र लक्ष्मणदास, दिल्ली, 1968
7. रामनारायण दत्त शास्त्री पाण्डेय (अनु.), महाभारत (1-6 भाग) हिन्दी अनुवाद सहित, गीताप्रेस, गोरखपुर ।
8. शतपथब्राह्मण (1-5 भाग) माध्यन्दिनीय शाखा, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली ।
9. ब्रह्मशंकर मिश्र, शुक्रनीति हिन्दी अनुवाद, चौखम्भा संस्कृत सीरीज, वाराणसी, 1968
10. जानकीनाथ शर्मा (संपा.), श्रीमद्वाल्मीकिरामायणम् (1-2 भाग) हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
11. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन दिल्ली, 2013 ।
12. जे. कश्यप, दीर्घनिकाय (1-2 भाग), बिहार ।
13. उर्मिला रुस्तगी (सम्पा.), मनुस्मृति (1-13 भाग), जे.पी पब्लिशिंग हाउस, दिल्ली ।
14. अर्जुन कश्यप चौबे (अनु.) पी.वी. काणे, धर्मशास्त्र का इतिहास (1-4 भाग), हिन्दी समिति लखनऊ, 1966 ।
15. रामनारायण यादवेन्दु (अनु.) जे.डब्लू गार्नर, राज्यविज्ञान और शासन, आगरा, 1972
16. प्रेमकुमारी दीक्षित, प्राचीन भारत में अन्तराष्ट्रीय सम्बन्ध, उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, 1977
17. प्रकाश नारायण नाटाणी, प्राचीन भारत में राजनीतिक विचारक, पोइन्टर पब्लिशर्स जयपुर, 2002
18. मोहनचन्द्र, जैन महाकाव्यों में भारतीय समाज, ईस्टर्न बुक लिंक्स, दिल्ली, 1989
19. अम्बिका प्रसाद वाजपेयी, हिन्दू राज्यशास्त्र, प्रयाग, 2006
20. सत्यकेतु विद्यालंकार, प्राचीन भारतीय शासन व्यवस्था एवं राजशास्त्र, सरस्वती सदन, मसूरी, 1968
21. विनोद सिन्हा एवं रेखा सिन्हा, प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन, दिल्ली, 1989

[E] Teaching Learning Process:

1. Teachers will read and explain the text related to political thought in the class.
2. Teacher shall explain the principal points from the text and pose issues for discussion.
3. Teachers will guide students to understand the political thoughts in Sanskrit literature.
4. Teachers will discuss the theories of prominent political thinker.
5. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Manu, Śukrācārya, Kauṭilya, Kāmandaka, Somadeva Suri and Mahatma Gandhi

B.A. (Programme) Sanskrit Course

GE-2 Sanskrit Media (62131101)

[A] Course Objectives:

As media is very important feature in modern time. Sanskrit language has good media power elements and facts in it. This course aims to familiarize the students with the journey of Sanskrit literature in the modern Information Technology world. Students will get the brief information regarding Sanskrit Media.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the Sanskrit media, including both electronic and print media. This course will make the learner capable of analyzing the print media particularly magazines and newspapers based on various aspects i.e. article collection, editing and reporting. It is also create an awareness about Sanskrit and social media via internet, blogs writing and Sanskrit Wikipedia.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Television and Radio:

News Translation, Editing, Anchoring,

Unit: II

Credits: 10

Television and Radio:

Graphics, Voice-over, Para Dubbing, Band, Packaging.

Unit: III

Credits: 10

Magazines and Newspapers:

Journey of Sanskrit Magazines, Various Sanskrit Magazines, Types of Sanskrit Magazines.

Unit: IV

Credits: 10

Magazines and Newspapers

Article Collection, Editing, Reporting, Packaging

Unit: V

Credits: 10

Internet, Social Networks, Blogs, Important sites, Sanskrit Wikipedia:

Internet, blogs, important sites, Sanskrit Wikipedia (general awareness only)

Unit: VI

Sanskrit and social media

Credits: 10

[D] References:

1. Newspapers, Magazines, Television, Radio, Social Network, Internet etc. related to Sanskrit.

Additional Resources:

[E] Teaching Learning Process:

1. Teachers will explain both electronic and print media.
2. Teachers will the guide students to understand the television and radio including news translation editing and anchoring.
3. Teachers will discuss about magazines and news papers available in Sanskrit language and their types.
4. Teachers should focus their teaching on Sanskrit and social media including internet, social networks, blogs writng, Sanskrit Wikipedia including important sites for general awareness.
5. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sanskrit in Television, Radio, Social Media.

B.A. (Programme) Sanskrit Course

GE-3 Sanskrit Meter and Music (62131101)

[A] Course Objectives:

The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete basic information regarding Vedic and Classical meters selected with lyrical techniques.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Chandaśāstra. The course will make the learner capable of analysing classification and elements of Sanskrit meter including vedic and classical meter with their lyrical methods. It is supposed to create an awareness of the classical meter and their musical rendering. This develop capacity for creative writing and literary appreciation alongwith the Musical Rendering.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Brief Introduction to Chandaśāstra:

Brief Introduction to Chandaśāstra

Unit: II

Credits: 10

Classification and Elements of Sanskrit Meter:

Syllabic verse (akṣaravṛtta):

Syllabo-quantitative verse (varṇavṛtta)

Quantitative verse (mātrāvṛtta)

Unit: III

Credits: 10

Classification and Elements of Sanskrit Meter

Syllables: laghu and guru

Gaṇa

Feet

Unit: IV

Credits: 10

Analysis of Selected Vedic Meter and their Lyrical Methods (गान-पद्धति):

Definition, Example, Analysis and Lyrical Methods of following Meters:

gāyatrī, uṣṇik, anuṣṭup, bṛhatī, paṃkti, triṣṭup and jagatī.

Unit: V

Credits: 10

Analysis of Selected Classical Meter and their Musical Rendering (गान- पद्धति):

Definition, Example, Analysis and Lyrical Methods of following Meters:
bhujāṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup,

Unit: VI

Credits: 10

Analysis of Selected Classical Meter and their Musical Rendering (गान- पद्धति):

Definition, Example, Analysis and Lyrical Methods of following Meters:
āryā, mālinī, śikharīṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.

[D] References:

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
2. Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.
3. Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.

Additional Resources:

1. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>
2. धरानन्द शास्त्री (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004.

[E] Teaching Learning Process:

1. Teachers will discuss text related to chhandashastra.
2. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
3. Teachers will the discuss both vedic and classical meter and their lyrical methods towards rendereing melodious music.
4. Teachers will discuss the theories of Indian political science of the prominent Indian political thinker.
5. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

bhujāṅgaprayāta, sragviṇī, toṭaka, hariḡitika, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḡita.

B.A. (Programme) Sanskrit Course

GE-4

Nationalistic Thought in Sanskrit Literature (62131101)

[A] Course Objectives:

Basic Fundamental concepts of Indian Nationalism have been developed and highlighted under the Sanskrit term 'Rāṣṭra' in Ancient times. The aim of this course is to make the students acquainted with the concepts and historical development of Indian Nationalism with special reference to Sanskrit literature of past and present. The course also focuses the nationalistic thought of modern Sanskrit poetry with special reference to Mahatma Gandhi on the basis of modern Sanskrit works.

[B] Course Learning Outcomes:

This course will enable the students to know about the concepts and basic features of Indian Nationalism i.e. Meaning, Definitions and Elements of Indian Nation 'Rāṣṭra', Indian nationality, National symbols etc. and make realize about the importance of Nation in their upbringing. They will have admiration for the nation and like to know more and more about the National Ethos. After the completion of this course, the learner will be exposed to the contribution of Sanskrit Literature to nationalistic thoughts in wider perspective. This course will make the student acquainting with the broad spectrum of indian nationalism trends as depicted in the ancient classical and modern Sanskrit literature.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Definitions, Concepts of Nation and Indian Nationalism:

Definitions of Nation 'Rāṣṭra' in Indian Perspective
Meaning and Definitions of Nation and Nationality in Modern Context, Etymology and Meaning of 'Rāṣṭra' according to Sanskrit lexicographers, Concept of Nation with special reference to Term 'Rāṣṭra' in Sanskrit Literature, Political Concept of 'Rāṣṭra' and 'Saptāṅga' Theory of State: Kautilya's Arthaśāstra, 6.1, Mahābhārata, Śāntiparva, 56.5, Śukranīti, 1.61-62.

Unit: II

Credits: 10

Definitions, Concepts of Nation and Indian Nationalism:

Factors of Nationalism, Country Name and National Symbols:

Essential Factors of Nationality: National Integration, Patriotism, Freedom, Religious Tolerance, National Pride, National Consciousness, Citizenship.
 Characteristics of Indian Nationalism: Social Harmony, Equality of the Religions, International Brotherhood, Unity in Diversity, and Cultural Consciousness; Different Views Regarding Name of the Country 'Bhāratavarṣa' in Purāṇa; National Symbols of India: National Anthem-'Jana Gaṇa Mana', National Song 'Vande Mātaram' National Flag of India, National Emblem 'Ashok Chakra'.

Unit: III

Credits: 10

Nationalistic Thought in Vedic and Classical Literature

Origin and Development of 'Rāṣṭra' in Vedic Literature: Nationalistic Identity of the Vedic People with 'Bharatas' and 'Bharatajana' in Ṛgveda (3.53.12-3; 3.53.24; 7.33.6); Concept of 'Rastra' in 'Bhūmisūkta' Atharvaveda (12.1,1-12; Elements of 'Rāṣṭra' in ŚuklaYajurveda (22.22); Nationalistic Significance of 'Rāṣṭrabhṛt homa' (Coronation Ceremony) in Śatapathabrāhmaṇa (9.4.1.1-5)

Unit: IV

Credits: 10

Nationalistic Thought in Vedic and Classical Literature:

Nationalistic Identity of 'Rāṣṭra' in Classical Literature:
 Geographical and Sociological Identity of 'Bhāratavarṣa' in Viṣṇupuṛaṇa (2.3),
 Geographical Unity of 'Rāṣṭra' in Vālmīki Rāmāyaṇa (Kiṣkindhā kāṇḍa, chapters-46,47,48); Cultural Unity in Kālidasa's Raghuvamśa (fourth canto), Demographical Unification of 'Rāṣṭra' in Mahābhārata (Śāntiparva, 65.13-22).

Unit: V

Credits: 10

Nationalistic Thought in Modern Sanskrit Poetry:

Nationalistic Trends of Modern Sanskrit Poetry before Independence:
 Survey of nationalistic trends in modern Sanskrit poetry before Independence with special reference to 'Bhāratavijayanātakam' of Mathura Prasad Dikshita, 'Satyāgrahagītā' of Pandit Kāmsārāva, 'Gāndhīcaritam' of Charudeva Shastri, and 'Śivarājavijayaḥ' of Ambikadatta Vyasa.

Unit: VI

Credits: 10

Nationalistic Thought in Modern Sanskrit Poetry:

Nationalistic Trends of Modern Sanskrit Poetry after Independence
 Survey of nationalistic trends in modern Sanskrit poetry after Independence with special reference to Dr.Satyavrat Shstri, Dr Harinarayan Dikshit, Dr. Radha Vallabh Tripathi, Dr. Abhiraja Rajendra Mishra and Dr. Hari Datt Sharma.

[D] References:

1. R.P Kangale (ed.) Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita, 1896-97, rept. (2 Vols) 1968.
3. H.P. Shastri, Mahabharata (7 Vols), London, 1952-59.
4. H.P. Shastri (trans), Ramayana of Valmiki (3 Vols), London, 1952-59.

5. Jeet Ram Bhatt (ed.), Satapatha Brahmana (3 Vols), EBL, Delhi, 2009.
6. H.H. Wilson (trans.), R̥gveda samhita (6 Vols), Bangalore Printing & Publishing Co., Bangalore, 1946.
7. B. Chakrabarty and R. Pandey, Modern Indian Political Thought, Sage Publications, New Delhi, 2010.
8. P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories, Oxford University Press, New Delhi, 1993.
9. M.K. Gandhi, The Collected Works of Mahatma Gandhi, Navajivan, Ahmedabad, 1958.
10. M.N Jha, Modern Indian Political Thought, Meenakshi Parkashan, Meerut.
11. R. Pradhan, Raj to Swaraj, Macmillan, New Delhi, 2008.
12. Hiralal Shukla, Modern Sanskrit Literature, Delhi, 2002.
13. उदयवीर शास्त्री (अनुवा.), कौटिल्यीय अर्थशास्त्र, मेहरचन्द लक्ष्मनदास, दिल्ली, 1968
14. रामनारायण दत्त शास्त्री पाण्डेय (अनु.), महाभारत (1-6 भाग) हिन्दी अनुवाद सहित, गीताप्रेस, गोरखपुर ।
15. शतपथब्राह्मण (1-5 भाग) *माध्यन्दिनीय शाखा*, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली ।

Additional Resources:

16. ब्रह्मशंकर मिश्र, शुक्रनीति हिन्दी अनुवाद, चौखम्भा संस्कृत सीरीज, वाराणसी, 1968
17. जानकीनाथ शर्मा (संपा), श्रीमद्वाल्मीकिरामायणम् (1-2 भाग) हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
18. अनूप चन्द कपूर, राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967
19. पण्डिता क्षमाराव, सत्याग्रहगीता, पेरिस, 1932
20. श्रीपाद दामोदर, सातवलेकर, यजुर्वेद हिन्दी अनुवाद सहित, पारडी ।
21. मुनिलाल गुप्त (अनुवा.), विष्णुपुराण हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
22. कुमुद टंडन, महात्मागांधीपरक संस्कृत काव्य, ईस्टर्न बुक लिंकर्स, दिल्ली, 1991
23. शशि तिवारी, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन दिल्ली, 2007
24. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन दिल्ली, 2013
25. योगेन्द्र गोस्वामी (सम्पा.), राष्ट्रीय एकता और भारतीय साहित्य, काशी अधिवेशन स्मृति ग्रन्थ, 2001
26. हरिनारायण दीक्षित, संस्कृत साहित्य में राष्ट्रीय भावना, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006
27. इकबाल नारायण, आधुनिक राजनीतिक विचारधाराएं, ग्रन्थ विकास, जयपुर, 2001
28. पुष्पेन्द्र कुमार (सम्पा.), पुराणों में राष्ट्रीय एकता, नाग प्रकाशन दिल्ली ।
29. अजय कुमार मिश्र, मथुरा प्रसाद दीक्षित के नाटक, प्रकाशन विभाग, दिल्ली विश्वविद्यालय दिल्ली, 2002
30. बाबू गुलाब राय, राष्ट्रीयता, किताब घर दिल्ली, 1996

31. सत्या एम. राय, भारत में उपनिवेशवाद और राष्ट्रवाद, दिल्ली, 1953.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers shall discuss and explain the content of the text in the class.
3. Teachers will the guide students to prepare the project on national symbols.
4. Teachers will discuss the modern nationalistic thoughts occurring in the text and their contemporary relevance.
5. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Rashtra, Rashtravada, Religion, Independence, National Song

B.A. (Programme) Sanskrit Course

GE-5

Ethical and Moral Issues in Sanskrit Literature (62131101)

[A] Course Objectives:

This course aims to get the students familiar with the Ethical and Moral Values as depicted in Sanskrit Literature.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the conflict and peace resolution. The course will make the students to understand and analyzing the issues and their solutions depicted in Ramayana and Mahabharata in the context of Indian tradition. It is supposed to create an awareness about self respect and freedom with the Idea of swadharma.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Issues in the Rāmāyaṇa:

Conflict of duty – Rāma the king versus Rāma the Husband.

Obedience and Loyalty – Lakṣmaṇa's challenge to Dasharatha and submission to Rāma in Vālmiki's Rāmāyana.

Unit: II

Credits: 10

Issues in the Mahābhārata: Part - I

Half-truths and false hoods – Yudhiṣṭhira's declaration of Aśvatthāma's death.

Unit: III

Credits: 10

Issues in the Mahābhārata: Part - II

Choosing the lesser evil – Duṣyanata's rejection of Śakuntalā in the Abhijñāna Śakuntalam, Act V.

Unit: IV

Credits: 10

War and Yearning for revenge in Indian Tradition

Critique of war and earning in the Mahābhārata (strī parva, Chapters 13-15).

War – as it should be and as it is – (Manusmṛti Chapter VII 87-93, 199-200 and Kriṣṇa's stratagems in war).

Yearning for revenge –

Aśvatthāma's revenge on Pāṇdava progeny; Duryodhana's revenge on Draupadi

Unit: V

Credits: 10

Issues of Personal Conduct:

Self respect – Nīṭisatakam, Verses 21 – 30.

Unit: VI

Credits: 10

Issues in Freedom:

Poetic freedom and poetic license – restraints on creative expression in Indian poetics and dramaturgy, assessment of popular Indian cinema in the light of these principles.

The person – svadharma and sthitaprajña in the Gītā: Chapter II.

[D] References:

1. Mahabharata with Hindi translation – Gita Press Gorakhpur
2. Matilal Bimal Krishna – Moral Dilemmas in the Mahabharata
3. Sharma Kavita A.- Ethical Dilemmas in the Mahabharata -
<http://www.drkavitasharma.org/pdf/Ethical%20Dilemmas%20in%20Mahabharat.pdf>
4. Das Gurcharan – 2009, The Difficulty of Being Good, Penguin (hindi translation)
5. <http://www.wisdomtimes.com/blog/lessons-from-the-mahabharata-dealing-with-moral-dilemmas/#>
6. <http://jaiarjun.blogspot.in/2011/07/epic-fictions-rashomon-like-world-of.html>
7. <http://blogs.bu.edu/core/2011/02/16/on-arjunas-moral-dilemma/>

Additional Resources:

1. <http://www.cse.iitk.ac.in/users/amit/books/matilal-2002-ethics-epics-collected-v2.html>
2. Gita – with Hindi translation, Gita Press, Gorakhpur
3. Koshambi D.D., Nitisatakam, Bhartiya Vidya Bhawan, Mumbai, 1946
4. Shastri Surendra Dev, Abhijnana Sakuntalam, Sahitya Bhandar, Meerut
5. Vasudev Soma Dev, (Translation) Clay Sanskrit Series, New York University Press
6. Ramayana of Valmiki, Ayodhyakanda, sanskritdocuments.org.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will discuss the topics through essential lecture based approach.
3. Teachers will guide students to prepare the project/assignment related to issues and their solution depicted in the Ramayana and Mahabharata.
4. Teachers will discuss about the self respect and freedom of speech related to creative expression etc.
5. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Manusmriti, Ramayana, Mahabharata

B.A. (Programme) Sanskrit Course

GE-6

Basics of Sanskrit Linguistics (52131417)

[A] Course Objectives:

This course will introduce the basic fundamental of linguistics based on Sanskrit Language. After completing this course, the students will be able to understand concepts of Linguistics for further studies.

[B] Course Learning Outcomes:

This course will enable the students to appreciate and develop a scientific approach to the study of languages and its structure i.e. Phonology and Phonetics, Morphology and syntax etc. in the context of Sanskrit linguistics. The course will make the learner capable of analysing the words and their meanings including semantic changes based on established linguistic theories. It is supposed to create an awareness about the pragmatics approach in the study of meaning in the context of the linguistic study.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Introduction to Linguistics and Classification of Languages

Introduction to Linguistics, Language and Linguistics

Unit: II

Credits: 10

Introduction to Linguistics and Classification of Languages

Classification of Languages: Language Family in India

Unit: III

Credits: 10

The Study of Sound: Phonology and Phonetics

Part – I

Phonetics and Phonology: Acoustic, Auditory and Articulatory, Places of Articulation:

Bilabial: lips together

Labiodental: lower lip against front teeth

Interdental: tongue between teeth

Alveolar: tongue near alveolar ridge on roof of mouth (in between teeth and hard palate)

Palatal: tongue on hard palate

Velar: tongue near velum

Glottal: space between vocal folds

Unit: IV

Credits: 10

The Study of Sound: Phonology and Phonetics

Part – II

Manners of Articulation

Stop: obstruct airstream completely

Fricative: partial obstruction with friction

Affricate: stop airstream, then release

Liquids: partial obstruction, no friction

Glides: little or no obstruction, must occur with a vowel

Unit: V

Credits: 10

The Study of Words and Sentences: Morphology and Syntax

Morphology: Morphemes, Affixes: prefixes, suffixes, infixes, and circumfixes

Derivational and inflectional affixes

Syntax: Phrase structure rules, Passive Sentences, Active

Unit: VI

Credits: 10

The Study of Meaning: Pragmatics and Semantics

Semantics: Thematic Roles, Sentential Meaning

Pragmatics:

[D] References:

Compulsory Reading:

1. An Introduction to Language by Victoria Fromkin and Robert Rodman, 6th Ed
2. Schmitt, N. (2002). An Introduction to Applied Linguistics. Oxford: Oxford University Press.
3. Noam Chomsky, David W. Lightfoot, Syntactic Structures, Walter de Gruyter, 2002.
4. कर्ण सिंह, भाषा विज्ञान, साहित्य भण्डार, मेरठ
5. भोलानाथ तिवारी, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली

Additional Resources:

1. कपिलदेव द्विवेदी, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी
2. देवेन्द्रनाथ शर्मा, भाषाविज्ञान की भूमिका, राजकमल प्रकाशन दिल्ली
3. T. Burrow, Sanskrit Language.
4. B.K., Ghosh, Linguistics Introduction to Sanskrit, Sanskrit Pustaka Bhandar, Calcutta, 1977
5. S.K Verma and N. Krishnaswamy, Modern Linguistics, Oxford University Press, Delhi.

[E] Teaching Learning Process:

1. Teachers will discuss the topics through essential lecture based approach.

2. Teachers will guide the students to prepare the project/assignment on study of words and sentences i.e. morphology, syntax and semantics
3. Teachers will discuss about study of sound i.e. phonology and phonetics etc. through digital resources, PPTs, diagram etc.
4. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Language, Linguistics, Chronology, Morphology, Syntax

**Ability Enhancement Elective Course
(AEEC)
Skill Based Papers
BA (Prog.)**

Semester: III/IV/V/VI

AEEC-1 Basic Elements of Jyotisha	AEEC-2 Indian Architecture System
AEEC-3 Basic Elements of Āyurveda	AEEC-4 Computer Awareness for Sanskrit
AEEC-5 E-Learning Tools and Techniques for Sanskrit	AEEC-6 Yogasutra of Patanjali
AEEC-7 Indian Theatre	

B.A. (Programme B.A. (Programme) Sanskrit Course

AEEC-1 Basic Elements of Jyotiṣa (62131101)

[A] Course Objectives:

The objective of this course to introduce basic elements of the Jyotiṣa to the students. The course covers Origin, Development and Branches of Jyotiṣa and reading of the Jyotiṣachandrikā will provide elementary knowledge of Jyotiṣa.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the general introduction of Jyotiṣa Shastra – the traditional Hindu system of astrology based on the text of Jyotiṣachandrikā. The course will make the learner capable of analysing the different astrological concepts and its utility in the contemporary life of a human being and to know the planetary influence. It is supposed to create an awareness about the preparation of a calender (Panchanga system) to determine the date for auspicious rituals and make major decisions.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Origin, Development and Branches of Jyotiṣa:

Origin and Development of Jyotiṣa

Unit: II

Credits : 08

Origin, Development and Branches of Jyotiṣa:

General introduction to following branches of Astrology :
Siddhānta, Saṃhitā, Horā, Tājika, Praśna, Vāstuśāstra and Muhūrtaśāstra.

Unit: III

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam:

Jyotiṣacandrikā- Sañjñā-Prakaraṇam, Verses:1-29

Unit: IV

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam

Jyotiṣacandrikā- Sañjñā-Prakaraṇam, Verses: 30-65

Unit: V

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam:

Jyotiṣacandrikā - Sañjñā - Prakaraṇam, Verses: 66 – 90.

Unit: VI

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam:

Jyotiṣacandrikā - Sañjñā - Prakaraṇam, Verses: 91-115.

[D] References:

Compulsory Reading:

1. Rewati Raman Sharma, Jyotisa Chandrika.
2. Jha, Aehutanand (Trans.), Brihadsamhita, Chaukhamba Vidyabhavan Varanasi.
3. Shankar Balkrishna Dixit, Shiv Nath, Jharkhandi (Trans.), Bharatiya Jyotisa, Hindi Samiti, Uttar Pradesh,
4. Shastri, Nemichand, Bharatiya Jyotisa, Bharatiya Gyanpeeth, New Delhi.
5. Bhat, M. Ramakrishna (Trans.), Brhatsamhita, Motilal Banarasidas. Vol-1 & 2, Delhi.

Additional Resources:

1. Tripathi, Devi Prasad ब्रह्माण्ड एवं सौरपरिवार, Delhi.
2. Tripathi, Devi Prasad, भुवनकोश, Delhi.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will guide the students to prepare the horoscope based on ancient Indian text.
3. Teachers will discuss about the basics of Indian Panchang system.
4. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations-4 (from units-3 to 6)	04 x 08 = 32
ii.	Questions -1(from units-3 to 6)	01 x 10 = 10
iii.	Questions -2 (Units 1 & 2)	02 x 10 = 20
iv.	Short Notes (Units 3 to 6)	02 x 6.5 = 13
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Jyotish, Hora, Tajik, Vastu Shastra, Muhurta Shastra

B.A. (Programme) Sanskrit Course

AEEC-2 Indian Architecture System (62131101)

[A] Course Objectives:

The aims of this course to get the students to know about the basic principles of ancient Indian architecture system. It is also intended to give an elementary understanding of vastuvidya and to enable the students to learn the town planning and construction of residential houses starting from design, layout, measurement, ground preparation and space arrangement etc. according to vastu.

[B] Course Learning Outcomes:

This course deals with the fundamental principles of the science of Indian Architectural system (Vastushastra) starting from design, layout, measurement, ground preparation and space arrangement etc. The course will make the learner able to understand and aware of the use of five elements (Pancha Mahabhuta) in the construction process.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam of Toḍaramala - Chapter – 1
vāstu prayojana, vāstusvarūpa. (verses-4-13)
Vāstusaukhyam of Toḍaramala - Chapter – 2
Bhūmi parīkṣaṇam, dīksādhanaṁ, nivāsahetu sthānanirvacanaṁ. (verses-14-22)

Unit: II

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam of Toḍaramala - Chapter – 3
Gṛha Paryāvaraṇam: Tree plantation, śālya śodhanaṁ. (Verses 31-49, 74-82)
Vāstusaukhyam of Toḍaramala - Chapter – 4 ṣaḍvarga-parīśodhanaṁ, vāstucakraṁ,
gṛhāvāstu, śilānyāsaṁ. (verses 83-102, 107-112).

Unit: III

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam - Chapter – 6 Pañcavidhāni Gṛhāni (five types of house), śāla-ālinda
Pramāṇam (verses-171-194), Vīthikā Pramāṇam (195-196).

Unit: IV

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam - Chapter – 7 Dvārajñānam, Stambha - Pramāṇam, Pañca Catuḥ śālāni Gṛhāṇi-Sarvatobhadram, Nandyāvartam, Vardhamānam, Svastikam, Rūcakam (verses 203-217).

Unit: V

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam -Chapter -8 Ekāśīti-pada- Vāstucakram (287-302), Marmasthānāni (305-307)..

Vāstusaukhyam -Chapter -9 Vāsādisanirūpaṇam, Dvārāphalam, Dvārvedhaphalam (322-335, 359-369).

Unit: VI

Credits : 08

General Introduction to Vastu Shastra

[D] References:

Compulsory Reading:

1. Vāstusaukhyam, Todarmala
2. Shukdeo Chaturvedi, Bhāratīya Vāstu Sāstra, Sri Lal Bahadur Shasrti Rastriya Sanskrit Vidyapeeth, New Delhi.
3. Vinod Shasrti and Shitaram Sharma, Vāstuprabodhinī, Motilal Banarsidas, Delhi.

Additional Resources:

1. Rammanohar Dwivedi and Dr. Brahmanand Tripathi, Vṛhadvāstumālā, Chaukhamba Surbharati Prakashan, Varanasi, 2012.
2. Deviprasad Tripathi, Vāstusāra, Eastern Book Linkers, Delhi, 2015.
3. Jeevanaga, Vāsturatnāvalī.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class in details.
2. Teachers will guide the students to prepare the project/assignments to topics based on ancient text i.e. Vāstusaukhyam.
3. Teachers will discuss about the basics of Indian Architecture System by use digital resources i.e. PPTs etc.
4. Topic wise lectures and discussions will be held in the class.

[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 5
 Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations-5 (from units-1 to 5)	05 x 06 = 30
ii.	Questions 02 (Units 1to 5)	02 x 10 = 20
iii.	Short Notes (Units 1 to 5)	02 x 7.5 = 15
iv.	Question 1 (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Vastu, Todarmala, Mansara, Mayamatam

B.A. (Programme) Sanskrit Course

AEEC-3 Basic Elements of Āyurveda (62131101)

[A] Course Objectives:

Āyurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The theory modules sessions that make up this course offer an introduction to Āyurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of Āyurvedic therapeutic procedures in Āyurveda.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the principles of traditional Indian medicine system which has focused not only to physical health but a healthy life style including food habits, diets, preventive medicine, medicinal plants available in their surroundings. The course will make the learner able to know the history of Ayurveda through original sources of Ancient medicine in Sanskrit texts i.e. Charaksamhita, Sushruta-samhita and Ashtanghridaya. They also get basic knowledge of physiology, health care, the way of diagnosing the illness and preventive medicine.

[C] Contents

Total Credits : 48

Unit: I

General Study of Carakasamhita

Credits : 08

Unit: II

General Study of Sushruta-samhita

Credits : 08

Unit: III

Carakasamhitā – (Sūtra-sthānam):

Carakasamhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons.

Regimen of Fall Winter (Hemanta), Winter (Śiśira) & Spring (Vasanta) seasons.

Regimen of Summer (Grīṣma), Rainy (Varṣā) and Autumn (Śarada) seasons.

Unit: IV

Credits : 08

Taittirīyopaniṣad:

Taittirīyopaniṣad—Bhṛguvallī, anuvāk 1- 3.

Unit: V

Credits : 08

General introduction to Ashtanghridaya

Unit: VI

Credits : 08

Introduction of Āyurveda:

Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period. The two schools of Āyurveda: Dhanvantari and Punarvasu.

Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra

[D] References:

Compulsory Reading:

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Taittirīyopaniṣad – Bhṛguvallī, गीता प्रेस.
3. Atridev Vidyalankar, Ayurveda ka Brhad itihasa.

Additional Resources:

1. Priyavrat Sharma, Caraka Chintana.
2. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will guide the students to prepare the project/assignments on topics on ancient Indian medicine system based on the text prescribed.
3. Teachers will discuss about the basics of Indian medicinal system and encouraged the students to do a comparison between modern medicine system and Ayurveda and its fullistic approach.
4. Topic wise lectures and discussions will be held in the class.

[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:

I	Basic Structure of Question Paper & Division of Marks	75
v.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
vi.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
vii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
viii.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Carakasamhita, Sushruta-samhita, Ashtanghridaya

B.A. (Programme) Sanskrit Course

AEEC-4 Computer Awareness for Sanskrit (62136950)

[A] Course Objectives:

This course has been designed for those students who need to have some basic grounding in computer applications. To provide the basic skill of computer. The course will begin with introducing computer fundamentals and then will go on to provide a hands-on experience of popular software applications and tools to students such as Operating Systems, MS Office, Internet, Email, Unicode, Baraha, HTML, Database etc..

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the Basic Computer Awareness includes Design, Architecture: Operating System.
- Learn the MS Office Tools (Word, Power points, Excel etc.).
- Learn the Standard for Indian Languages (Unicode)
- Working knowledge of HTML and web page development.
- Working knowledge of CSS and JavaScripts.
- Working knowledge of database special focus on Create, Select, Insert, Delete, Update, Handling Unicode data. Etc.
- Working with Unicode Typing in Devanagari Scripts.
- Learn the Various Typing Tools and Software for Devanagari Unicode.
- Learn the Text preservation techniques and web publishing.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Basic Computer Awareness:

Design, Architecture: Operating System
MS Office Tools (Word, Power points, Excel etc.)

Unit: II

Credits : 08

Basic Computer Awareness:

Using Internet, Web Search (Searching E-text/ e-book for Sanskrit in Roman and Devanagari Scripts), Email etc.

Unit: III

Credits : 08

Character encoding, Unicode, ASCII, UTF-8, UTF-16
Typing in Unicode through various Software: Baraha, Google Input Tool and Google Assistant

Unit: IV **Credits : 08**
Sanskrit Text Digitalization/Preservation/Storage
Basics HTML and Web Publishing

Unit: V **Credits : 08**
Basic Awareness of Java Script and CSS
Basics of Java Scripts and CSS

Unit: VI **Credits : 08**
Introduction to Database:
Basics of Databases

[D] References:

Compulsory Reading:

1. Tom Henderson (April 17, 2014). "Ancient Computer Character Code Tables – and Why They're Still Relevant". Smart bear. Retrieved 29 April 2014.
2. Unicode Technical Report #17: Unicode Character Encoding Model". 2008-11-11. Retrieved 2009-08-08. At: <http://www.unicode.org/reports/tr17/>
3. Constable, Peter (2001-06-13). "Character set encoding basics". Implementing Writing Systems: An introduction. SIL International. Retrieved 2010-03-19.
4. Devanagari Unicode Chart at: <http://unicode.org/charts/PDF/U0900.pdf>
5. The Unicode Consortium: <http://unicode.org/>
6. W3Schools Online Web Tutorials: <http://www.w3schools.com/>
7. Microsoft Office 2013 Online Tutorials: <https://www.microsoft.com/enable/training/office2013>

Additional Resources:

1. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
2. <https://www.google.co.in/inputtools/try/>

[E] Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, substantial laboratory-based

practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture and practical based Teaching Learning on computer awareness. Theory and Practical of HTML, Web Page Creation, Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script, Theory and Practical of MySQL Database: Create, Select, Insert, Delete, Update, Handling Unicode data.

The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

1. **Engage:** An 'engage' activity should make connections between past and present learning experiences, Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.
2. **Explore:** Here the student investigates the topic more thoroughly. What is important is that the students are given the opportunity to 'free wheel' their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.
3. **Explain:** This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.
4. **Elaborate:** Here the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.
5. **Evaluate:** While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.
6. **Extend:** This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished.

Standards: Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards.

[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 5
- Week 12 – Unit 6

[G] Assessment Methods:

The assessment of students' achievement in basic computer will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Units-1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 5 = 15
	*(It may be ensured that questions will be asked from every units.)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Computer Awareness, Basics of Computer, Database, Internet, HTML etc.

B.A. (Programme) Sanskrit Course

AEEC-5

E-learning Tools and Techniques for Sanskrit (62136940)

[A] Course Objectives:

This course has been designed for those students who need to have some basic grounding in e-learning/online learning. The course will begin with introducing basics of online learning and then will go on to provide a hands-on experience of popular software applications and tools to students. Few web based application development tools will be taught which includes HTML and database.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the Interactive Sanskrit Teaching Learning Tools.
- Learn the Standard for Indian Languages (Unicode)
- Working knowledge of HTML and web page development.
- Working knowledge of database special focus on Create, Select, Insert, Delete, Update, Handling Unicode data. Etc.
- Working with Unicode Typing in Devanagari Scripts.
- Learn the Various Typing Tools and Software for Devanagari Unicode.
- Learn the Text preservation techniques and web publishing.
- Learn the E-Content Creation for Sanskrit Text.
- Learn the Survey of E-learning tools and Techniques.
- Student also learn the Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey of the OCR.

[C] Contents

Total Credits : 48

Unit: I

Credits :12

Interactive Sanskrit Teaching Learning Tools:

E-learning, E-learning a brief introduction, Is E-learning better? Pitfall of E-learning, Architecture of E-learning System, Learning in E-learning
Brief Introduction of Interactive Tools for Sanskrit, Basics of Multimedia, and Web based tools development

Unit: II

Credits: 04

Hypertext Markup Language (HTML):

Basics of HTML and Web page development

Unit: III

Credits: 08

Survey of E-learning tools for Sanskrit

Unit: IV

Credits: 08

Standard for Indian Languages (Unicode) and E-learning tools:

Unicode Typing in Devanagari Scripts

Typing Tools and Software: Baraha, Google Input Tool, Google Assistant

Unit: V

Credits: 08

Survey of Various Available E-learning Tools for Sanskrit.

Unit: VI

Credits: 08

E-Content Creation for Sanskrit Text:

Digitization of Contents, Text Processing Preservation, Techniques.

Introduction to Database:

Introduction to database, Create, Select, Insert, Delete, Update, Handling Unicode data.

[D] References:

Compulsory Reading:

1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527
2. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://cl.sanskrit.du.ac.in>
3. Tools developed by Computational Linguistics Group, School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi-110067 available at: <http://sanskrit.jnu.ac.in>
4. Basic concept and issues of multimedia: <http://www.newagepublishers.com/samplechapter/001697.pdf>
5. Content creation and E-learning in Indian languages: a model: http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
6. HTML Tutorial - W3Schools: www.w3schools.com/html
7. The Unicode Consortium: <http://unicode.org/>
8. S. B. Gupta & A. Mittal, Introduction to Database Management System, Laxmi Publications, 2010.
9. Database Tutorial - W3Schools: www.w3schools.com/sql
10. Kwok-Wing Lai, E-Learning: Teaching and Professional Development with the Internet, Otago University Press, 2001.
11. Albert Traver, E-Learning: Methods, Modules and Infrastructure, Clanrye International, 2015
12. P. P. Singh & Sandhir Sharma, E-Learning: New Trends and Innovations, Deep & Deep Publications Pvt. Ltd, 2005.
13. Steinmetz, Multimedia Fundamentals, Volume 1: Media Coding and Content Processing, Pearson Education, 2004.

Additional Resources:

1. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm

2. <https://www.google.co.in/inputtools/try/>

[E] Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Detailed Survey of E-learning tools and Techniques for Background, Theory and Practical of HTML, Web Page Creation, Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script, Theory and Practical of MySQL Database: Create, Select, Insert, Delete, Update, Handling Unicode data.

The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

1. **Engage:** An 'engage' activity should make connections between past and present learning experiences, Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.
2. **Explore:** Here the student investigates the topic more thoroughly. What is important is that the students are given the opportunity to 'free wheel' their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.
3. **Explain:** This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.
4. **Elaborate:** Here the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.

5. **Evaluate:** While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.
6. **Extend:** This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished.
7. **Standards:** Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards.

[F] Weekly Plan

- Week 1 – Unit 1
- Week 2 – Unit 1
- Week 3 – Unit 1
- 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:

The assessment of students' achievement in E-learning Tools and Techniques for Sanskrit will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

i.	Questions 05 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 03 (Unit 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Language Technology, E-Learning, Online Learning, Computational Sanskrit, Web based Learning etc.

B.A. (Programme) Sanskrit Course

AEEC-6 Yogasūtra of Patanjali (62131101)

[A] Course Objectives:

This Yoga Darśana course aims to get the students to know about the world's most important texts and the vision of our ancient Yoga's tradition. For this, selected Sutras of Patanjali's Yogasūtra has been prescribed for basic knowledge of yoga darshana.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the Indian system of yoga. The course will be make students capable of understanding Yogasutra of Patanjali and help to acquire the necessary tools for a balanced life. It is supposed to create an awareness about how to concentrate your body fit and fine and lead to a successful life.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Yogasūtra of Patanjali – Samādhi Pāda:

Yogasūtra of Patanjali: Samādhi Pāda (Sutras: 1-15)

Unit: II

Credits : 08

Yogasūtra of Patanjali – Samādhi Pāda:

Yogasūtra of Patanjali: Samādhi Pāda (Sutras: 16-29)

Unit: III

Credits : 08

Yogasūtra of Patanjali: Sādhana Pāda:

Yogasūtra of Patanjali: Sādhana Pāda (Sutras: 29-45).

Unit: IV

Credits : 08

Yogasūtra of Patanjali: Sādhana Pāda:

Yogasūtra of Patanjali: Sādhana Pāda (Sutras: 46-55).

Unit: V

Credits : 08

Yogasūtra of Patanjali: Vibhuti Pāda:

Yogasūtra of Patanjali: Vibhuti Pāda (Sutras: 1-15).

Unit: VI

Credits : 08

General Survey of Yoga Darshana

[D] References:**Compulsory Reading:**

1. योगदर्शन - हरिकृष्णदास गोयन्दका, गीताप्रेस, गोरखपुर.
2. पातञ्जलयोगदर्शनम् - सुरेशचन्द्र श्रीवास्तव, चौखम्बा सुरभारती प्रकाशन, वाराणसी.

Additional Resources:

- 1 योगप्रदीप - गीताप्रेस, गोरखपुर.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will guide the students to prepare the project/assignment on the topics.
3. Teachers will discuss about the basics of Yogadarshan and explain all philosophical concepts of Patanjali.
4. Topic wise lectures and discussions will be held in the class.

[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 3
 Week 8 – Unit 5
 Week 9 – Unit 5
 Week 10 – Unit 5
 Week 11 – Unit 5
 Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations-05 (from units-1 to 5)	05 x 07 = 35
ii.	Questions 01 (Units 1 to 5)	01 x 12 = 12

iii.	Short Notes 03 (Units 1 to 5)	03 x 06 = 18
iv.	Question 1 (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Yoga, Patanjali, Vibhuti Pada, Sadhana Pada

B.A. (Programme) Sanskrit Course

AEEC-7 Indian Theatre (62136939)

[A] Course Objectives:

With its audio-visual characteristics, drama is considered to be the best amongst all forms of arts. The history of theatre in India is very old, the glimpses of which can be traced in the hymns of Rigveda. The dramaturgy was later developed by Bharata. The objectives of this curriculum are to help students identify the richness of drama and to become aware of the classical aspects of Theatre.

[B] Course Learning Outcomes:

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and stage setting, acting, dress and makeup etc. Students also become familiar with the main principles of theatre performance and appreciation.

[C] Contents

Total Credits : 48

Unit: I

Origin and development of stage in different ages:
pre-historic, Vedic age. Epic-puranic age

Credits : 04

Unit: II

Court theatre, temple theatre, open theatre,
modern theatre, folk theatre, commercial theatre,
national and state level theatre.

Credits : 12

Unit: III

Theatre: Types and Constructions

Credits : 04

Unit: IV

Acting: Āṅgika, Vācika, Sāttvika and Āhārya

Credits : 08

Unit: V

Drama : Subject-Matter (vastu),

Credits : 08

Unit: VI

Actor (netā), *Rasa* (Sentiment)

Credits : 12

[D] References:

Compulsory Reading:

1. राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008
2. राधावल्लभ त्रिपाठी, भारतीय नाट्यः स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988
3. हजारी प्रसाद द्विवेदी (सं.), नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963
4. सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982
5. बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4 भाग), चौखम्भा संस्कृत संस्थान, वाराणसी, 1984
6. राधावल्लभ त्रिपाठी, नाट्यशास्त्र विश्वकोश (1-4 भाग), प्रतिभा प्रकाशन दिल्ली 1999
7. राधावल्लभ त्रिपाठी, भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन दिल्ली ।
8. ब्रजमोहन चतुर्वेदी, नाट्यशास्त्रम्, विद्यानिधि प्रकाशन दिल्ली, 2003
9. केशवरामसलगांवकर, संस्कृत नाट्य मीमांसा, परिमल प्रकाशन, दिल्ली ।
10. शिवशरण शर्मा, आचार्य भरत, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल ।

Additional Resources:

1. रामलखन शुक्ल, संस्कृत नाट्य कला, मोतीलाल बनारसीदास, नई दिल्ली, 1970
2. गोविन्द चन्द्र राय, नाट्यशास्त्र में रंगशालाओं के रूप, काशी, 1958
3. भानुशंकर मेहता, भरत नाट्यशास्त्र तथा आधुनिक प्रासंगिकता, वाराणसी ।
4. वाचस्पति मेहता, भारतीय नाट्य परम्परा एवं अभिनयदर्पण, इलाहाबाद, 1967
5. लक्ष्मी नारायण लाल, रंगमंच और नाटक की भूमिका, दिल्ली, 1965
6. लक्ष्मी नारायण गर्ग, भारत के लोकनाट्य, हाथरस संगीत कार्यालय, 1961
7. सीताराम चतुर्वेदी, भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, लखनऊ 1964
8. जगदीशचन्द्र माथुर, परम्पराशील नाट्य, बिहार राष्ट्रभाषा परिषद्, पटना, 1961
9. **C.B. Gupta, Indian Theatre, Varanasi, 1954.**
10. **R.K. Yajnick, Indian Theatre, London, 1933.**
11. **Tarla Mehta, Sanskrit Play Production in Ancient India, MLBD, Delhi, 1999.**
12. **Allardyce Nicoll, The Theatre and Dramatic Theory, London, 1962.**

[E] Teaching Learning Process:

1. This course is theoretical but requires a lot of practical understanding for which sufficient teaching hours have been provided in the syllabus.

2. For the theoretical part teachers shall read and explain each line and concepts clearly.
3. They shall discuss the practical aspects with the help of slides/sketches/PPT presentations so that students can have a real feel of how theory gets translated into practice.
4. Videos of dramas in Sanskrit (and from traditional Indian theatre forms in other Indian languages) must be shown and discussed to teach the theory of drama.
5. Teachers must give illustrations from Sanskrit dramas.
6. Aspects like types of dialogues and acting can even be enacted by students.

[F] Weekly Plan

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

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions -05 (from units-1 to 6)*	05 x 12 = 60
ii.	Short Notes-03 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Theatre, Acting, Āṅgika, Vācika, Sāttvika, Āhārya, Drama, vastu, netā, *Rasa*.

**DEPARTMENT OF ENGLISH
UNIVERSITY OF DELHI
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**Structure of BA Honours English
English for BA/ BCom/BSc Programme
and
English for BA(H)/BCom(H)/BSc (H)
under Learning Outcomes-based Curriculum Framework for Undergraduate Education**

SEMESTER 1

**Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A.
English Discipline and Generic Electives (GE)**

*Syllabus applicable for students seeking admission to the
BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF
w.e.f. the academic year 2019-20*

SEMESTER I B. A. & B. COM. PROGRAMME

CORE ENGLISH LANGUAGE

General Course Statement

1. The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.

2. **The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.**

As 98% of the BA & B.Com Programme students have done English in class 12, **streaming will be now based on their Class XII marks in English.** There will be three streams:

1. 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
 2. 60% and above up to 80%: **ENGLISH FLUENCY**
 3. Less than 60%: **ENGLISH PROFICIENCY**
- We have retained the present Delhi University Rule of streaming students who have done English up to Class X and Class VIII to ENGLISH FLUENCY and ENGLISH PROFICIENCY respectively to take care of the 2% who may not have done English up to Class XII
 - We have provided a 10% relaxation in Class XII English marks while streaming for students who have studied English Elective in class XII

The detailed syllabus with suggested readings, teaching plans, testing/evaluation pattern and learning outcomes for two semesters under CBCS is as follows:

ENGLISH LANGUAGE THROUGH LITERATURE I & II
ENGLISH FLUENCY I & II
ENGLISH PROFICIENCY I & II

A -- ENGLISH LANGUAGE THROUGH LITERATURE

Course Objectives

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

COURSE CONTENT FOR SEMESTERS I / II

Unit 1

Understanding Everyday Texts

This unit aims to help students understand that we are surrounded by texts So thinking about texts reading writing and comprehension are necessary life skills not merely language skills

Reading: Texts may include reportage open letters campaigns social reports etc Students will practice skimming scanning analysing interpreting

Writing: Descriptive passage making notes drafting points creating a program sheet paragraphs outlines drafts etc

Speaking: Make short presentations 2-3 minutes long showcasing their understanding of any topical issues

Listening and responding to short presentations

Grammar/Vocabulary: Tenses -- verb tenses and the ability to use them in a variety of contexts

Suggested Readings:

Edwards, Adrian 'Forced displacement worldwide at its highest in decades'

UNHCR.org [UNHCR http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#](http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#) Accessed 1 June 2018

Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network* 1 Jan 2018 <https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1 June 2018

Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph* 15 December 2017 <https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1 June 2018

'13 letters every parent every child should read on Children's Day' *The Indian Express* 10 November 2014 <http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1 June 2018

Unit 2

Understanding Drama

This unit focuses on dramatic texts centre human communication; the focus will be to see how speech is connected to character and situation

Reading one-act/short plays to identify different elements of drama characterization/ conflict/ plot etc

Writing: Rewriting dialogue for a character; writing an alternative playscript for a scene with stage directions; practicing expository writing; writing analytical pieces about the plays

Speaking: Learning to use one's voice and body to perform/enact a character

Listening: Watching plays live or recorded; studying why actors perform the way they do

Grammar/Vocabulary: Observing and learning the use of the first person/second person/third person address

Suggested Readings:

Lakshmi CS 'Ambai' 'Crossing the River' *Staging Resistance: Plays by Women in Translation* edited by Tutun Mukherjee Oxford: Oxford University Press 2005

Unit 3

Understanding Poetry

Poetic texts centre the use of language in clear and striking ways: students will learn how poetic language can help them attain brevity clarity depth and complexity in verbal and written expression

Reading poetry to identify tone imagery rhythm rhyme and use of tropes

Writing and reviewing poems with particular emphasis on formal elements; paraphrase and analysing poems to produce argumentative interpretations of poems

Speaking: reading poetry out loud as in poetry slam in order to listen to tone emphasis etc

Listening to others' poetry and preparing responses

Grammar/Vocabulary: Modifiers Synonyms Antonyms Homophones Simile Metaphor

Suggested Readings:

Angelou Maya 'Caged Bird' *The Complete Collected Poems of Maya Angelou* New York: Random House Inc 1994

Ezekiel Nissim 'Goodbye Party For Miss Pushpa TS' *Collected Poems* New Delhi: Oxford University Press 2005

Okara Gabriel 'Once Upon a Time' *Gabriel Okara: Collected Poems* Nebraska: University of Nebraska 2016

Lawrence DH 'Last Lesson of the Afternoon' *The Complete Poems of DH Lawrence* Hertfordshire: Wordsworth Editions 1994

Unit 4

Understanding Fiction

Narrative texts use language to recreate experience: students will learn how to order their experiences into meaningful narratives

Reading a short story to identify themes, plot, structure, characterisation and narrative voice

Rewriting the story from another perspective to redevelop plot and characters

Speaking discussing the formal elements of a piece of fiction of their choice

Listening to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm pauses punctuation etc

Grammar/Vocabulary: Imperatives Conditional Clauses Transitions

Suggested Readings:

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

[http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-
elephant-by-e-santhosh-kumar/](http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-
elephant-by-e-santhosh-kumar/) Accessed 1 June 2018

Mistry Rohinton 'The Ghost of Firozsha Baag' *Tales from FirozshaBagh* McClelland
& Stewart 1992

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

Unit 5

Creating Your Own Voice

This unit helps students understand that the creation of a unique personal voice is possible through an understanding of the mechanics of language. This section will study how different audiences lead us to modify what we wish to say so that our thoughts become accessible and communication is successful

Reading: Texts may include columns opinion and editorial pieces from newspapers magazines social media online news and e-zines

Writing: Examine the process of writing: drafting editing and revising; respond to what you are reading in the form of a personal essay preliminary forms can include social posts or blogs structured as brief personal essays

Speaking about thematically similar content to different audiences to help students understand how the listener affects form and content

Listening: Students' presentations can supply the core listening task; listen to texts on similar themes addressed to different audiences film clips from feature and documentary films; songs on the same theme

Grammar/Vocabulary: Register tone word choice

Suggested Readings:

[https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-
knowledge/](https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-
knowledge/) Accessed 18 July 2019

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

[https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-
over-broken-spine/](https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-
over-broken-spine/) Accessed 13 June 2018

TESTING AND EVALUATION

Internal Assessment: Of 20 marks 10 marks will be allocated for assessment of reading and writing assignments and 10 marks for assessment of speaking and listening test.

Semester I/II Final Examination 75 marks

Reading and Writing skills:

- Unseen comprehension passage 650 words to test reading comprehension critical thinking and vocabulary skills 15 marks
- Questions related to the suggested literary texts: to test awareness of literary form and context through comprehension testing 2 x 15 = 30 marks
- Questions testing composition skills: descriptive passage; personal essay; paraphrasing poem; re-writing story-ending etc. 2 x 10 = 20 marks

Grammar: Different grammar topics to be tested via exercises of editing/rewriting a given passage 10 marks

Teaching Plan

Week 1 – Introduction; Unit 1 --Understanding Everyday Texts

Week 2 – Unit 1 contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Understanding Drama

Week 5 – Unit 2 contd

Week 6 – Unit 2 contd

Week 7 – Unit 3 -- Understanding Poetry

Week 8 – Unit 3 contd

Week 9 – Unit 4 -- Understanding Fiction

Week 10 –Unit 4 contd

Week 11 –Unit 4 contd

Week 12 – Unit 5 -- Creating Your Own Voice

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd and summing up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Language through literature

Verbal and written texts

Social and ethical frameworks

Listening and reading comprehension

Argumentative descriptive and narrative writing styles

Confident self-expression

B -- ENGLISH FLUENCY

Course Objectives

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

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

COURSE CONTENTS FOR SEMESTERS I / II

Unit 1

In the University

Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles

- Introduce yourselves as individuals and as groups -- group discussion exercise. Take notes on your fellow students' introductions
- Introduce characters from the text you are reading via posters

Suggested Readings:

Tales of Historic Delhi by Premola Ghose Zubaan. 2011

Unit 2

In the domestic sphere

Diary/ Blog writing

Modifiers, Prepositions, Conjunctions

- Write a diary entry and convert it into a blog post

- Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

Suggested Readings:

‘The Lost Word’ by Esther Morgan From *New Writing*, ed. Penelope Lively and George Szirtes, Picador India, New Delhi, 2001.

Squiggle Gets Stuck: All About Muddled Sentences: Natasha Sharma. Puffin Young Zubaan. 2016.

Unit 3

In public places

CV Job applications

Tenses and concord

- Write the CV of a fictional character
- Write the perfect job application for your dream job

Suggested Readings:

‘Amalkanti’ by Nirendranath Chakrabarti From Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadkar and A.K. Ramanujan, OUP, New Delhi, 1994, pp 52-3.

Extract from *Bhimayana* Srividya Natarajan and S. Anand. Navayana Publications. pp 60-71.

Unit 4

In the State

Research -- Filing an FIR, making an RTI request, submitting a consumer complaint

Active & Passive voice; idioms

- Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
- Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

Suggested Readings:

Where the Wild Things Are by Maurice Sendak Random House UK, 2000.

rtionline.gov.in/index.php

consumerhelpline.gov.in/consumer-rights.php

www.jaagore.com/know-your-police/procedure-of-filing-fir

www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

Unit 5

Interface with Technology

Book/film reviews

Punctuation

- Write a review of a text you have read in class
- Record a collaborative spoken-word review of the latest film your group have all seen

Suggested Readings:

Priya's Shakti: Ram Devineni, Lina Srivastava and Dan Goldman. Rattapallax, 2014.

www.priyashakti.com/priyas_shakti/

Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." ThoughtCo, Jul. 3, 2019, [thoughtco.com/where-the-wild-things-are-maurice-sendak-626391](https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391).

Teaching Plan

Week 1 – Introduction & Unit 1 -- In the University

Week 2 – Unit 1 contd

Week 3 – Unit 2 --In the domestic sphere

Week 4 – Unit 2 contd

Week 5 – Unit 2 contd

Week 6 – Unit 3 --In public places

Week 7 – Unit 3 contd

Week 8 – Unit 3 contd

Week 9 – Unit 4 --In the State

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5 --Interface with Technology

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd & Summing Up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions

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Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Effective communication

Listening

Speaking

Reading and writing

Communicative tasks and activities

Familiar contexts

Professional contexts

Social contexts

Evaluation:

Internal assessment (25 marks)

Reading & Writing assignment(10 marks)

Oral listening & speaking test(10 marks)

Attendance: 5 marks

FINAL EXAM 75 marks

Semester I/II

Book or film review(15 marks)

Comprehension passage(15 marks)

RTI request or FIR(10 marks)

Dialogue or Interview(10 marks)

Diary or blog post(10 marks)

Proofreading/Punctuation passage(5 marks)

Note-making(5 marks)

Facebook or Twitter post(5 marks)

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Effective communication

Listening

Speaking

Reading

Writing

Communicative tasks and activities

Familiar context

Personal communication

Professional communication

Social communication

C ENGLISH PROFICIENCY

Course Objectives

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

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

COURSE CONTENTS FOR SEMESTER I / II

Unit 1

Reading and Comprehension - I

Note: The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is therefore imperative that for every unit learners should work through the whole range of tasks in the prescribed readings irrespective of the title of the unit.

- Short and simple passages from the prescribed books
- These texts are to be used to enhance reading and comprehension skills of learners through various textual tasks such as reading aloud, sentence completion, true / false activities, re-ordering jumbled sentences, identifying central ideas, supplying alternative titles, attempting short comprehension questions, etc.
- Learners are encouraged to exploit the recommended books beyond the prescribed sections

- The end-semester examination will include the testing of the comprehension of an unseen passage of an equivalent level

Suggested Readings:

A Foundation English Course for Undergraduates: Reader I, Delhi: Oxford University Press, 1991, pp. 1 - 36 Units 1 - 6

Everyday English Delhi: Pearson, 2005, pp. 1 - 15 Units 1 - 3 & 21 - 31 Units 5 - 6

Unit 2

Learning about words

Students cultivate the habit of using a dictionary to learn about words - their spelling, pronunciation, meaning, grammatical forms, usage, etc. Students are introduced to word associations, the relationships between words – synonyms, antonyms, homonyms, homophones. They learn the use of prefixes and suffixes; commonly confused words; phrasal verbs and idioms

The specific reading prescribed for this unit is to be used in conjunction with the vocabulary sections in the other recommended course texts, where activities like matching, sorting, and fill-in-the-blanks are used to engage the learners with words.

As a semester-long project the learners could be required to prepare 'mini-dictionaries' of their own, consisting of unfamiliar words they come across on a daily basis

Suggested Readings:

Everyday English Delhi: Pearson, 2005, pp. 36 - 43 Unit 8

Unit 3

Basic Grammar Rules - I

Subject-verb agreement; tenses; modals; articles; prepositions; conjunctions

The prescribed reading for this unit is to be supplemented by the grammar tasks contained in the other recommended course books to provide intensive practice to learners

Suggested Readings:

Developing Language Skills I, Delhi: Manohar, 1997, pp. 186 - 195 & 206 - 209 Units 2 3 & 5 of the 'Grammar' section

Unit 4

Writing Skills - I

This section will introduce students to the structure of a paragraph; they will write a short guided composition of up to 100 words. These skill is to be practised through activities such as supplying topic sentences to given paragraphs, completing given paragraphs, expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc

Relevant sections from the other recommended course books are to be used for this purpose in addition to the prescribed reading for this section

Suggested Readings:

Everyday English, Delhi: Pearson, 2005, pp. 21 - 31 Units 5 - 6

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1919, pp. 1 - 31 Units I - V

Unit 5

Conversing - I

Students will learn to listen to the sounds of English; the essentials of English pronunciation; conversational formulae used for greetings. After introducing themselves and others, students will learn correct modes of thanking, wishing well, apologizing, excusing oneself, asking for and giving information, making offers and requests, and giving orders.

In addition to the prescribed reading for this unit, the 'Speaking' sections at the end of the first five units of the *Everyday English* text should be used

Suggested Readings:

Developing Language Skills I, Delhi: Manohar, 1997, pp. 8 - 26 Units 1 - 5 of 'Oral Communication: Speech Patterns'

Teaching Plan

Teaching Learning Process

Since language skills can only be learnt and mastered through the teaching-learning process, instruction needs to be learner-centric. The class time is to be taken up with hands-on activities by learners, involving reading aloud / silently, speaking, listening, and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner tasks and providing stimulus, encouragement, and corrective inputs as and when necessary. The teacher is also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of the learners and to hone their skills.

Teaching Plan for Semester I / II

Week 1 – Introduction; *A Foundation English Course for Undergraduates: Reader I*, pp. 1 – 15
Units 1 - 3

Week 2 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 1 – 14 Unit I

Week 3 – *A Foundation English Course for Undergraduates: Reader I*, pp. 17 – 33 Units 4 – 6

Week 4 – *Developing Language Skills I*, pp. 186 – 189 Unit 2 of ‘Grammar’; *Everyday English*, pp. 1-9 Units 1 – 2

Week 5 – *Everyday English*, pp. 10 - 15 36 - 43 Units 3 & 8

Week 6 – *English at the Workplace II*, pp. 10 - 13 Unit 3; *Developing Language Skills I*, pp. 1 – 13 Units 1 & 2 of ‘Oral Communication: Speech Patterns’

Week 7 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 15 – 20 Unit II; *Everyday English*, pp. 21 - 27 Unit 5

Week 8 – *Everyday English*, pp. 28 - 31 Unit 6; *Developing Language Skills I*, pp. 18 – 21 Unit 4 of ‘Oral Communication: Speech Patterns’

Week 9 – *Developing Language Skills I*, pp. 189 – 195 Unit 3 of ‘Grammar’

Week 10 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 21 – 22 Unit III; *Developing Language Skills I*, pp. 14 – 18 Unit 3 of ‘Oral Communication: Speech Patterns’

Week 11 – *Developing Language Skills I*, pp. 21 - 26 Unit 5 of ‘Oral Communication: Speech Patterns’

Week 12 – *Developing Language Skills I*, pp. 206 – 208 Unit 5 of ‘Grammar’

Week 13 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 23 – 27 Unit IV

Week 14 - *A Foundation English Course for Undergraduates: Workbook I*, pp. 28 – 31 Unit V

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks

Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Note: The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

References

A Foundation English Course for Undergraduates: Reader I, Delhi: Oxford University Press, 1991

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1991

Everyday English, Delhi: Pearson, 2005

Developing Language Skills I, Delhi: Manohar, 1997

Additional Resources:

English at the Workplace, Delhi: Macmillan, 2006

Assessment Methods

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading comprehension, vocabulary, grammar, composition, and oral communication. The proposed weightage for these sections in the end-semester exam is as follows:

- Reading Comprehension - 25 marks
- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

Keywords

English proficiency

Reading

Writing

Speaking

Listening

Pronunciation

Comprehension

Vocabulary

Syntax

Grammar

Composition

Conversation

UNIVERSITY OF DELHI
DEPARTMENT OF MATHEMATICS
B.A. (Programme)

Learning Outcomes based Curriculum Framework (LOCF)

2019



Introduction

The modern citizen is routinely confronted by a maze of numbers and data of various forms in today's information-overload world. An increased knowledge of mathematics is essential to be able to make sense out of this. Mathematics is at the heart of many of today's advancements in economics, business, study of human behaviour, politics, science and technology. Studying mathematics along with social sciences can provide a firm foundation for further study in a variety of other disciplines. Students who have learned to logically question assertions, recognize patterns, and distinguish the essential and irrelevant aspects of problems can think deeply and precisely, nurture the products of their imagination to fruition, and share their ideas and insights

The design of the mathematical component in B.A. Programme seeks to balance a common intellectual foundation with opportunities to take advantage of the subject's diverse applications and hence create the connections between mathematics and other humanistic disciplines.

Learning outcomes of B.A. Programme:

A student opting for mathematics along with other humanity disciplines is able to:

- Solve problems using a broad range of significant mathematical techniques, including calculus, algebra, geometry, analysis, numerical methods, differential equations, probability and statistics along with hands-on-learning through CAS and LaTeX.
- Construct, modify and analyze mathematical models of systems encountered in disciplines such as economics, psychology, political sciences and sociology, assess the models' accuracy and usefulness, and draw contextual conclusions from them.
- Use mathematical, computational and statistical tools to detect patterns and model performance.
- Choose appropriate statistical methods and apply them in various data analysis problems.
- Use statistical software to perform data analysis.
- Have fundamental research design and mathematical/statistical skills needed to understand the acquired discipline specific knowledge.

SEMESTER WISE PLACEMENT OF MATHS COURSES FOR B.A. (PROG.)

Sem- ester	Core Course (12)	Ability Enhancement Compulsory Course (AEC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective Course (DSE) (4)
I	Calculus			
II	Algebra			
III	Analytic Geometry and Applied Algebra		SEC-1 Computer Algebra Systems	
IV	Analysis		SEC-2 Mathematical Typesetting System: LaTeX	
V			SEC-3 Transportation and Network Flow Problems	DSE-1 (i) Statistics OR (ii) Discrete Mathematics
VI			SEC-4 Statistical Software: R	DSE-2 (i) Numerical Methods OR (ii) Differential Equations

Semester-I

Paper I: Calculus

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

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.

Semester-II

Paper II: Algebra

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: Students will get conceptual understanding and the applicability of the subject matter. helps students to see how linear algebra can be applied to real-life situations. Modern concepts and notation are used to introduce the various aspects of linear equations, leading readers easily to numerical computations and applications.

Course Learning Outcomes: The course will enable the students to understand:

- i) Solving higher order algebraic equations.
- ii) Become aware of De Moivre's theorem and its applications.
- iii) Solving simultaneous linear equations with at most four unknowns.
- iv) Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.

Unit 1: Theory of Equations and Expansions of Trigonometric Functions

Fundamental Theorem of Algebra, Relation between roots and coefficients of n th degree equation, Remainder and factor theorem, Solutions of cubic and biquadratic equations, when some conditions on roots of the equation are given, Symmetric functions of the roots for cubic and biquadratic; De Moivre's theorem (both integral and rational index), Solutions of equations using trigonometry and De Moivre's theorem, Expansion for $\cos nx$, $\sin nx$ in terms of powers of $\cos x$, $\sin x$, and $\cos^n x$, $\sin^n x$, in terms of cosine and sine of multiples of x .

Unit 2: Matrices

Matrices, Types of matrices, Rank of a matrix, Invariance of rank under elementary transformations, Reduction to normal form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns up to four; Cayley–Hamilton theorem, Characteristic roots and vectors.

Unit 3: Groups, Rings and Vector Spaces

Integers modulo n , Permutations, Groups, Subgroups, Lagrange's theorem, Euler's theorem, Symmetry Groups of a segment of a line, and regular n -gons for $n = 3, 4, 5$, and 6 ; Rings and subrings in the context of $C[0,1]$ and \mathbb{Z}_n ; Definition and examples of a vector space, Subspace and its properties, Linear independence, Basis and dimension of a vector space.

References:

1. Beachy, J. A., & Blair, W. D. (2006). *Abstract Algebra* (3rd ed.). Waveland Press, Inc.
2. Burnside, William Snow (1979). *The Theory of Equations*, Vol. 1 (11th ed.) S. Chand & Co. Delhi. Fourth Indian Reprint.
3. Gilbert, William J., & Vanstone, Scott A. (1993). *Classical Algebra* (3rd ed.). Waterloo Mathematics Foundation, Canada.
4. Meyer, Carl D. (2000). *Matrix Analysis and Applied Linear Algebra*. Society for Industrial and Applied Mathematics (Siam).

Additional Readings:

- i. Dickson, Leonard Eugene (2009). *First Course in The Theory of Equations*. The Project

Gutenberg EBook (<http://www.gutenberg.org/ebooks/29785>).

- ii. Gilbert, William J. (2004). *Modern Algebra with Applications* (2nd ed.). Wiley-Interscience, John Wiley & Sons.

Teaching Plan (Paper-II: Algebra):

Weeks 1 and 2: Fundamental Theorem of Algebra (statement only), Relation between roots and coefficients of n th degree equation, Remainder and Factor Theorem, Solutions of cubic and biquadratic equations, when some conditions on roots of the equation are given.

[2] Chapter 3.

Week 3: Symmetric functions of the roots for cubic and biquadratic equations.

[2] Chapter 4.

Weeks 4 and 5: De Moivre’s theorem (both integral and rational index), Solutions of equations using trigonometry and De Moivre’s theorem, Expansion for $\cos nx, \sin nx$ in terms of powers of $\cos x, \sin x$, and $\cos^n x, \sin^n x$, in terms of cosine and sine of multiples of x .

[3] Sections 7.6, and 7.7.

Week 6: Matrices, Types of matrices, Introduction elementary transformations.

[4] Chapter 3 (Sections 3.2, 3.5, and 3.7)

Week 7: Rank of a matrix. Invariance of rank under elementary transformations.

[4] Section 3.9.

Week 8: Reduction to normal (Echelon) form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns up to four.

[4] Chapter 2 (Sections 2.1 to 2.5).

Week 9: Cayley–Hamilton theorem, Characteristic roots and vectors.

[4] Chapter 7 (Section 7.1, and Example 7.2.2)

Week 10: Integers modulo n , Permutations.

[1] Chapter 1 (Section 1.4), and Chapter 2 (Section 2.3).

Week 11: Groups, subgroups, Examples of groups, subgroups and simple theorems.

[1] Chapter 3 (Sections 3.1, and 3.2)

Week 12: Lagrange’s theorem, Euler’s theorem, Symmetry groups of a segment of a line, and regular n -gons for $n = 3, 4, 5$ and 6 ; Rings and subrings in the context of $C[0,1]$ and \mathbb{Z}_n .

[1] Chapter 3 (Sections 3.2, 3.3, and 3.6), and Chapter 5 (Section 5.1)

Weeks 13 and 14: Definition and examples of vector space, Subspace and its properties, Linear independence, Basis and dimension of a vector space.

[4] Chapter 4 (Sections 4.1, 4.3, and 4.4).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Solving higher order algebraic equations. Become aware of De Moivre’s theorem and its applications.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.	<ul style="list-style-type: none"> • Student presentations. • Participation in discussions. • Assignments and class tests.
2.	Solving simultaneous linear equations with at most four unknowns.		<ul style="list-style-type: none"> • Assignments and class tests.
3.	Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.	(iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.	<ul style="list-style-type: none"> • Mid-term examinations. • End-term examinations.

Keywords: Basis and dimension of vector space, Cayley–Hamilton theorem, Characteristic roots and vectors, Fundamental theorem of algebra, Linear dependence and independence, Lagrange’s theorem, Permutations, Rank of a matrix.

Semester-III

Paper III: Analytic Geometry and Applied Algebra

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The course aims at identifying curves and applying mathematical models in daily life problems, studying geometric properties of various conic sections. The purpose of this course is to strengthen the mathematical skills along with the algebraic skills and concepts to assure success in the algebra.

Course Learning Outcomes: The course will enable the students to:

- i) Learn concepts in two-dimensional geometry.
- ii) Identify and sketch conics namely, ellipse, parabola and hyperbola.
- iii) Learn about three-dimensional objects such as spheres, conicoids, straight lines and planes using vectors.
- iv) Understand various applications of algebra in design of experiments, modelling of matching jobs, checking spellings, network reliability and scheduling of meetings.

Unit 1: Geometry

Techniques for sketching parabola, ellipse and hyperbola, Reflection properties of parabola, ellipse, hyperbola and their applications to signals, Classification of quadratic equations representing lines, parabola, ellipse and hyperbola.

Unit 2: 3-Dimensional Geometry and Vectors

Rectangular coordinates in 3-dimensional space, Spheres, Cylindrical surfaces, Cones, Vectors viewed geometrically, Vectors in coordinate systems, Vectors determined by length and angle, Dot product, Cross product and their geometrical properties, Parametric equations of lines in plane, Planes in 3-dimensional space.

Unit 3: Applied Algebra

Latin squares, Table for a finite group as a Latin square, Latin squares as in design of experiments, Mathematical models for matching jobs, Spelling checker, Network reliability, Street surveillance, Scheduling meetings, Interval graph modelling and influence model, Pitcher pouring puzzle.

References:

1. Anton, Howard; Bivens, Irl & Davis, Stephen (2013). *Calculus* (10th ed.). Wiley India Pvt. Ltd. New Delhi. International Student Version. India. Reprint 2016.
2. Gulberg, Jan. (1997). *Mathematics from the Birth of Numbers*. W.W. Norton & Co.
3. Tucker, Alan (2012). *Applied Combinatorics* (6th ed.). John Wiley & Sons, Inc.

Additional Reading:

- i. Lidl, Rudolf & Pilz, Günter (1998). *Applied Abstract Algebra* (2nd ed.). Springer. Indian Reprint 2014.

Teaching Plan (Paper III: Analytic Geometry and Applied Algebra):

Weeks 1 to 3: Techniques for sketching parabola, ellipse and hyperbola with problem solving.

[1] Chapter 11 (Section 11.4).

Weeks 4 and 5: Reflection properties of parabola, ellipse and hyperbola, Classification of quadratic equation representing lines, parabola, ellipse and hyperbola, Rotation of axis second degree equations

[1] Chapter 11 (Sections 11.4, and 11.5).

Weeks 6 and 7: Rectangular coordinates in 3-dimensional space with problems, Spheres, Cylindrical surfaces, Cones.

[1] Chapter 12 (Section 12.1).

Weeks 8 and 9: Vectors in coordinate systems, Vectors viewed geometrically, Vectors determined by length and angle, Dot product, Cross product and their geometrical properties.

[1] Chapter 12 (Sections 12.3, and 12.4).

Weeks 10 and 11: Parametric equations of lines in plane, Planes in 3-dimensional space.

[1] Chapter 12 (Sections 12.4, 12.5).

Weeks 12 to 14: Latin squares, Table for a finite group as a Latin square, Latin squares as in design of experiments, Mathematical models for matching jobs, Spelling checker, Network reliability, Street surveillance, Scheduling meetings. Interval graph modelling and Influence model, Pitcher pouring puzzle.

[2] Chapter 5 (Page 195).

[3] Chapter 1 (Section 1.1, Examples 1 to 6), and Chapter 3 (Section 3.2, Example 3, Page 106).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Learn concepts in two-dimensional geometry. Identify and sketch conics namely, ellipse, parabola and hyperbola.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.	<ul style="list-style-type: none"> • Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Learn about three-dimensional objects such as spheres, conicoids, straight lines and planes using vectors.	(iii) Students to be given homework/assignments.	
3.	Understand various applications of algebra in design of experiments, modelling of matching jobs, checking spellings, network reliability and scheduling of meetings.	(iv) Students to be encouraged to give short presentations.	

Keywords: Latin squares, Parabola, Ellipse, Hyperbola, Pitcher pouring puzzle, Spelling checker.

Skill Enhancement Paper

SEC-1: Computer Algebra Systems

Total Marks: 100 (Theory: 38, Internal Assessment: 12, and Practical: 50)

Workload: 2 Lectures, 4 Practicals (per week) **Credits:** 4 (2+2)

Duration: 14 Weeks (28 Hrs. Theory + 56 Hrs. Practical) **Examination:** 2 Hrs.

Course Objectives: This course aims at providing basic knowledge to Computer Algebra Systems (CAS) and their programming language in order to apply them for plotting functions, finding roots to polynomials, computing limits and other mathematical tools.

Course Learning Outcomes: This course will enable the students to:

- i) Use CAS as a calculator and for plotting functions.
- ii) Understand the role of CAS finding roots of polynomials and solving general equations.
- iii) Employ CAS for computing limits, derivatives, and computing definite and indefinite integrals.
- iv) Use CAS to understand matrix operations and to find eigenvalues of matrices.

Unit 1: Introduction to CAS and Graphics

Computer Algebra Systems (CAS), Use of a CAS as a calculator, Simple programming in a CAS; Computing and plotting functions in 2D, Customizing plots, Animating plots; Producing table of values, Working with piecewise defined functions, Combining graphics.

Unit 2: Applications in Algebra

Factoring, Expanding and finding roots of polynomials, Working with rational and trigonometric functions, Solving general equations.

Unit 3: Applications of Calculus

Computing limits, First and higher order derivatives, Maxima and minima, Integration, Computing definite and indefinite integrals.

Unit 4: Working with Matrices

Performing Gaussian elimination, Operations (transpose, determinant, and inverse), Minors and cofactors, Solving systems of linear equations, Rank and nullity of a matrix, Eigenvalue, eigenvector and diagonalization.

References:

1. Bindner, Donald & Erickson, Martin. (2011). *A Student's Guide to the Study, Practice, and Tools of Modern Mathematics*. CRC Press, Taylor & Francis Group, LLC.
2. Torrence, Bruce F., & Torrence, Eve A. (2009). *The Student's Introduction to Mathematica®: A Handbook for Precalculus, Calculus, and Linear Algebra* (2nd ed.). Cambridge University Press.

Note: Theoretical and Practical demonstration should be carried out *only in one* of the CAS: Mathematica/MATLAB/Maple/Maxima/Scilab or any other.

Practicals to be done in the Computer Lab using CAS Software:

[1] Chapter 12 (Exercises 1 to 4 and 8 to 12).

[2] Chapter 3 [Exercises 3.2 (1), 3.3 (1, 2 and 4), 3.4 (1 and 2), 3.5 (1 to 4), 3.6 (2 and 3)].

[2] Chapter 4 (Exercises 4.1, 4.2, 4.5, 4.7 and 4.9).

[2] Chapter 5 [Exercises 5.1 (1), 5.3, 5.5, 5.6 (1, 2 and 4), 5.10 (1 and 3), 5.11 (1 and 2)].

[2] Chapter 7 [Exercises 7.1 (1), 7.2, 7.3 (2), 7.4 (1) and 7.6].

Teaching Plan (Theory of SEC-1: Computer Algebra Systems):

Weeks 1 and 2: Computer Algebra Systems (CAS), Use of a CAS as a calculator, Simple programming in a CAS.

[1] Chapter 12 (Sections 12.1 to 12.5).

Weeks 3 to 5: Computing and plotting functions in 2D, Customizing plots, Animating plots, Producing table of values, Working with piecewise defined functions, Combining graphics.

[2] Chapter 1, Chapter 3 (Sections 3.1 to 3.6, and 3.8)

Weeks 6 to 8: Factoring, Expanding and finding roots of polynomials, Working with rational and trigonometric functions, Solving general equations.

[2] Sections 4.1 to 4.3, 4.5 to 4.7, and 4.9.

Weeks 9 to 11: Computing limits, First and higher order derivatives, Maxima and minima, Integration, computing definite and indefinite integrals.

[2] Chapter 5 (Sections 5.1, 5.3, 5.5, 5.6, 5.10, and 5.11).

Weeks 12 to 14: Performing Gaussian elimination, Operations (transpose, determinant, and inverse), Minors and cofactors, Solving systems of linear equations, Rank and nullity of a matrix, Eigenvalue, eigenvector and diagonalization.

[2] Chapter 7 (Sections 7.1 to 7.4, and 7.6 to 7.8).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Use CAS as a calculator and for plotting functions.	(i) Each topic to be explained with illustrations and using CAS. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Understand the role of CAS finding roots of polynomials and solving general equations.		
3.	Employ CAS for computing limits, derivatives, and computing definite and indefinite integrals.		
4.	Use CAS to understand matrix operations and to find eigenvalues of matrices.		

Keywords: Computer Algebra Systems (CAS), CAS in graphics, CAS in algebra, CAS in calculus.

Semester-IV

Paper IV: Analysis

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The course aims at building an understanding of convergence of sequence and series of real numbers and various methods/tools to test their convergence. The course also aims at building understanding of the theory of Riemann integration.

Course Learning Outcomes: The course will enable the students to:

- i) Understand basic properties of the field of real numbers.
- ii) Examine continuity and uniform continuity of functions using sequential criterion.
- iii) Test convergence of sequence and series of real numbers.
- iv) Distinguish between the notion of integral as anti-derivative and Riemann integral.

Unit 1: Real numbers and Real Valued Functions

Algebraic and order properties of \mathbb{R} , Absolute value and the real line, Suprema and infima, The completeness and Archimedean property of \mathbb{R} ; Limit of functions, Sequential criterion for limits, Algebra of limits, Continuous functions, Sequential criterion for continuity and discontinuity, Properties of continuous functions, Uniform continuity.

Unit 2: Sequence and Series

Sequences and their limits, Convergent sequences, Limit theorems, Monotone sequences and their convergence, Subsequences, Cauchy sequence and convergence criterion; Infinite series and their convergence, Cauchy criterion for series, Positive term series, Comparison tests, Absolute and conditional convergence, Cauchy's n th root test, D'Alembert's ratio test, Raabe's test, Alternating series, Leibnitz test.

Unit 3: Riemann Integral

Riemann integral, Integrability of continuous and monotonic functions.

References:

1. Bartle, Robert G., & Sherbert, Donald R. (2015). *Introduction to Real Analysis* (4th ed.). Wiley India Edition.
2. Ross, Kenneth A. (2013). *Elementary Analysis: The Theory of Calculus* (2nd ed.). Undergraduate Texts in Mathematics, Springer. Indian Reprint.

Additional Readings:

- i. Bilodeau, Gerald G., Thie, Paul R., & Keough, G. E. (2010). *An Introduction to Analysis* (2nd ed.). Jones & Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.
- ii. Denlinger, Charles G. (2011). *Elements of Real Analysis*. Jones & Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.

Teaching Plan (Paper IV: Analysis):

Week 1: Algebraic and order properties of \mathbb{R} , Absolute value and the real line.

[1] Chapter 2 (Sections 2.1 and 2.2)

Weeks 2 and 3: Suprema and infima, The completeness properties of \mathbb{R} , Archimedean property of \mathbb{R} .

[1] Chapter 2 (Sections 2.3 and 2.4).

Weeks 4 and 5: Sequences and their limits, Convergent sequences, Limit theorems.

[1] Chapter 3 (Sections 3.1 and 3.2).

Week 6: Monotone sequences and monotone convergence theorem.

[1] Chapter 3 (Section 3.3).

Week 7: Subsequences, Cauchy sequence and Cauchy convergence criterion.

[1] Chapter 3 (Sections 3.4 [3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.4.6{(a), (b)}, 3.4.8 (Statement only) and 3.5 [up to 3.5.6]).

Weeks 8 and 9: Infinite series, Convergence of a series, n th term test, Cauchy's criterion for series, The p -series, Positive term series, Comparison tests, Absolute and conditional convergence.

[1] Chapter 3 (Section 3.7), Chapter 9 [Section 9.1 (9.1.1 and 9.1.2)].

Week 10: Cauchy's n th root test, D'Alembert's ratio test, Raabe's test, Alternating series, Leibnitz test.

[1] Chapter 9 [Sections 9.2 (Statements of tests only) and 9.3 (9.3.1 and 9.3.2)].

Week 11: Limit of functions, Sequential criterion for limits, Algebra of limits.

[1] Chapter 4 (Sections 4.1 and 4.2).

Week 12: Continuous functions, Sequential criterion for continuity and discontinuity, Boundedness theorem, Intermediate value theorem, Uniform continuity.

[1] Chapter 5 (Sections 5.1, 5.3, and 5.4 excluding continuous extension and approximation)

Week 13: Riemann integral: Upper and lower integrals, Riemann integrable functions.

[2] Chapter 6 (Section 32, only statement of the results up to Page 274, with Examples 1, and 2)

Week 14: Riemann integrability of continuous and monotone functions.

[2] Chapter 6 [Section 33 (33.1 and 33.2)].

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand basic properties of the field of real numbers. Examine continuity and uniform continuity of functions using sequential criterion.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions. (iii) Students to be given homework/assignments.	<ul style="list-style-type: none"> • Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Test convergence of sequence and series of real numbers.	(iv) Students to be encouraged to give short presentations.	
3.	Distinguish between the notion of integral as anti-derivative and Riemann integral.		

Keywords: Continuity, Cauchy convergence criterion, Convergence, Cauchy's n th root test, D'Alembert's ratio test, Intermediate value theorem, Riemann integral, Supremum, Uniform continuity.

Skill Enhancement Paper

SEC-2: Mathematical Typesetting System: LaTeX

Total Marks: 100 (Theory: 38, Internal Assessment: 12, and Practical: 50)

Workload: 2 Lectures, 4 Practicals (per week) **Credits:** 4 (2+2)

Duration: 14 Weeks (28 Hrs. Theory + 56 Hrs. Practical) **Examination:** 2 Hrs.

Course Objectives: The purpose of this course is to help you begin using LaTeX, a mathematical typesetting system designed for the creation of beautiful books – and especially for books that contain a lot of mathematics, complicated symbols and formatting.

Course Learning Outcomes: This course will enable the students to:

- i) Create and typeset a LaTeX document.
- ii) Typeset a mathematical document using LaTeX.
- iii) Learn about pictures and graphics in LaTeX.
- iv) Create beamer presentations.

Unit 1: Getting Started with LaTeX

Introduction to TeX and LaTeX, Creating and typesetting a simple LaTeX document, Adding basic information to documents, Environments, Footnotes, Sectioning, Displayed material.

Unit 2: Mathematical Typesetting

Accents and symbols; Mathematical typesetting (elementary and advanced): Subscript/Superscript, Fractions, Roots, Ellipsis, Mathematical symbols, Arrays, Delimiters, Multiline formulas, Putting one thing above another, Spacing and changing style in math mode.

Unit 3: Graphics and PSTricks

Pictures and graphics in LaTeX, Simple pictures using PSTricks, Plotting of functions.

Unit 4: Getting Started with Beamer

Beamer, Frames, Setting up beamer document, Enhancing beamer presentation.

References:

1. Bindner, Donald & Erickson, Martin. (2011). *A Student's Guide to the Study, Practice, and Tools of Modern Mathematics*. CRC Press, Taylor & Francis Group, LLC.
2. Lammport, Leslie (1994). *LaTeX: A Document Preparation System, User's Guide and Reference Manual* (2nd ed.). Pearson Education. Indian Reprint.

Additional Reading:

- i. Dongen, M. R. C. van (2012). *LaTeX and Friends*. Springer-Verlag.

Practicals to be done in the Computer Lab using a suitable LaTeX Editor:

[1] Chapter 9 (Exercises 4 to 10), Chapter 10 (Exercises 1, 3, 4, and 6 to 9), and Chapter 11 Exercises 1, 3, 4, 5).

Teaching Plan (Theory of SEC-2: Mathematical Typesetting System: LaTeX):

Weeks 1 to 3: Introduction to TeX and LaTeX, Creating and typesetting a simple LaTeX document, adding basic information to documents, Environments, Footnotes, Sectioning, Displayed material.

[1] Chapter 9 (Sections 9.1 to 9.5).

[2] Chapter 2 (Sections 2.1 to 2.5).

Weeks 4 to 7: Accents and symbols; Mathematical typesetting (elementary and advanced): Subscript/Superscript, Fractions, Roots, Ellipsis, Mathematical symbols, Arrays, Delimiters, Multiline formulas, Putting one thing above another, Spacing and changing style in math mode.

[1] Chapter 9 (Sections 9.6, and 9.7).

[2] Chapter 3 (Sections 3.1 to 3.3).

Weeks 8 to 11: Pictures and graphics in LaTeX, Simple pictures using PS Tricks, Plotting of functions.

[1] Chapter 9 (Section 9.8), and Chapter 10 (Sections 10.1 to 10.3)

[2] Chapter 7 (Sections 7.1, and 7.2)

Weeks 12 to 14: Beamer, Frames, Setting up beamer document, Enhancing beamer presentation.

[1] Chapter 11 (Sections 11.1 to 11.4)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Create and typeset a LaTeX document.	(i) Topics to be explained using LaTeX editor.	• Presentations and class discussions.
2.	Typeset a mathematical document using LaTeX.	(ii) Students to be given homework/assignments.	• Assignments and class tests.
3.	Learn about pictures and graphics in LaTeX.	(iii) Students to be encouraged to look for new applications.	• Mid-term examinations.
4.	Create beamer presentations.		• Practical examinations. • End-term examinations.

Keywords: LaTeX, Mathematical typesetting, PSTricks, Beamer.

Semester-V

Skill Enhancement Paper

SEC-3: Transportation and Network Flow Problems

Total Marks: 100 (Theory: 55, Internal Assessment: 20, and Practical: 25)

Workload: 3 Lectures, 2 Practicals (per week) **Credits:** 4 (3+1)

Duration: 14 Weeks (42 Hrs. Theory + 28 Hrs. Practical) **Examination:** 3 Hrs.

Course Objectives: This course aims at providing applications of linear programming to solve real-life problems such as transportation problem, assignment problem, shortest-path problem, minimum spanning tree problem, maximum flow problem and minimum cost flow problem.

Course Learning Outcomes: This course will enable the students to:

- i) Formulate and solve transportation problems.
- ii) Learn to solve assignment problems using Hungarian method.
- iii) Solve travelling salesman problem.
- iv) Learn about network models and various network flow problems.
- v) Learn about project planning techniques namely, CPM and PERT.

Unit 1: Transportation Problems

Transportation problem and its mathematical formulation, North West corner method, Least cost method and Vogel's approximation method for determination of starting basic feasible solution, Algorithm for solving transportation problem.

Unit 2: Assignment and Traveling Salesperson Problems

Assignment problem and its mathematical formulation, Hungarian method for solving assignment problem, Traveling salesperson problem.

Unit 3: Network Models

Network models, Minimum spanning tree algorithm, Shortest-route problem, Maximum flow model.

Unit 4: Project Management with CPM/PERT

Project network representation, CPM and PERT.

References:

1. Hillier, Frederick S., & Lieberman, Gerald J. (2017). *Introduction to Operations Research* (10th ed.). McGraw Hill Education (India) Pvt. Ltd. New Delhi.
2. Taha, Hamdy A. (2007). *Operations Research: An Introduction* (8th ed.). Pearson Education India. New Delhi.

Additional Reading:

- i. Bazaraa, Mokhtar S., Jarvis, John J., & Sherali, Hanif D. (2010). *Linear Programming and Network Flows* (4th ed.). John Wiley & Sons.

Practicals to be done in the Computer Lab using a suitable Software:

Use TORA/Excel spreadsheet to solve transportation problem, Assignment problem, Traveling salesperson problem, Shortest-route problem, Minimum spanning tree algorithm, Maximum flow model, CPM and PERT calculations of exercises from the Chapters 5 and 6 of [2].

[1] Case 9.1: Shipping Wood to Market, and Case 9.3: Project Pickings.

Teaching Plan (Theory of SEC-3: Transportation and Network Flow Problems):

Weeks 1 to 4: Transportation problem and its mathematical formulation, North West corner method, least cost method and Vogel’s approximation method for determination of starting basic feasible solution. Algorithm for solving transportation problem.

[2] Chapter 5 (Sections 5.1, and 5.3).

Weeks 5 to 7: Assignment problem and its mathematical formulation, Hungarian method for solving assignment problem, traveling salesperson problem.

[2] Sections 5.4, and 9.3.

Weeks 8 to 11: Network models, minimum spanning tree algorithm, shortest-route problem, maximum flow model.

[2] Chapter 6 (Sections 6.1 to 6.4).

Weeks 12 to 14: Project network, CPM and PERT.

[2] Chapter 6 (Section 6.5).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Formulate and solve transportation problems.	(i) Topics to be explained with illustrations using TORA/Excel. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Learn to solve assignment problems using Hungarian method. Solve travelling salesman problem.		
3.	Learn about network models and various network flow problems.		
4.	Learn about project planning techniques namely, CPM and PERT.		

Keywords: Transportation problem, Assignment problem, Traveling salesperson problem, Network flows, CPM, PERT.

Mathematics: Discipline Specific Elective (DSE) Course -1

Any *one* of the following:

DSE-1 (i): Statistics

DSE-1 (ii): Discrete Mathematics

DSE-1 (i): Statistics

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The course aims at building a strong foundation of theory of statistical distributions as well as understanding some of the most commonly used distributions. The course also aims to equip the students to analyze, interpret and draw conclusions from the given data.

Course Learning Outcomes: The course will enable the students to:

- i) Determine moments and distribution function using moment generating functions.
- ii) Learn about various discrete and continuous probability distributions.
- iii) Know about correlation and regression for two variables, weak law of large numbers and central limit theorem.
- iv) Test validity of hypothesis, using Chi-square, F and t-tests, respectively in sampling distributions.

Unit 1: Probability, Random Variables and Distribution Functions

Sample space, Events, Probability Classical, Relative frequency and axiomatic approaches to probability, Theorems of total and compound probability; Conditional probability, Independent events, Baye's Theorem; Random variables (discrete and continuous), Probability distribution, Expectation of a random variable, Moments, Moment generating functions.

Unit 2: Discrete and Continuous Probability Distributions

Discrete and continuous distribution, Binomial, Poisson, Geometric, Normal and exponential distributions, Bivariate distribution, Conditional distribution and marginal distribution, Covariance, Correlation and regression for two variables, Weak law of large numbers and central limit theorem for independent and identically distributed random variables.

Unit 3: Sampling Distributions

Statistical inference: Definitions of random sample, Parameter and statistic, Sampling distribution of mean, Standard error of sample mean; Mean, variance of random sample from a normal population; Mean, variance of random sample from a finite population; Chi-square distribution, F distribution and t distribution, Test of hypotheses based on a single sample.

References:

1. Devore, Jay L., & Berk, Kenneth N. (2007). *Modern Mathematical Statistics with Applications*. Thomson Brooks/Cole.
2. Miller, Irvin & Miller, Marylees (2006). John E. Freund's: *Mathematical Statistics with Applications* (7th ed.). Pearson Education, Asia.

Additional Readings:

- i. Hayter, Anthony (2012). *Probability and Statistics for the Engineers and Scientists* (4th ed.). Brooks/Cole, Cengage Learning.
- ii. Mood, Alexander M., Graybill, Franklin A., & Boes, Duane C. (1974). *Introduction to the Theory of Statistics* (3rd ed.). McGraw-Hill Inc. Indian Reprint 2017.
- iii. Rohtagi, Vijay K., & Saleh, A. K. Md. E. (2001). *An Introduction to Probability and Statistics* (2nd ed.). John Wiley & Sons, Inc. Wiley India Edition 2009.

Teaching Plan (DSE-1 (i): Statistics):

Week 1: Sample space, Events, Probability Classical, Relative frequency and axiomatic approaches to probability, Theorems of total and compound probability.

[1] Chapter 2 (Sections 2.1 to 2.3).

Week 2: Conditional probability, Independent events, Baye’s theorem.

[1] Sections 2.4, and 2.5.

Week 3: Random Variables, Discrete and continuous random variables, Probability distribution functions discrete random variables, p.m.f, c.d.f, Expectation, Moments, Moment generating functions of discrete random variables.

[1] Chapter 3 (Sections 3.1 to 3.4).

Week 4: Probability Distribution functions continuous random variables, p.d.f, c.d.f, Expectation, Moments, Moment generating functions of continuous random variables.

[1] Sections 4.1, and 4.2.

Week 5: Discrete distribution: Binomial distribution and its m.g.f., Discrete distribution: Poisson and its m.g.f.

[1] Chapter 3 (Sections 3.5, and 3.7).

Week 6: Geometric distribution, Continuous distribution: Normal and its m.g.f.

[1] Chapter 3 (Sections 3.2, and 3.6, excluding negative binomial distribution)

[1] Chapter 4 (Section 6.5)

Weeks 7 and 8: Exponential distribution and its “memoryless” property, Bivariate distribution, conditional distribution and marginal distribution, Covariance, Correlation and regression.

[1] Chapter 4 (Section 4.3 Pages 193 to 196), and Chapter 5 (Sections 5.1 Exclude more than two variables, 5.2, and 5.3 omit bivariate normal distribution)

Week 9: Weak law of large numbers and central limit theorem for independent and identically distributed random variables.

[1] Chapter 6 (Section 6.2).

Weeks 10 and 11: Definitions of random sample, Parameter and statistic, Sampling distribution of mean, Standard error of sample mean, Mean, variance of random sample from a normal population, Mean, variance of random sample from a finite population.

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

Week 12: Chi-square distribution, t- distribution and F- distribution.

[1] Chapter 6 (Section 6.4).

Weeks 13 and 14: Test of hypotheses based on a single sample.

[1] Chapter 9 (Sections 9.1 to 9.4).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Determine moments and distribution function using moment generating functions.	(i) Each topic to be explained with examples.	<ul style="list-style-type: none"> • Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term
2.	Learn about various discrete and continuous probability distributions.	(ii) Students to be involved in discussions and encouraged to ask questions.	
	Know about correlation and	(iii) Students to be given	

	regression for two variables, weak law of large numbers and central limit theorem.	homework/assignments. (iv) Students to be encouraged to give short presentations.	examinations. • End-term examinations.
3.	Test validity of hypothesis, using Chi-square, F and t-tests, respectively in sampling distributions.		

Keywords: Bayes theorem, Binomial, Poisson, Geometric, Normal and exponential distributions, Central limit theorem, Chi-square distribution, F-distribution and t-distribution, Correlation and regression for two variables, Moments and moment generating functions, Weak law of large numbers.

DSE-1 (ii): Discrete Mathematics

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. The mathematics of modern computer science is built almost entirely on discrete math, in particular Boolean algebra and graph theory. The aim of this course is to make the students aware of the fundamentals of lattices, Boolean algebra and graph theory.

Course Learning Outcomes: The course will enable the students to understand:

- i) Learn about partial ordering of sets and various types of lattices.
- ii) Learn about Boolean algebra and switching circuits with Karnaugh maps.
- iii) Know about basics of graph theory and four color map problem.

Unit 1: Partial Ordering

Definition, Examples and properties of posets, Maps between posets, Algebraic lattice, Lattice as a poset, Duality principle, Sublattice, Hasse diagrams; Products and homomorphisms of lattices, Distributive lattice, Complemented lattice.

Unit 2: Boolean Algebra and Switching Circuits

Boolean algebra, Boolean polynomial, CN form, DN form; Simplification of Boolean polynomials, Karnaugh diagram; Switching circuits and its applications, Finding CN form and DN form.

Unit 3: Graph Theory

Graphs, Subgraph, Complete graph, Bipartite graph, Degree sequence, Euler's theorem for sum of degrees of all vertices, Eulerian circuit, Seven bridge problem, Hamiltonian cycle, Adjacency matrix, Dijkstra's shortest path algorithm (improved version), Digraphs; Definitions and examples of tree and spanning tree, Kruskal's algorithm to find the minimum spanning tree; Planar graphs, Coloring of a graph and chromatic number.

Reference:

1. Rosen, Kenneth H. (2011). *Discrete Mathematics and its Applications with Combinatorics and Graph Theory* (7th ed.). McGraw-Hill Education Private Limited. Special Indian Edition.

Additional Readings:

- i. Goodaire, Edgar G. & Parmenter, Michael M. (2011). *Discrete Mathematics with Graph Theory* (3rd ed.). Pearson Education (Singapore) Pvt. Ltd. Indian Reprint.
- ii. Hunter, David J. (2017). *Essentials of Discrete Mathematics* (3rd ed.). Jones & Bartlett Learning, LLC.
- iii. Lidl, Rudolf & Pilz, Günter (1998). *Applied Abstract Algebra* (2nd ed.). Springer. Indian Reprint 2014.

Teaching plan (DSE-1 (ii): Discrete Mathematics):

Week 1: Definition, Examples and properties of posets, Maps between posets.

[1] Chapter 7 (Sections 7.5, and 7.6, Pages 493 to 511)

Weeks 2 and 3: Algebraic lattice, Lattice as a poset, Duality principle, Sublattice, Hasse diagrams; Products and homomorphisms of lattices, Distributive lattice, Complemented lattice.

- [1] Chapter 7 (Section 7.6, Pages 511 to 521)
- Week 4:** Boolean algebra, Boolean polynomial, CN form, DN form.
[1] Chapter 10 (Sections 10.1, and 10.2, Pages 687 to 698)
- Week 5:** Simplification of Boolean polynomials, Karnaugh diagram.
[1] Chapter 10 (Section 10.4, Pages 704 to 718)
- Week 6:** Switching circuits and its applications, Finding CN form and DN form.
[1] Chapter 10 (Section 10.3, Pages 698 to 704)
- Week 7:** Graphs, Subgraph, Complete graph, Bipartite graph,
[1] Chapter 8 (Sections 8.1, and 8.2, Pages 527 to 549)
- Week 8:** Degree sequence, Euler's theorem for sum of degrees of all vertices.
[1] Chapter 8 (Sections 8.3, and 8.4, Pages 549 to 571)
- Week 9:** Eulerian circuit, Seven bridge problem, Hamiltonian cycle.
[1] Chapter 8 (Section 8.5, Pages 571 to 584)
- Week 10:** Adjacency matrix, Dijkstra's shortest path algorithm (improved version), Digraphs.
[1] Chapter 8 (Section 8.6, Pages 585 to 595)
- Week 11 and 12:** Definitions and examples of tree and spanning tree.
[1] Chapter 9 [Sections 9.1 (Pages 623 to 634), 9.3, and 9.4 (Pages 649 to 673)]
- Week 13:** Kruskal's algorithm to find the minimum spanning tree.
[1] Chapter 9 (Section 9.5, Pages 675 to 680)
- Week 14:** Planar graphs, coloring of a graph and chromatic number.
[1] Chapter 8 (Section 8.7, and 8.8, Pages 595 to 613).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Learn about partial ordering of sets and various types of lattices.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions. (iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.	<ul style="list-style-type: none"> • Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Learn about Boolean algebra and switching circuits with Karnaugh maps.		
3.	Know about basics of graph theory and four color map problem.		

Keywords: CN and DN form, Digraphs and planar graphs, Distributive and complemented lattice, Eulerian circuit, Karnaugh diagram, Posets and its lattices, Seven bridge problem, Switching circuits and its applications.

Semester-VI
Skill Enhancement Paper
SEC-4: Statistical Software: R

Total Marks: 100 (Theory: 38, Internal Assessment: 12, and Practical: 50)

Workload: 2 Lectures, 4 Practicals (per week) **Credits:** 4 (2+2)

Duration: 14 Weeks (28 Hrs. Theory + 56 Hrs. Practical) **Examination:** 2 Hrs.

Course Objectives: The purpose of this course is to help you begin using **R**, a powerful free software program for doing statistical computing and graphics. It can be used for exploring and plotting data, as well as performing statistical tests.

Course Learning Outcomes: This course will enable the students to:

- i) Be familiar with **R** syntax and use **R** as a calculator.
- ii) Understand the concepts of objects, vectors and data types.
- iii) Know about summary commands and summary table in **R**.
- iv) Visualize distribution of data in **R** and learn about normality test.
- v) Plot various graphs and charts using **R**.

Unit 1: Getting Started with R - The Statistical Programming Language

Introducing **R**, using **R** as a calculator; Explore data and relationships in **R**; Reading and getting data into **R**: combine and scan commands, viewing named objects and removing objects from **R**, Types and structures of data items with their properties, Working with history commands, Saving work in **R**; Manipulating vectors, Data frames, Matrices and lists; Viewing objects within objects, Constructing data objects and their conversions.

Unit 2: Descriptive Statistics and Tabulation

Summary commands: Summary statistics for vectors, Data frames, Matrices and lists; Summary tables.

Unit 3: Distribution of Data

Stem and leaf plot, Histograms, Density function and its plotting, The Shapiro–Wilk test for normality, The Kolmogorov–Smirnov test.

Unit 4: Graphical Analysis with R

Plotting in **R**: Box-whisker plots, Scatter plots, Pairs plots, Line charts, Pie charts, Cleveland dot charts, Bar charts; Copy and save graphics to other applications.

References:

1. Bindner, Donald & Erickson, Martin. (2011). *A Student's Guide to the Study, Practice, and Tools of Modern Mathematics*. CRC Press, Taylor & Francis Group, LLC.
2. Gardener, M. (2012). *Beginning R: The Statistical Programming Language*, Wiley Publications.

Additional Reading:

- i. Verzani, John (2014). *Using R for Introductory Statistics* (2nd ed.). CRC Press, Taylor & Francis Group.

Practicals to be done in the Computer Lab using Statistical Software R:

[1] Chapter 14 (Exercises 1 to 3). [2] Relevant exercises of Chapters 2 to 5, and 7.

Note: The practical may be done on the database to be downloaded from <https://data.gov.in/>

Teaching Plan (Theory of SEC-4: Statistical Software: R):

Weeks 1 to 3: Introducing R, using R as a calculator; Explore data and relationships in R, Reading and getting data into R: Combine and scan commands, viewing named objects and removing objects from R, Types and structures of data items with their properties, Working with history commands, Saving work in R.

[1] Chapter 14 (Sections 14.1 to 14.4).

[2] Chapter 2.

Weeks 4 and 5: Manipulating vectors, Data frames, Matrices and lists; Viewing objects within objects, Constructing data objects and their conversions.

[2] Chapter 3.

Weeks 6 to 8: Summary commands: Summary statistics for vectors, Data frames, Matrices and lists; Summary tables.

[2] Chapter 4.

Weeks 9 to 11: Stem and leaf plot, Histograms, Density function and its plotting, The Shapiro–Wilk test for normality, The Kolmogorov-Smirnov test.

[2] Chapter 5.

Weeks 12 to 14: Plotting in R: Box-whisker plots, Scatter plots, Pairs plots, Line charts, Pie charts, Cleveland dot charts, Bar charts; Copy and save graphics to other applications.

[1] Chapter 14 (Section 14.7).

[2] Chapter 7.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Be familiar with R syntax and use R as a calculator. Understand the concepts of objects, vectors and data types.	(i) Topics to be explained with illustrations using R software. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	<ul style="list-style-type: none"> • Presentations and participation in discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Know about summary commands and summary table in R.		
3.	Visualize distribution of data in R and learn about normality test.		
4.	Plot various graphs and charts using R.		

Keywords: Objects, Vectors, Data types, Summary commands, Shapiro–Wilk test, Bar charts.

Mathematics: DSE–2

Any *one* of the following:

DSE-2 (i): Numerical Methods

DSE-2 (ii): Differential Equations

DSE-2 (i): Numerical Methods

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The goal of this paper is to acquaint students for the study of certain algorithms that uses numerical approximation for the problems of solving polynomial equations, transcendental equations, linear system of equations, interpolation, and problems of ordinary differential equations.

Course Learning Outcomes: After completion of this course, students will be able to:

- i) Find the consequences of finite precision and the inherent limits of numerical methods.
- ii) Appropriate numerical methods to solve algebraic and transcendental equations.
- iii) Solve first order initial value problems of ordinary differential equations numerically using Euler methods.

Unit 1: Errors and Roots of Transcendental and Polynomial Equations

Floating point representation and computer arithmetic, Significant digits; Errors: Roundoff error, Local truncation error, Global truncation error, Order of a method, Convergence and terminal conditions; Bisection method, Secant method, Regula–Falsi method, Newton–Raphson method.

Unit 2: Algebraic Linear Systems and Interpolation

Gaussian elimination method (with row pivoting), Gauss–Jordan method; Iterative methods: Jacobi method, Gauss–Seidel method; Interpolation: Lagrange form, Newton form, Finite difference operators, Gregory–Newton forward and backward difference interpolations, Piecewise polynomial interpolation (Linear and quadratic).

Unit 3: Numerical Differentiation, Integration and ODE

Numerical differentiation: First and second order derivatives, Richardson extrapolation method; numerical integration: Trapezoidal rule, Simpson’s rule; Ordinary differential equation: Euler’s method, Modified Euler’s methods (Heun’s and midpoint).

References:

1. Chapra, Steven C. (2018). *Applied Numerical Methods with MATLAB for Engineers and Scientists* (4th ed.). McGraw-Hill Education.
2. Fausett, Laurene V. (2009). *Applied Numerical Analysis Using MATLAB*. Pearson. India.
3. Jain, M. K., Iyengar, S. R. K., & Jain R. K. (2012). *Numerical Methods for Scientific and Engineering Computation* (6th ed.). New Age International Publishers. Delhi.

Additional Reading:

- i. Bradie, Brian (2006). *A Friendly Introduction to Numerical Analysis*. Pearson Education India. Dorling Kindersley (India) Pvt. Ltd. Third Impression, 2011.

Teaching Plan (DSE-2(i): Numerical Methods):

Weeks 1 and 2: Floating point representation and computer arithmetic, Significant digits; Errors: Roundoff error, Local truncation error, Global truncation error; Order of a method, Convergence and terminal conditions.

[2] Chapter 1 (Sections 1.2.3, 1.3.1, and 1.3.2).

[3] Chapter 1 (Sections 1.2, 1.3).

Week 3 and 4: Bisection method, Secant method, Regula–Falsi method, Newton–Raphson method.

[2] Chapter 2 (Sections 2.1 to 2.3).

[3] Chapter 2 (Sections 2.2 and 2.3).

Week 5: Gaussian elimination method (with row pivoting), Gauss–Jordan method; Iterative methods: Jacobi method, Gauss–Seidel method.

[2] Chapter 3 (Sections 3.1, and 3.2), Chapter 6 (Sections 6.1, and 6.2)

[3] Chapter 3 (Sections 3.2, and 3.4)

Week 6: Interpolation: Lagrange form, and Newton form.

[2] Chapter 8 (Section 8.1).

[3] Chapter 4 (Section 4.2)

Weeks 7 and 8: Finite difference operators, Gregory–Newton forward and backward difference interpolations.

[3] Chapter 4 (Sections 4.3, and 4.4).

Week 9: Piecewise polynomial interpolation: Linear and quadratic.

[2] Chapter 8 [Section 8.3 (8.3.1, and 8.3.2)].

[1] Chapter 18 (Sections 18.1 to 18.3)

Weeks 10, 11 and 12: Numerical differentiation: First and second order derivatives, Richardson extrapolation method; Numerical integration: Trapezoidal rule, Simpson’s rule.

[2] Chapter 11 [Sections 11.1 (11.1.1, 11.1.2 and 11.1.4), and 11.2 (11.2.1, and 11.2.2)]

Weeks 13 and 14: Ordinary differential equations: Euler’s method, Modified Euler’s methods (Heun’s and midpoint).

[1] Chapter 22 (Sections 22.1, 22.2 (up to Page 583) and 22.3).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Find the consequences of finite precision and the inherent limits of numerical methods.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions. (iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.	<ul style="list-style-type: none"> • Presentations and participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Appropriate numerical methods to solve algebraic and transcendental equations.		
3.	Solve first order initial value problems of ordinary differential equations numerically using Euler methods.		

Keywords: Bisection method, Euler’s method, Gauss–Jordan method, Gauss–Seidel method, Jacobi method, Newton–Raphson method, Regula–Falsi method, Richardson extrapolation method, Secant method and Simpson’s rule.

DSE-2 (ii): Differential Equations

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course objectives: The course aims at introducing ordinary and partial differential equations to the students and finding their solutions using various techniques with the tools needed to model complex real-world situations.

Course learning outcomes: The course will enable the students to:

- i) Solve ODE's and know about Wronskian and its properties.
- ii) Method of variation of parameters and total differential equations.
- iii) Solve linear PDE's of first order.
- iv) Understand Lagrange's and Charpit's methods for solving nonlinear PDE's of first order.

Unit1: Ordinary Differential Equations

First order exact differential equations including rules for finding integrating factors, First order higher degree equations solvable for x , y , p and Clairut's equations; Wronskian and its properties, Linear homogeneous equations with constant coefficients; The method of variation of parameters; Euler's equations; Simultaneous differential equations; Total differential equations.

Unit 2: Linear Partial Differential Equations

Order and degree of partial differential equations, Concept of linear partial differential equations, Formation of first order partial differential equations, Linear partial differential equations of first order and their solutions.

Unit 3: Non-linear Partial Differential Equations

Concept of non-linear partial differential equations, Lagrange's method, Charpit's method, classification of second order partial differential equations into elliptic, parabolic and hyperbolic through illustrations only.

References:

1. Ross, Shepley L. (1984). *Differential Equations* (3rd ed.). John Wiley & Sons, Inc.
2. Sneddon, I. N. (2006). *Elements of Partial Differential Equations*, Dover Publications. Indian Reprint.

Additional Readings:

- i. Anton, Howard, Bivens, Irl, & Davis, Stephen (2013). *Calculus* (10th ed.). John Wiley & Sons Singapore Pvt. Ltd. Reprint (2016) by Wiley India Pvt. Ltd. Delhi.
- ii. Brannan, James R., Boyce, William E., & McKibben, Mark A. (2015). *Differential Equations: An Introduction to Modern Methods and Applications* (3rd ed.). John Wiley & Sons, Inc.

Teaching Plan (DSE-2 (ii): Differential Equations):

Weeks 1 and 2: First order exact differential equations including rules for finding integrating factors.

[1] Chapter 2 (Section 2.1).

Weeks 3 and 4: First order higher degree equations solvable for x , y , p and Clairut's equations.

[1] Chapter 2 (Sections 2.2, and 2.3).

Weeks 5 and 6: Wronskian and its properties, Linear homogeneous equations with constant coefficients.

[1] Chapter 4 (Sections 4.1, and 4.2).

Week 7: The method of variation of parameters, Euler's equations.

[1] Sections 4.3, and 4.4.

Week 8: Simultaneous differential equations, Total differential equations.

[2] Chapter 1 (Sections 2, 3, 5, and 6)

Week 9: Order and degree of partial differential equations, Concept of linear partial differential equations, Formation of first order partial differential equations.

[2] Chapter 2 (Section 1.2).

Weeks 10 and 11: Statement of Theorem 2 with applications, Linear partial differential equations of first order and their solutions.

[2] Chapter 2 (Sections 3, 4, 5, and 6).

Week 12: Statements of Theorems 4, 5, and 6 with applications, Concept of non-linear partial differential equations, Lagrange's method.

[2] Chapter 2 (Sections 7, 8, and 9).

Weeks 13 and 14: Charpit's method, Classification of second order partial differential equations into elliptic, Parabolic and hyperbolic through illustrations only.

[2] Chapter 2 (Section 10), and Chapter 3 (Sections 1, and 5).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Solve ODE's and know about Wronskian and its properties. Method of variation of parameters and total differential equations.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.	<ul style="list-style-type: none"> • Presentations and participation in discussions. • Assignments and class tests.
2.	Solve linear PDE's of first order.	(iii) Students to be given homework/assignments.	<ul style="list-style-type: none"> • Mid-term examinations.
3.	Understand Lagrange's and Charpit's methods for solving nonlinear PDE's of first order.	(iv) Students to be encouraged to give short presentations.	<ul style="list-style-type: none"> • End-term examinations.

Keywords: Charpit's method, Clairut's equations, Euler's equations, Lagrange's method, Wronskian and its properties.

Acknowledgments

The following members were actively involved in drafting the LOCF syllabus of B.A. (Programme), University of Delhi.

Head

- C.S. Lalitha, Department of Mathematics

Coordinator

- Hemant Kumar Singh, Department of Mathematics

Committee Members

- Sarla Bhardwaj (Dr. Bhim Rao Ambedkar College)
- Anuradha Gupta (Delhi College of Arts and Commerce)
- A.R. Prasannan (Maharaja Agrasen College)

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY

1ST SEMESTER PAPERS

B.A. HISTORY HONOURS
DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Course Content:

Unit I: Reconstructing ancient Indian history

- [a] The Indian subcontinent: landscapes and environments
- [b] Sources of historical reconstruction (up to 600 BCE)
- [c] Changing historiography
- [d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers

- [a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern
- [b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
- [c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production

The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

Unit IV: The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

Unit V: Cultures in transition up to c. 600 BCE

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

- a) North India
- b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India. (**Teaching Time: 2weeks Approx.**)

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters- 1 & 2.)

- Arunachalam, B. (2013). “Geography and Environment” in *Prehistory of India, A Comprehensive History of India*, vol. 1, Part 1. New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)
- Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking. (Chapters 3, 4 & 5.)
- Chattopadhyaya, U. C. (1996). “Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*, vol. 27(3), pp. 461-476
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 2, pp. 58-93.) (Available in Hindi)
- Neumayer, Erwin. (2014). “Rock Paintings of the Mesolithic Period” in Shonaleeka Kaul (Ed.). *Cultural History of Early South Asia: A Reader*. Delhi: Orient Blackswan. Pp. 55-88.

Unit III. This unit seeks to understand the beginnings of organized food production in the pre-historic times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 5.)
- Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press. PP. 41-116.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 3, pp. 94- 131.) (Available in Hindi)

Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222)
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261)
- Lahiri, Nayanjot, ed. (2000).*The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Ratnagar, Shereen. (2001).*Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
- Singh, Upinder. (2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman.(Chapter 4, pp. 132- 181.) (Available in Hindi)
- Thaplyal, K. K. and Sankata Prasad Shukla.(2003). *Sindhu Sabhyata (सिंधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363

Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period. **(Teaching Time: 3 weeks Approx.)**

- Allchin, Bridget and Raymond.(1982).*The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346.
- Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
- Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (Also available in Hindi)
- Sharma, R.S. (1983).*Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22- 88) (Also available in Hindi)

- Singh, Upinder.(2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter V, pp. 182-255.) (Also available in Hindi)
- Thapar, Romila.(1984).*From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press. (PP. xi – xliii.)

Suggested Readings:

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D.K. (2006).*The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)
- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Moorti, U.S. (1994).*Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Neumayer, E. (1993).*Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.
- Pathak, V. S.(1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2015).*Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.

- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.

Teaching Learning Process:

Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline the ways in which various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiographical changes reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.

Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to a more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history – social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but interlinked history of humanity is therefore the prime objective of this Course.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Course Content:

Unit-I: Evolution of humankind and Palaeolithic cultures

- a. Comprehending prehistory and history: issues and interpretative frameworks
- b. Environmental context of human evolution
- c. Biological evolution of hominins
- d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic

- a. Mesolithic as a transitional stage in prehistory
- b. Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic

- a. Debating the origins of food production – climate change; population pressure; ecological choices; cognitive reorientations
- b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
- c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age

Note: Rubrics b, c and d are to be based on any one case study:

Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).

- a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution' and 'State'
- b. Ecological context of early civilizations
- c. Aspects of social complexity: class, gender and economic specialization
- d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium

Unit-VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I:This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Hominines.(**Teaching Time: 3 weeks Approx.**)

- Bogucki, P. (1999).*The Origins of Human Society*. Wiley-Blackwell 1999, Chapter 2, pp. 29-77.
- Carr, E.H. (1961/1991). “The Historian and his facts”, in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- Childe, V.G. (1942/1971). “Archaeology and History”, Chapter 1, in V.G. Childe, *What Happened in History?* Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). *The People of the Earth: An Introduction to World Pre-history*. (15thedn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- कार, E.H.(1976).‘इतिहासकर और उसके तथ्य’, E.H. कार, इतिहास क्या है? में अध्याय 1, मेकमिलन पब्लिकेशन (हिन्दी अनुवाद, 1976).
- चाइल्ड, V.गॉर्डन, इतिहास का इतिहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V.गॉर्डन. (2019) औजारों का इतिहास (अनुवाद सुशील कुमार), दिल्ली: गार्गी प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
- मजूमदार, D.N तथा गोपाल शरण, प्रागितिहास, दिल्ली विश्वविद्यालय, हिन्दी माध्यम कार्यान्वयन निर्देशलय.

Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals.(**Teaching Time: 3 weeks Approx.**)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127-159.
- Price, T.D. (1991). “The Mesolithic of Northern Europe”, *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222

- Zvelebil, M. (1989). “Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe.” in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press 1989, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life. **(Teaching Time: 3 weeks Approx.)**

- Cohen M. (2009). ‘Introduction. Rethinking the Origins of Agriculture’. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Pre-history*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Hodder, I. (2007). “Catalhoyuk in the context of Middle Eastern Neolithic”, *Annual Review of Anthropology*, Vol. 36, 2007, pp. 105-120.
- Price, T.D. and O. Bar-Yosef. (2011). “The Origins of Agriculture: New Data, New Ideas”, An Introduction to Supplement 4. *Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind’s First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit IV. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. **(Teaching Time: 3 weeks Approx.)**

- Childe, G. (1950). “The Urban Revolution, “*The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Mesopotamia

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

OR

Egypt

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House, pp. 285-299.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History*. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Wilkinson, T. (2010). *The Rise and Fall of Ancient Egypt: The History of a Civilisation from 30,000 BC to Cleopatra*. London: Bloomsbury Publishing, pp. 13-114.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt*. New York: Oxford University Press (Ed.) pp. 10 - 27.

Unit V. This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millennium BCE. **(Teaching Time: 1 week Approx.)**

- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE, vol. II*, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.

Unit VI: This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. **(Teaching Time: 1 week Approx.)**

- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Seventh Century B.C.* Paris, London: Routledge: UNESCO.
- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). "How the Iron Age Began", *Scientific American*, Vol. 237, No, 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). "The Coming of Iron", in A.Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.

SUGGESTED READINGS:

- Bar-Yosef, O, and F. Valla. (1990). "The Natufian culture and the origins of the Neolithic in the Levant", *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). 'Post-Pleistocene adaptations' in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). "Origins of Food Production", *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). "The State, the Chicken, and the Egg; or, What Came First" in R. Cohen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.

- James, T.G.H. (1979, 2005). *The British Museum's Concise Introduction to Ancient Egypt* British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9 – 183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.
- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams. D. (2002). *The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man*, New Series, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*. London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions*: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", MDIA, Issue Title: Subsistence and Sustenance, Vol.15, no. 1, 2005Ann Arbor, Publishing, University of Michigan Library
[url:http://hdl.handle.net/2027/spo.0522508.0015.103](http://hdl.handle.net/2027/spo.0522508.0015.103).
- Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990*, Vol.33, No. 1, Feb., 1992, pp. 109-139.

- Yoffee, Norman. (2004). *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकिन, фयोदोर. (2019). प्राचीन विश्व इतिहास का परिचय, Delhi: Medha Publishing House.
- राय, U.N. (2017). विश्व सभ्यता का इतिहास, दिल्ली: राजकमल प्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is a history of a region/s relatively unfamiliar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Human Evolution, Pleistocene, Hominines, Hunter-gatherers, bands, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Domestication, Neolithic Revolution, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'State', Kingship, Bronze Age.

GE I

Delhi through the Ages: The Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi's Early Pasts: Indraprastha, Lalkot

Unit II: From settlements to cityscape – Understanding the Many cities of Delhi

Unit III: Delhi's 13th and 14th Century settlements

Case study of **any two**: 1) Dehli-ikuhna's *masjid-ijami* (old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad

Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.

Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of 'decline'.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. **(Teaching Time: 2 weeks Approx.)**

- Richard J. Cohen, “An Early Attestation of the Toponym *Dhillī*”, *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press

Unit 2: This unit will study the proverbial ‘seven cities of Delhi’, focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. **(Teaching Time: 3 weeks Approx.)**

- Ali, Athar. (1985). “Capital of the Sultans: Delhi through the 13th and 14th Centuries”, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Habib, Irfan. (1978). ‘Economic History of the Delhi Sultanate -- an Essay in Interpretation’, *Indian Historical Review* vol. 4, pp. 287-303.
- Kumar, Sunil. (2011). “Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE” in Albrecht Fuess and Jan Peter Hartung.(eds.).*Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2019) ”The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi”, in Kumkum Roy and NainaDayal.(Ed.).*Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.

Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. **(Teaching Time: 3 weeks Approx.)**

- Flood, Finbarr B. (2008). “Introduction” in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii

- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- Pinto, Desiderios.j.. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112-124.
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' *IESHR*, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre.**(Teaching Time: 3 weeks Approx.)**

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i' Amm and ChihilSutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "'The Mighty Defensive Fort': Red Fort At Delhi Under Shahjahan -- Its Plan And Structures As Described By Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence, perhaps, in the city, but it

also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. (**Teaching Time: 4 weeks Approx.**)

- Alam, Muzaffar. (2013) “Introduction to the second edition: Revisiting the Mughal Eighteenth Century” in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp.xiii-lxiv
- Atallah. (2006-2007). “Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city” *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: MunshiramManoharlal Publishers.
- RaziuddinAquil, (2017) “Violating Norms of Conduct” in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

SUGGESTED READINGS:

- Anthony Welch, ‘A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi’, *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, ‘The Shrine of the Holy Footprint in Delhi’, *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). “Delhi Walled: Changing Boundaries” in James D. Tracy, *City Walls: the Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). “Delhi and Other Cities of North India during the ‘Twilight’”, in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen Blake. (1985). “Cityscape of an Imperial City: Shahjahanabad in 1739”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, S. Nurul. (1991). “The Morphology of a Medieval Indian City: A Case study of Shahjahanabad”, in Indus Banga, (Ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.

- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Matsuo, Ara. (1982). “The Lodi Rulers and the Construction of Tomb-Buildings in Delhi”. *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) “Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History.” *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *An Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). “A True Beginning in the North” and “A Phenomenon called ‘Vali’” in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, 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:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation

GE II

Science, Technologies and Humans: Contested Histories

Course Objective

This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures that shaped the nature of Scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of ‘dual use’ technologies.
- Define various initiatives taken by government for promotion of science and technology.

Course Content

Unit 1: Science, technology and Society

- a. Revisiting ‘Scientific Revolution’
- b. Colonialism and Science

Unit 2: Contested ‘Scientific’ heritage

- a. Decimal and Zero
- b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges

- a. Mitigating uncertainties: Popular saying and predictions

- b. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics

- a. Generic Medicines
- b. Industrial Disasters

Unit 5: Science and the nation making

- a. Atomic Power
- b. Policies and Institutions
- c. Homi Jehangir Bhaba, Meghnad Shaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of ‘Science’ and ‘Technology’ will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. **(Teaching Time: 3 weeks Approx.)**

- Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*. New Delhi: Orient Longman. pp. 1-24/36.
- मुले, गुणाकर. (२००५). भारतीय इतिहास में विज्ञान. दिल्ली: यात्री प्रकाशन. (अध्याय: विज्ञान और समाज; पृष्ठ ११-२९, ज्योतिषका आरम्भ और विकास; पृष्ठ ४१-४९, वैदिक गणित की समीक्षा; पृष्ठ ५०-६६).
- Bernal, J. D. (1969). *Science in History Vol, I: The Emergence of Science*. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). ‘Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge’. *Journal of Early Modern History*, Vol. 21, No.5., pp. 445-458
- Habib, S Irfan and Raina, Dhruv. (2007). “Introduction” in S Irfan Habib & Dhruv Raina. (Eds.). *Social History of Science in Colonial India*. Delhi: Oxford University Press. pp. XII-XL. (Revised version published as S Irfan Habib & Dhruv Raina, ‘Introduction’ in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII-XL.)

Unit-2: Student will understand the politics associated with appropriation of ‘Scientific’ heritage through the case study of the decimal and Zero. It will also suggest that ‘superior’ technology may not always be economically viable and thus socially marginalised. **(Teaching Time: 3 weeks Approx.)**

- Nanda, Meera. (2016). Nothing that is: Zero's Fleeting Footsteps, in idem, *Science in Saffron: Skeptical Essays on History of Science*. Delhi: Three Essays Collective. pp. 49-92.
- Kumar, Ravindra. (2012). Composite Culture: Portrayal in Architecture, in B L Bhadani, ed., *Medieval India 3: Researches in the History of India*. Delhi: Manohar. pp. 47-75. (Also available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

Unit-3: This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. **(Teaching Time: 3 weeks Approx.)**

- Kumar, Mayank. (2013). Traditional Notions of Monsoon, in Mayank Kumar, *Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. Delhi: Manohar. pp. 105-118.
- कुमार, मयंक. (२०१५). मानसून से सामंजस्यबनाता समाज: सन्दर्भ राजस्थान. *प्रतिमान*, अंक-३(संख्या-३), पृष्ठ, ६०२-१६.
- Grove, Richard. (1996). Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature. *Modern Asian Studies*, Vol. 30 (No.1), pp. 121-143.

Unit-4: This unit will make an attempt to convey that science and technology need to be carefully historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. **(Teaching Time: 3 weeks Approx.)**

- Mazumdar, Pradip. (2017). The Generic manoeuvre. *Economic and Political Weekly*, Vol. LII(No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). "Are we prepared for another Bhopal?" in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.530-43. (Also available in Hindi)

Unit-5: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and associated institutions and their contribution in nation making. **(Teaching Time: 2 weeks Approx.)**

- Kosambi, D. D. (2016). Atomic Energy for India, in Ram Ramaswamy, ed., *D.D.Kosambi: Adventures into the unknown*. Gurgaon: Three Essays Collective. pp. 59-70.

- Marshal, Eliot. (2007). Is the Friendly Atom Poised for a Comeback? in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.544-49. *Available in Hindi also*
- Banerjee, Somaditya. (2016). MeghnadShaha: Physicist and Nationalists. *Physics Today*, Vol. 69(No.8), pp. 39-44.
- Wadia, Spenta R. (2009). Homi Jehangir Bhaba and the Tata Institute of Fundamental Research. *Current Science*, Vol.96(No.5), pp. 725-33.
- Krishna, V.V. (2013). Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment. *Economic and Political Weekly*, Vol. 48, No.16, pp. 15-19.

SUGGESTED READINGS:

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII(No.9), pp. 45-47
- Chatterjee, Santimay. (1994). MeghnadShaha: The Scientist and the Institution maker. *Indian Journal of History of Science*, Vol.29(No.1), pp. 99-110.
- Habib, Irfan. (2008). *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika(Also available in Hindi).
- Qaisar, A J. (1982). *Indian Response to European Technology and Culture AD 1498-1707*. Bombay: Oxford University Press.
- Rahman, A. (1979). Science and Culture in India: A socio-Historical Perspective, in B D Nag Chaudhuri, ed., *New Technological Civilisation and Indian Society*. New Delhi: Indian Institute of Advanced Study and Indus Publishing Company. pp.27-41.
- Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi also : (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>).
- Zimmerman, F. (1987). Monsoon in Traditional Culture, in Jay S. Fein and Pamela L. Stephens, eds., *Monsoon*. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:

The Fugitive A movie featuring Harrison Ford.

The Effects of the Atomic Bomb on Hiroshima and Nagasaki(<https://www.youtube.com/watch?v=3wxWNAM8Cso>

and

<https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5>

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, 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:

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

B.A. PROGRAMME IN HISTORY
DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I
History of India from the earliest times up to c. 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 Dharma, 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: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: 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: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: 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, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- थपलियाल, के. के. औरसंकटाप्रसादशुक्ल. (2003). सिन्धुसभ्यता. लखनऊ: 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 (ताम्रपाषाणसेसम्बंधितअध्याय)

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.)**

- a. Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- b. 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.
- f. Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- g. 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.)**

- a. 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.
- c. 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.)**

- a. Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press.
 - b. थापर, रोमिला. (2005). अशोकऔरमौर्यसाम्राज्यकापतन, दिल्ली: ग्रंथशिल्पी.
 - c. 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.)**

- a. 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, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: 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: राजकमलप्रकाशन, 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). *Maurya and Post-Maurya 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 Prakshan.

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*

In lieu of MIL (Semester I/II)
Also offered to students of B.Com. programme

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:

After the successful completion of the course, the student will be able to:

- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: Tellings: Myths, tales and folklore

Unit II: Performance as communication: Theatre, puppetry and music

Unit III: Processions as display: *Yatra, barat&julus*

Unit IV: Sporting: Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). "A Santhal Myth, Five Elements" in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). "Peasant Perception of Bhutas, Uttara Kannada." in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166
- Ramanujan, A. K. (1997). "'A Flowering Tree': A Woman's Tale." *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). "The Folk Hero and Class Interests in Tamil Heroic Ballads." *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). "From Oral Tradition to "Folk Art": Reevaluating Bengali Scroll Paintings." *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). "The unforgettable magic of the Ramnagar Ramlila." *Indian Horizons* vol. 61 no.2, pp. 12-27.
* *The Ramnagar Ramlila* <https://www.youtube.com/watch?v=AiAgXRHZRDw>
- Jain, Jyotindra. (1998). "The Painted Scrolls of the Garoda Picture Showmen of Gujarat." *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh." *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19
* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
* A clipping <https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videshow/65095341.cms>
- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds: National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India* <https://www.sahapedia.org/tag/dashavatara>
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Arts* called "WEPA" or "EMAM" for *Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

<https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918>)

Available in English <https://wepa.unima.org/en/india/>

Available in Hindi at <https://wepa.unima.org/en/india/>

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1, Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). "Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, 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 and 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:

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports,
Chess, Kalarippayattu, Cricket

**DEPARTMENT OF ENGLISH
UNIVERSITY OF DELHI
DELHI - 110007**



**Structure of BA Honours English
English for BA/ BCom/BSc Programme
and
English for BA(H)/BCom(H)/BSc (H)
under Learning Outcomes-based Curriculum Framework for Undergraduate
Education**

*Syllabus applicable for students seeking admission to the
BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under
LOCFw.e.f. the academic year 2019-20*

For Semesters III and IV

Structure of B. A. Honours English under LOCF

CORE COURSE

Paper Titles

Page

Sem III

1. American Literature
2. Popular Literature
3. British Poetry and Drama: 17th and 18th Centuries

Sem IV

4. British Literature: 18th Century
5. British Romantic Literature
6. British Literature: 19th Century

SKILL ENHANCEMENT COURSE (SEC)

Paper Titles

SEC 1: Analytical Reading and Writing

SEC 2: Literature in Social Spaces

SEC 3: Literature in Cross-Cultural Encounters

(ONLY for English Honours Students)

SEC 4: Oral, Aural and Visual Rhetoric

SEC 5: Introduction to Creative Writing for Media

SEC 6: Translation Studies

SEC 7: Introduction to Theatre and Performance

SEC 8: Modes of Creative Writing: Poetry, Fiction and Drama

SEC 9: English Language Teaching

SEC 10: Film Studies

SEC 11: Applied Gender Studies: Media Literacies

**B. A. & B. COM. PROGRAMME
(CORE ENGLISH LANGUAGE)**

Note for Visually Impaired Students

For visually impaired students to be able to take some of these papers, a number of supplementary readings are offered. These are to be read/discussed in connection with the texts in the classroom, so as to create a sustainable and diverse model of inclusive pedagogy. For visually impaired students, this set of readings will also be treated as primary, and may be examined as such. The supplementary readings may be used as theorizations or frameworks for understanding the course.

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

I. B. A. HONOURS ENGLISH UNDER LOCF

CORE COURSE

PAPER 5

AMERICAN LITERATURE

Semester 3

Course Statement:

This course offers students an opportunity to study the American literary tradition as a tradition which is distinct from, and almost a foil to, the traditions which had developed in European countries, especially in England. A selection of texts for this course therefore highlights some of the key tropes of mainstream America's self-perception, such as Virgin Land, the New World, Democracy, Manifest Destiny, the Melting-Pot, and Multiculturalism. At the same time there are specifically identified texts that draw the attention of students to cultural motifs which have been erased, brutally suppressed or marginalized (the neglected and obscured themes from the self-expression of the subaltern groups within American society) in the mainstream's pursuit of the fabled American Dream. A careful selection of writings by Native Americans, African Americans, as well as texts by women and other sexual minorities of different social denominations seek to reveal the dark underside of America's progress to modernity and its gradual emergence as the most powerful nation of the world.

Course Objectives:

The course aims to acquaint students with the wide and varied literatures of America: literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century; include Utopian narrative transcendentalism and the pre- and post- Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements; and include modern and contemporary American literature of the 20th century.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive	Reading material together in

		discussions in small groups in Tutorial classes	small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Content

Unit 1

Tennessee Williams *The Glass Menagerie*

Unit 2

Toni Morrison, *Beloved*

Unit 3

Poetry

Walt Whitman, 'O Captain! My Captain', in *Walt Whitman: Poetry and Prose*, ed. Shira Wolosky (The Toby Press, 2003) pp. 360-61).

Allen Ginsberg, 'A Supermarket in California', in *Selected Poems 1947-1995* (Penguin Books, 2001) p. 59.

Langston Hughes, (i) 'The Negro Speaks of Rivers'; (ii) 'The South'; (iii) 'Aunt Sue's Stories', in *The Weary Blues* (New York: Alfred A. Knopf, 2015) pp. 33; 36; 39.

Joy Harjo, (i) 'Perhaps the World Ends Here'; (ii) 'I Give You Back', in *The Woman That I Am: The Literature and Culture of Contemporary Women of Color*, ed. D. Soyini Madison (New York: St Martin's Press, 1994) pp. 37-40.

Unit 4

Short Stories

Edgar Allan Poe 'The Purloined Letter'

William Faulkner 'Dry September'

Flannery O' Connor, 'Everything that Rises Must Converge', in *Everything that Rises Must Converge* (New York: Farrar Straus Giroux, 1965)

Leslie Marmon Silko, 'The Man to Send Rain Clouds', in *Nothing but the Truth: An Anthology of Native American Literature*, ed. John L. Purdy and James Ruppert (New Jersey: Prentice Hall, 2001) pp. 358-61.

Unit 5

Readings:

- ‘Declaration of Independence’ July 4, 1776, in *For Liberty and Equality: The Life and Times of the Declaration* (OUP, 2012) pp. 312); and ‘Abraham Lincoln Gettysburg Speech’, in *Gettysburg Speech and Other Writings* (Barnes & Noble, 2013).
- Ralph Waldo Emerson, ‘Self Reliance’ in *The Selected Writings of Ralph Waldo Emerson*. ed. with a biographical introduction by Brooks Atkinson (New York: The Modern library, 1964)
- Martin Luther King Jr, ‘I have a dream’, in *African American Literature*, ed. Kieth Gilyard, Anissa Wardi (New York: Penguin, 2014) pp. 1007-11)
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Adrienne Rich, ‘When We Dead Awaken: Writing as Re-Vision’, *College English*, Vol. 34, No. 1, Women, Writing and Teaching, pp. 18-30.

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

TEACHING PLAN

Paper 5: American Literature

Week 1 -- Introduction to Paper 1: American Literature

Week 2 – Unit 1 -- Drama: Tennessee Williams *The Glass Menagerie*

Week 3 – Unit 1 – Tennessee Williams (contd)

Week 4 – Unit 2 -- Novel: Morrison, *Beloved*

Week 5 – Unit 2 –Morrison (contd)

Week 6 – Unit 3 -- Poetry: (a) Whitman, ‘O Captain! My Captain’;

Week 7 – Unit 3 – (b) Ginsberg, ‘A Supermarket in California’

Week 8 – Unit 3 – (c) Langston Hughes, (i) ‘The Negro Speaks of Rivers’, (ii) ‘The South’, (iii) ‘Aunt Sue’s Stories; (d) Joy Harjo, (i) ‘Perhaps the World Ends Here’, (ii) ‘I Give You Back’

Week 9 – Unit 4 -- Short Stories:

(a); Edgar Allen Poe ‘ The Purloined Letter’

b) William Faulkner 'Dry September'

Week 10 --

(c) O' Connor, 'Everything that Rises Must Converge';

(d) Silko, 'The Man to Send Rain Clouds'

Week 11 – Unit 5 -- Prose Readings:

(a) Declaration of Independence' July 4, 1776, or 'Abraham Lincoln Gettysburg Speech'

(b) Ralph Waldo Emerson, 'Self Reliance'

Week 12 – Prose Readings (contd):

(c) Martin Luther King Jr, 'I have a dream'

(d) Douglass, Frederick, Selection from *A Narrative of the life of Frederick Douglass*

Week 13 – Prose Readings (contd):

(e) Adrienne Rich, 'When We Dead Awaken: Writing as Re-Vision.'

Week 14 - Concluding lectures; exam issues, etc.

PAPER 6
POPULAR LITERATURE
Semester 3

Course Statement

The paper will trace the emergence of a mass printing culture from the nineteenth century onwards, and the rise of genres such as Literature for Children, Detective Fiction, Science Fiction, and Graphic Fiction. The course introduces students to the idea of ‘popular literature’ and stresses its importance within modern culture. It familiarises students with the debate between ‘high’ and ‘low’ culture, and the tension between what is studied as ‘canonical’ texts and other texts. Students will also engage with issues concerning print culture, bestsellers, and popular literature in other media.

Course Objectives

This course aims to

- enable students to trace the rise of print culture in England, and the emergence of genre fiction and bestsellers;
- familiarize students with debates about culture, and the delineation of high and low culture; and
- help them engage with debates about the canonical and non-canonical, and hence investigate the category of literary and non-literary fiction.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Literature for Children

- a) Lewis Carroll, 'Through the Looking Glass', in *Alice's Adventures in Wonderland and Through the Looking Glass*, ed. Hugh Haughton (Penguin Classics: London, 1998).
- b) Sukumar Ray, (i) 'The Sons of Ramgaroo'; (ii) 'Stew Much'; both in *A Few Poems by Sukumar Ray*, trans. Satyajit Ray (Open Education Project OKFN, India) pp. 4, 12. <https://in.okfn.org/files/2013/07/A-Few-Poems-by-Sukumar-Ray.pdf>

Unit 2

Detective Fiction

Agatha Christie, *The Murder of Of Roger Ackroyd* (Harper Collins :New York, 2017)

Unit 3

Science Fiction

- a) Isaac Asimov, 'Nightfall', in *Isaac Asimov: The Complete Short Stories. Vol I.* (New York: Broadway Books, 1990) pp. 334-62.
- b) Ursula le Guin, 'The Ones Who Walk away from Omelas', in *The Wind's Twelve Quarters and The Compass Rose* (London: Orion Books, 2015) pp. 254-62.
- c) Philip K. Dick, 'Minority Report', in *The Complete Stories of Philip K. Dick. Vol.4: The Minority Report and Other Classic Stories* (Citadel Books: New York, 1987) pp. 62-90.
- d) Ray Bradbury, 'A Sound of Thunder', in *A Sound of Thunder and Other Stories*. (New York: William Morrow, 2005).
- e) JayantNarlikar, 'Ice Age Cometh' in *It Happened Tomorrow* ed Bal Phondke, National Book Trust: New Delhi, 1993. Pgs 1-20

Unit 4

Graphic Fiction

DurgabaiVyam and Subhash Vyam, *Bhimayana:Experiences of Untouchability*. Navayana : New Delhi, 2011)/

B.R.Ambedkar, *Waiting for a Visa* (For the Visually Challenged students)

Unit 5

Readings

- Christopher Pawling, 'Popular Fiction: Ideology or Utopia?', in *Popular Fiction and Social Change*, ed. Christopher Pawling (London: Macmillan, 1984).
- Felicity Hughes, 'Children's Literature: Theory and Practice', *ELH* 45 (1978), pp. 542-62.
- Darko Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction* (London: Macmillan), pp. 86-96.
- Tzvetan Todorov. 'The Typology of Detective Fiction', trans. Richard Howard, in *The Poetics of Prose* (Ithaca: Cornell University Press, 1977).

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Popular Literature

Week 1 – Introduction to Forms of Popular Fiction; [it is suggested that the reading for each section be done as an introduction to each of the genres represented];

Unit 5 – (a) Pawling, 'Popular Fiction: Ideology or Utopia?'

Week 2 – Unit 1 – Literature for Children: Introduction; Hughes, 'Children's Literature: Theory and Practice';

Start Unit 1 – (a) Carroll, 'Through the Looking Glass';

(b) Ray, (i) 'The Sons of Ramgaroo'; (ii) 'Stew Much'

Week 3 – Carroll and Ray (contd)

Week 4- Unit 2 --Detective and Spy Fiction, Introduction; Todorov, 'The Typology of Detective Fiction';

Week 5-Unit 2 – Christie , The Murder of Roger Ackroyd

Week 6 – Unit 2 (contd):

Week 7 – Unit 3 – Science Fiction, introduction; - Suvin, 'On Teaching SF Critically';

Week 8-(a) Asimov 'Nightfall';

(b) le Guin 'The ones who walk away from Omelas'

Week 9- (c) Dick 'Minority Report';

Week 10 – (d) Bradbury 'A Sound of Thunder';

(e) Narlikar 'The Ice Age Cometh'

Week 11 – Unit 4 -Introduction to Graphic Fiction, Sumathi Ramaswamy essay

Week 12 – Unit 4 :Bhimayana

Week 13 – Unit 4 (contd)

Week 14 – Concluding lectures; exam issues, etc.

Keywords

Popular Culture

Mass Culture

Popular Fiction

Popular Literature

Romance

Detective Fiction

Spy Fiction

Science Fiction

Children's Literature

Bestsellers

Thrillers

PAPER 7

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

Semester 3

Course Statement

The paper explores the British Literature in the 17th Century with its varied genres, the historical ruptures and the intellectual debates of the time. It begins with Shakespeare's tragedy *Macbeth*, exploring the issues of succession and individualism pertinent to the Jacobean age. Milton's significant portrayal of Satan in Book 1 of *Paradise Lost* has influenced imaginative writing on the idea of evil thereafter. Aemilia Lanyer was the first secular woman poet to be published professionally. The prescribed poem offers a perspective on Eve on the fall of Man. Aphra Behn, currently one of the most popularly studied writers of the Restoration, offers an opportunity to discuss the paradox of Tory conservatism and the woman's question in Restoration stage. Pope's *The Rape of the Lock* extends the mock epic tradition to the early 18thC as a representative of the neoclassical aesthetics. The readings enable a wide philosophical and political understanding of the period.

Course Objectives

This course aims to

- help students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century;
- examine the turmoil about succession and questions on monarchy as they lead up to the civil war, both in drama like Shakespeare and Behn as well as in the poetry of Milton;
- show a new interweaving of the sacred and the secular subjects of poetry 17th C;
- study Bacon's essay on deformity through the lens of disability and its definitions, linked back to Montaigne in the earlier paper;
- analyse Cartesian dualism that provides a basis for reading ideas of body and mind in the period and after;
- explore Hobbes's views on materialism and the equality of men, as they are interestingly juxtaposed with his argument for a strong state and his view of man as selfish by nature;
- show how Winstanley's writing, on the other hand, brings together Christianity and communality in an argument for equality after the civil war; and
- explore the newness of this century in Cavendish's bold exploration of natural philosophy or science as a domain for women

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in	Reading material together in small groups, initiating discussion topics, participation

		Tutorial classes	in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Content

Unit 1.

William Shakespeare *Macbeth*

Unit 2.

- a. *Paradise Lost* (1667) Book 1, in *John Milton: Paradise Lost*, Longman Annotated English Poets, 1998.
- b. Aemilia Lanyer, 'Eve's Apology in Defense of Women', section from *Salve Deus Rex Judaeorum* (1611), in *The Norton Anthology of English Literature*, 8th edition, ed. Greenblatt et al., Vol. 1, pp. 1317-19.

Unit 3.

Aphra Behn, *The Rover* (1677), in *Aphra Behn: The Rover and other Plays*, ed. Jane Spencer (Oxford: OUP, 2008).

Unit 4

Alexander Pope *The Rape of the Lock*

Unit 5.

- Francis Bacon, (i) 'Of Truth'; (ii) 'Of Deformity'; both in *Essays* (1597).
- René Descartes, excerpts from 'Discourse on Method' (1637) Part 4, in *Discourse on Method and Meditations on First Philosophy*, trans. Donald A. Cress, (Indianapolis: Hackett, 1998) pp. 18-19.
- Thomas Hobbes, selections from *The Leviathan* (1651): title page, Introduction, Chaps 1 and 13 from Part I, 'Of Man', ed. Richard Tuck (Cambridge University Press, 1996).
- Gerrard Winstanley, from 'A New Year's Gift Sent to the Parliament and Army' (1650), in *The Norton Anthology of English Literature*, Vol. 1, 8th edition, ed. Greenblatt et al., pp. 1752-57.
- Margaret Cavendish, excerpts from 'The Blazing World' (1666), in *The Norton Anthology of English Literature*, Vol. 1, 8th edition, ed. Greenblatt et al., pp. 1780-85.

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

TEACHING PLAN

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

Week 1 -- Introduction to the Jacobean period, the Civil War, and the Restoration:
period, genres, and themes;

Week 2 – Shakespeare *Macbeth*

Week 3 -- Shakespeare (contd)

Week 4 – Shakespeare (contd)

Week 5 - Milton, *Paradise Lost*

Week 6 -- Milton (contd)

Week 7 – Milton (contd)

Lanyer, ‘Eve’s Apology in Defense of Women’, section from *Salve Deus
Rex Judaeorum*

Week 8 – Aphra Behn ,*The Rover*

Week 9 – Behn (contd)

Week 10 – Pope, *The Rape of the Lock*

Week 11 – Pope (Contd)

Week 12 - Readings:

(a) Bacon, (i) ‘Of Truth’; (ii) ‘Of Deformity’

(b) Descartes, excerpts from ‘Discourse on Method’

Week 13 -(a) Hobbes, selections from *The Leviathan*, title page, Introduction, Chaps 1 and 13
from Part I, ‘Of Man’

(b) Winstanley, from ‘A New Year's Gift Sent to the Parliament and Army’

(c) Cavendish, excerpts from ‘The Blazing World’

Week 14 – Concluding Lectures on the 17th C: From the Jacobean to the Neoclassical.

PAPER 8
BRITISH LITERATURE: 18TH CENTURY
Semester 4

Course statement

This is a survey course covering a variety of genres in eighteenth-century England, including both canonical and new writings within a history of ideas. It is designed to represent a comprehensive study of texts both in the Augustan period and in the later eighteenth century, often called the age of sensibility. The first unit *The Way of the World* by William Congreve portrays the shift from the libertine sensibility to the culture of politeness at the turn of the century. The course includes the major canonical authors of the early eighteenth century—Swift and Johnson—with some of their representative texts, as well as writers who have received considerable recent scholarship like Daniel Defoe and Eliza Haywood. The latter half of the century is marked by the emerging genre of the novel and Fielding’s first novel *Joseph Andrews* included here, is considered by many to be one of the earliest English novels. The paper includes non-fictional genres that were dominant in the age like the periodical essay and the public letter. The intellectual context includes Locke’s treatise on empiricism and William Hay’s observations on deformity. An excerpt from one of the earliest slave autobiographies at the end of the century helps to contextualize Britain in a global world and the debates on the abolition of the slave trade.

Course Objectives

The course aims to

- examine Congreve’s *The Way of the World* as a Comedy of Manners.
- raise questions about satire as a mode, as well as look at questions of genre, through Swift’s satiric narrative within the mode of fictional travel writing;
- show, through a critical examination of Johnson and Gray’s poems a continued association with classical poetry, the continuities and contrasts from the age of satire to age of sensibility;
- study Fielding’s *Joseph Andrews* providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, and to look at his indebtedness to Richardson despite the overt satire on *Pamela*;
- examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy, just as Locke’s treatise sought to be like a popular essay, thus pointing out the play with genre in these texts; and
- encourage an extended discussion on the meanings of disability in the early modern period through the Enlightenment, through William Hay’s piece on deformity, a response to Bacon.

Course Content

Unit 1

William Congreve

The Way of the World

Unit 2

Jonathan Swift

Gulliver's Travels, Books 3-4

Unit 3

- a. Samuel Johnson 'London'
- b. Thomas Gray 'Elegy Written in a Country Churchyard'

Unit 4

Henry Fielding

Joseph Andrews

Unit 5

- John Locke, 'Of Ideas in general, and their Original', Paragraphs 1-8, from *An Essay concerning Human Understanding* (1689), Chap 1 Book II, ed. John Nidditch (Oxford: Clarendon Press, 1975) pp. 104-108.
- Addison and Steele, (i) Addison, Essay No. 10, Monday, March 12, 1711; (ii) Addison, Essay No. 69, on the stock-exchange, Saturday, May 19, 1711, both from *The Spectator* (1711-12); Eliza Haywood, Selections from *The Female Spectator* (1744-46), ed. Patricia Meyer Spacks, pp.7-23.
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- William Hay, from *Deformity: An Essay* (1754) (London: R and J. Dodsley, 1756) pp. 1-11, 44-51.
- Olaudah Equiano, 'The Middle Passage', excerpt from Chapter Two in *The Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself* (1789), ed. Robert J. Allison (Boston, 1995), pp. 54-8.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions

2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

TEACHING PLAN

Paper 8: Eighteenth Century Literature

Week 1 - Introduction to the long eighteenth century;

Unit 2 -- William Congreve, *The Way of the World*

Week 3 - Congreve (contd)

Week 4 - Congreve (contd)

Week 5 - Swift, *Gulliver's Travels*

Week 6 – Swift (contd)

Week 7 - Swift (contd)

Week 8 - Samuel Johnson, *London*

Week 9 - Gray, *Elegy*

Week 10 - Fielding, *Joseph Andrews*

Week 11 -Fielding (contd)

Week 12 - Fielding (contd)

Week 13 - Readings

(a) Locke, 'Of Ideas in general, and their Original', Paragraphs 1-8

b) Addison and Steele, (i) Addison, Essay No. 10, Monday, March 12, 1711; (ii) Addison, Essay No. 69, on the stock-exchange

c) Haywood, Selections from *The Female Spectator*

Week 14 – a) Defoe, (i) Letter XXII, 'The Complete English Tradesman' (1726); (ii)

Letter IV, 'The Great Law of Subordination Considered'; 'The Complete English Gentleman'

(b) Hay, from *Deformity: An Essay*

(c) Equiano, 'The Middle Passage', excerpt from Chapter Two in *The*

Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself

PAPER 9
BRITISH ROMANTIC LITERATURE
SEMESTER 4

Course Statement

This paper focuses on the Romantic period of English literature and covers a historical span of about 40 years (1789-1830). Individual units deal with both canonical and non-canonical writers of the period.

Course Objectives

This course aims to

- introduce students to the Romantic period in English literature, a period of lasting importance, since it serves as a critical link between the Enlightenment and Modernist literature;
- offer a selection of canonical poems and prose that constitute the core texts of the Romantic period;
- introduce marginal voices that were historically excluded from the canon of British Romantic writers; and
- provide an introduction to important French and German philosophers who influence the British Romantic writers.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

- a) William Blake, from *Songs of Innocence and Experience*, (i) 'Introduction' (to *Songs of Innocence*); (ii) 'Lamb'; (iii) 'Tiger'; (iv) 'Chimney Sweeper' (*Songs of Innocence*); (v) 'Chimney Sweeper' (*Songs of Experience*); (vi) 'The Little Black Boy'; (vii) 'London'.
- b) Charlotte Smith, (i) 'To Melancholy'; (ii) 'Nightingale'

Unit 2

- a) William Wordsworth, (i) 'Lines Composed a Few Miles Above Tintern Abbey'; (ii) 'Ode: Intimations of Immortality'.
- b) Samuel Coleridge, (i) 'Kubla Khan'; (ii) 'Dejection: An Ode'

Unit 3

- a) Lord George Gordon Noel Byron 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)
- b) Percy Bysshe Shelley (i) 'Ozymandias'; (ii) 'Ode to the West Wind'
- c) John Keats, (i) 'Ode to a Nightingale'; (ii) 'Ode on a Grecian Urn'; (iii) 'Ode to Autumn'

Unit 4

Mary Shelley, *Frankenstein*.

Unit 5

Readings

- J. J. Rousseau, 'Discourse on the Origin of Inequality', Part One, in *Jean-Jacques Rousseau: Basic Political Writings* (Hackett Publishing Company, 1987) pp. 37-60.
- Immanuel Kant, 'Analytic of the Sublime', in *The Critique of Judgment* (Cambridge University Press, 2001) pp. 128-49.
- William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594– 611.
- William Gilpin, 'On Picturesque Travel', in *Three Essays: On Picturesque Beauty*.

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

TEACHING PLAN

Paper 9: British Romantic Literature

Week 1 -- Introduction to the Romantic period;

Blake: From *Songs of Innocence and Experience*, (i) 'Introduction' to *Songs of Innocence*; (ii) 'Lamb'; (iii) 'Tiger'; (iv) 'Chimney Sweeper' (*Songs of Innocence*); (v) 'Chimney Sweeper' (*Songs of Experience*); (viii) 'The Little Black Boy'; (ix) 'London'

Week 2 – Blake (contd)

Week 3 – Blake (contd);

Smith, (i) 'To Melancholy', (ii) 'Nightingale'

Week 4 – Wordsworth, (i) 'Lines Composed a Few Miles Above Tintern Abbey'; (ii) 'Ode: Intimations of Immortality'.

Week 5 -- Wordsworth (contd)

Week 6 – Coleridge, (i) 'Kubla Khan', (ii) 'Dejection: An Ode'

Week 7 – Keats, (i) 'Ode to a Nightingale'; (ii) 'Ode on a Grecian Urn'; (iii) 'Ode to Autumn'

Week 8 – Keats (contd); Shelley, (i) 'Ozymandias'; (ii) 'Ode to the West Wind'

Week 9 -- Shelley (contd)

Week 10 – Mary Shelley, *Frankenstein*

Week 11 -- Mary Shelley (contd)

Week 12 -- Readings:

(a) Rousseau, 'Discourse on the Origin of Inequality', Part One;

(b) Kant, 'Analytic of the Sublime';

(c) Wordsworth, 'Preface to Lyrical Ballads';

(d) Gilpin, 'On Picturesque Travel'

Week 13 – Readings (contd)

Week 14 – Readings (contd)

Keywords

Imagination

Nature

French Revolution

Sublime

Science

PAPER 10
BRITISH LITERATURE: 19TH CENTURY
SEMESTER 4

Course Statement

This paper focuses on the Victorian period of English literature and covers a large historical span from 1814 to 1900. Individual units deal with important examples of the novel form, with one unit on Victorian poetry.

Course Objectives

This course aims to

- introduce students to the Victorian Age in English literature through a selection of novels and poems that exemplify some of the central formal and thematic concerns of the period;
- focus on three novels, a major genre of the nineteenth century, so as to show both the formal development of the genre as well as its diverse transactions with the major socio-historic developments of the period; and
- introduce the students, through the readings in Unit 5, to the main intellectual currents of the period.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Jane Austen, *Pride and Prejudice*

Unit 2

Charles Dickens, *Great Expectations*.

Unit 3

Charlotte Bronte, *Jane Eyre*.

Unit 4

Poetry

- a) Alfred Tennyson, (i) 'The Lady of Shalott' (ii) 'Ulysses' (iii) 'The Defence of Lucknow'.
- b) Robert Browning, (i) 'My Last Duchess'; (ii) 'Fra Lippo Lippi'.
- c) Christina Rossetti, 'Goblin Market'.
- d) Mathew Arnold, 'Dover Beach'

Unit 5

Readings

- Thomas Carlyle, 'Signs of the Times'.
- Oscar Wilde, 'The Critic as Artist'
- J. S. Mill, 'Of the Limits to the Authority of Society over the Individual, from 'On Liberty'.
- Karl Marx, (i) 'Mode of Production: The Basis of Social Life'; (ii) 'The Social Nature of Consciousness', both in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (International Publishers, 1963) pp. 186–8, 190–1; 199–201.
- Charles Darwin, excerpts from 'On Origin of Species by Means of Natural Selection', from Chapter 3; from Chapter 4, ed. Joseph Carroll (Broadview Press, 2003) pp. 132–34; 144–162.

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 10: British Literature: Nineteenth Century

Week 1 – Introduction to the Nineteenth Century; Unit 1 -- Austen, *Pride and Prejudice*

Week 2 -- Austen (contd)

Week 3 -- Austen (contd)

Week 4 -- Unit 2 -- Dickens, *Great Expectations*

Week 5 -- Dickens (contd)

Week 6 -- Dickens (contd)

Week 7 -- Unit 3 – Charlotte Bronte, *Jane Eyre*

Week 8 -- Charlotte Bronte (contd)

Week 9 -- Charlotte Bronte (contd)

Week 10 - Poetry:

(a) Tennyson, (i) ‘Lady of Shalott’, (ii) ‘Ulysses’ (iii) ‘The Defence of Lucknow’;

(b) Browning, (i) ‘My Last Duchess’, (ii) ‘Fra Lippo Lippi’;

(c) Arnold, ‘Dover Beach’;

(d) Rossetti, ‘Goblin Market’;

Week 11 – Poetry (contd)

Week 12 – Poetry (contd)

Week 13 -- Readings:

(a) Carlyle, ‘Signs of the Times’;

(b) Wilde, ‘The Critic as Artist’;

(c) Mill, ‘Of the Limits to the Authority of Society over the Individual’, from ‘On Liberty’;

(d) Marx, (i) ‘Mode of Production: The Basis of Social Life’, (ii) ‘The Social Nature of Consciousness’;

(e) Darwin, excerpts from ‘On the Origin of the Species by Means of Natural Selection’

Week 14 -- Readings (contd)

Keywords

Realism

Novel

Industrial Revolution

Liberalism

Feminism

Bourgeois

Socialism

Darwinism

SKILL ENHANCEMENT COURSES (SEC)

PAPER S1: ANALYTICAL READING AND WRITING

Course Objectives

This course will teach students the fundamentals of rhetorical or persuasive writing organized according to a pedagogic system of academic writing that is followed the world over. Students everywhere are expected to follow this system in universities while they write assignments and take term examinations. In this age of globalized academics, Indian students need to know both the theory and practice of academic analysis and academic writing in order for them to participate in an increasingly international academic environment. All of us who teach analysis and writing have learned and internalized this pedagogic structure usually without being consciously aware of its mechanics. In our M. Phil courses we learnt through trial and error, emulation and example, how to write research papers. Those of us who have written Ph. D. theses are aware that we had to write within strict academic norms. Likewise, when we read essays that students have written, we expect the same academic form of writing from them and penalize them or reward them for their accomplishment in this discipline of writing. But so far, nowhere across Indian universities have we seen a systematized codification of such norms in the form of courses or workshops. This course is an attempt to fill this academic gap.

As the title of the course suggests we focus on both reading (which is comprehending and analyzing other writers' rhetorical arguments) and writing (which is producing cogent and complex rhetorical arguments of our own. We want to pass on a uniform set of writing strategies to our students. Students will learn according to the classical principles of rhetoric.

Learning Outcomes

At the end of this course we expect the students to

- consider the act of writing as a goal oriented task, oriented towards the goal of persuasion;
- examine and interpret other writers' writings (contained in the course reader) as a crucial preliminary stage to being able to produce successfully persuasive writing themselves;
- identify the writer's central purpose or thesis;
- consider how writers use personal authority and trustworthiness, argumentative logic, comparison and contrast, example, and emotional appeals to make their arguments;
- identify their own historical social and personal contexts to understand their own biases and ideologies;
- analyse an academic topic or question;
- gather information and to notionally organize material required to address that topic or to answer that question;

- design and then write a lucid thesis statement that outlines the students' central argument in the paper, essay or article.
- produce both preliminary and fleshed-out outlines which identify the structure of the proposed paper;
- finally produce a paper that follows the guidelines of their own theses and outlines; and
- use the appeals of ethos, logos and pathos throughout the paper as multiple persuasive strategies.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

How to read/write/think: Rhetoric or the art of persuasion.

The Rhetorical Triangle: Consider each writing task as an act of rhetoric—that is, an act where someone is communicating to someone else on a subject that is known to both. Imagine a rhetorical triangle made up of a speaker (the writer) the subject (the answer/tute/presentation) and the audience (the teacher/examiner). It is the interaction of the three that makes the act of writing rhetorical in nature. The relationship between writer and audience is unequal, in the sense that the writer needs to prove something to an audience, who must be assumed to be skeptical and in need of persuasion. To be able to write articulately, it is first crucial to read and think with clarity. Each of the three components therefore need to be studied in detail.

a. Writer/Speaker – In the act of writing, the writer or the speaker is the student in this class. Therefore, the first task is to locate the students in their historical, socio-economic, cultural materiality. Antonio Gramsci's idea of creating a personal inventory of historical traces to date on the self would be one useful way to think about this.

b. Text – What is a text? From what perspective do we read a text? What is the perspective from which it is written? What is the context in which this argument was made? What is the context in which we are reading it? One of the ways of thinking about these issues is to consider everything around us as a text. We read the world around us all the time. Reading means critically analyzing through the prism of one's own ideology. As we read and analyze, we evaluate and also form value judgments about the text.

c. Audience – We only ever speak/write to persuade an audience. Who are we writing to? With what motive? What investment? Eagleton points out that we only speak if there is reason, a motive, a message. To analyze the appeals that are used in persuading the audience, one first needs to understand the character of the audience.

Unit 2

How to write: Creating a rhetorical argument: What, How, Why (Definition, Evaluation, Proposal)

Writing is a goal-oriented task. It is the teaching of each specific rhetorical tool that will form the stages of this course. The syllabus is structured to teach the following: how to analyze questions; how to make thesis statements, outlines and paragraphs; how to link ideas; how to write introductions and conclusions; and how to use examples and critics. These skills are to be taught not for their own sakes or to fulfil some aesthetic desire to see a nicely written essay. These skills are inextricable from the rhetorical act of persuasion itself, and persuasive writing cannot take place until these skills are systematically learnt.

Thesis Statement

How do we recognize a thesis statement? It answers the question – What are you going to prove? What do you want your reader to believe by the end of your answer? While planning the thesis statement it is important to spell out precisely what you're going to say. It should answer how and why the argument is being written.

Unit 3

How to write: Creating a rhetorical argument: What, How, Why (Definition, Evaluation, Proposal)

Outline

The thesis statement discussed earlier outlines the major sections of the essay. The technique of writing the thesis statement is sometimes called *blueprinting*. Based on the thesis statement, the formal outline provides a clearer blueprint of the assignment.

Expanding the Outline

In this step the information required under each point in the rough outline needs to be sourced and noted. The evidence needed to support the thesis statement and the authority or analysis of the evidence will flesh out the outline made in the above section.

Unit 4

How to write: Creating a rhetorical argument.

Introduction and Conclusion

There is a format or structure for writing the introduction and the conclusion that is generic to all tasks of writing. These two paragraphs are to be written after the argument has been established and proven to aid the rhetorical task of persuasion.

Unit 5

How to write: Creating a rhetorical argument.

Linkages Transitions and Signposting

These elements are crucial for the writer to lead the reader through the process of following the thesis, the outline, the evidence, and the progression of the argument.

Paragraphing and Sentence Structure

These skills are not taught for their aesthetics. They are crucial to the logical argument, as language determines order at the sentence level, and the ordering of points in paragraphs determines the structure of the argument.

Readings

There will be a Reader with 8 – 12 texts/readings, which will be selected according to graded difficulty to be accessible to students of different abilities. Each reading will be accompanied by a series of topics of discussion to aid reading the text from the different aspects taught in the class. They will also be accompanied by a series of 6 – 10 questions from which one or two questions can be chosen to ask the class to write assignments. The texts would try to cover different issues of interest to students to generate meaningful discussion in class and analysis in the process of writing.

Course structure

The course will be structured around 3 assignments. In the first assignment the student will be expected to analyze the reading and the question and to write about the issues the question asks for and then to condense that into a roughly three sentence thesis statement. The second assignment will require the student to write a thesis statement and to make an outline to match the thesis statement. The third assignment will require the student to start with the thesis statement follow with outline and finally produce an entire essay.

Prose:

1. Jane Tompkins, 'Indians', Textualism Morality and the Problem of History' (Difficult)
2. Paulo Friere, 'The Banking Concept of Education' (Medium Difficult)
3. Martin Luther King Jr, Letter from Birmingham Jail (Medium Medium)
4. Rebecca Solnit:, 'Men Explain Things to Me' (Medium Easy)
5. Aurangzeb, Letter to his Teacher (Easy)

Poetry

1. Agha Shahid Ali, 'Ghazal', (Difficult)
2. Margaret Atwood, 'This is a photograph of me' (Medium Difficult)
3. Dylan Thomas, 'Do not go gentle into the night' (Medium medium)
4. Bob Dylan, 'The Times They are A-changing' (Medium easy)
5. Robert Frost, 'The Road Not Taken' (Easy)

Short Story

1. Heinrich Boll, 'Stranger Bear word to the Spartans we...' (Difficult)
2. Alice Munro, 'Gravel' (Medium Difficult)
3. Shirley Jackson, 'The Lottery' (Medium Medium)
4. Vaikom Basheer, 'The Card-Sharpers Daughter' (Medium Medium)
5. Om Prakash Valmiki, 'Joothan' (Easy)

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading. The 15 texts of essential reading are listed above – 5 prose pieces, 5 poems, and 5 short stories.

Teaching Plan

Paper S1 – Analytical Reading and Writing

Week 1 – Introduction to Analytical Reading and Writing

Weeks 2 – How to read

Week 3 -- Introduce and Discuss Reading 1

Week 4 -- Thesis Statement

Assignment 1 due Week 4: Three paragraphs for thesis statement, reduced to three sentences

Week 5 -- Introduce and Discuss Reading 2

Week 6 -- Thesis Statement

Week 7 & 8 -- Outline corresponding to Thesis statement

Assignment 2 due Week 8

Week 9 -- Introduce Reading 3

Week 10 --Thesis Statement
Week 11 -- Outline/ Introduction and Conclusion
Week 12 -- Rough draft
Week 13 -- Assignment 3 due
Week 14 – Concluding discussion

Keywords

Reading analytically
Reading techniques
Audience
Persuasive writing
Argumentation
The appeals
Logical argument
Authority
Rhetoric
Thesis
Outline
Writing introduction
Writing conclusion
Signposting
Transitions

PAPER S2: LITERATURE IN SOCIAL SPACES

Course Objectives

According to Emile Durkheim, the categories of time, space, class, personality (and so on) are social in nature. Social spaces therefore have to be understood as products of the distribution of individuals/communities, kinship ties, and professional relationships. Since such spaces are crucial for the orientation and growth of individuals, ideally they should be constructed by ensuring inclusivity empathy and self-awareness.

Humanities as a field encourages us to ask pertinent questions, share different world-views, and produce alternate truths in the process. It is in this regard that we are offering a course that will use texts (literary or otherwise) to equip students with skills crucial to understand and deal with the practicalities of the everyday, be it with regard to workplace intimate networks or social media.,Recent research has inferred that the study of Humanities and Social Sciences are effective in developing soft skills considered of vital importance in the dynamic workplace of the 21st Century.

This course draws attention to the link between critical thinking skills developed by studying the Humanities, especially Literature, and other skills that are often termed, ‘soft skills’. The course focuses on the empathy building capacity of Literature and the application of critical thinking and problem solving skills employed in literary analysis to develop an understanding

of the value of literature in social and professional spaces. Literary readings will provide the foundation for developing skills such as better communication and empathy, understanding the value of teamwork, the need for adaptability, and the role of leadership and mentoring.

Learning Outcomes

- Students will be familiarised with the link between the Humanities and, ‘soft skills’
- They will be encouraged to focus on the value of literature as an empathy-building experience.
- They will learn to apply critical thinking and problem solving skills developed by the study of literature to personal social and professional situations.
- Students will be encouraged to enhance their teamwork skills by working in groups and to understand the processes of leadership and mentoring.
- Students will work on their presentation skills and build on the idea of, ‘narratives’, to better communicate with target audiences.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Humanities and Soft skills

- ‘Creative and Arts Graduates have the Soft Skills needed to make them Work-Ready’, by Mark Harman in *The Independent* 22 June 2016
(<https://www.independent.co.uk/student/career-planning/creative-arts-graduates-soft-skills-graduate-employment-university-subjects-work-ready-a7095311.html>)
- ‘Leadership in Literature’, by Diane Coutu in *The Harvard Business Review* March

2006 (<https://hbr.org/2006/03/leadership-in-literature>)

- c) 'How Literature informs Notions of Leadership', by Gregory L. Eastwood in *Journal of Leadership, education* Vol 9 Issue 1 2010 (http://journalofleadershiped.org/attachments/article/161/JOLE_9_1_Eastwood.pdf)

Unit 2

Emotional Intelligence Adaptability and Mental Health

- a) Daniel Goleman., 'Don't let a bully boss affect your mental health', <http://www.danielgoleman.info/dont-let-a-bully-boss-affect-your-mental-health/>
- b) William Blake, 'The Chimney Sweeper', from *Songs of Innocence and Songs of Experience* (both versions - 2 poems)
- c) W. Somerset Maugham, 'The Verger', (short story)

Unit 3

Critical Thinking and Problem Solving

- a) 'On the Writers Philosophy of Life', by Jack London in *The, editor* October 1899 (essay)
- b) Nicholas Bentley, 'The Lookout Man', (short story) in S. P. Dhanvel's *English and Soft Skills* (Delhi: Orient Blackswan 2010).
- c) J. K. Rowling., 'The Fringe Benefits of Failure and the Importance of Imagination', (extract from her speech at Harvard 2008) <https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

Unit 4

Teamwork and Team Management

- a) Extract from Mark Twain *Huckleberry Finn* in S.P. Dhanvel's *English and Soft Skills* (Delhi: Orient Blackswan 2010).
- b) 'The Builders', by Henry Wadsworth Longfellow (poem)

Unit 5

Leadership and Mentoring

- a) 'If', by Rudyard Kipling (poem)
- b) 'Are you my Mentor?', by Sheryl Sandberg in *Lean in: Women Work and the Will to Lead* (London: Penguin Random House 2015).

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Suggested Films

1. 2002 Documentary -- *The Tales of the Night Fairies* (teamwork leadership and adaptability)
2. 1993 Film -- *What's Eating Gilbert Grape?* (self-awareness family and care)
3. 2000 Film -- *Erin Brockovich* (soft skills and empathy)
4. 2003 Film -- *Monalisa Smile* (leadership and mentorship)
5. 2016 Film-- *Hidden Figures* (affective leadership and teamwork)
6. 2016 TV Serial -- *Black Mirror: Season 3 Nosedive* (mental health and social media)
7. 2007 Film -- *Chak De India* (teamwork leadership mentoring)

Teaching Plan

Paper S2 – Literature in Social Spaces

Week 1 – Introduction

Week 2 – Unit 1 - Humanities and Soft skills

Week 3 – Unit 1 - contd

Week 4 – Emotional Intelligence, Adaptability, and Mental Health

Week 5 – Unit 2 - contd

Week 6 – Unit 2 - contd

Week 7 – Unit 3 - Critical Thinking and Problem Solving

Week 8 – Unit 3 - contd

Week 9 – Unit 3 - contd

Week 10 – Unit 4 - Teamwork and Team Management

Week 11 – Unit 4 - contd

Week 12 – Unit 5 - Leadership and Mentoring

Week 13 – Unit 5 - contd

Week 14 – Conclusion

Keywords

Soft skills

Humanities and soft skills

Literature and EQ

Leadership and Literature

Critical thought in Humanities

Mentoring and Literature

PAPER S3: LITERATURE IN CROSS-CULTURAL ENCOUNTERS

Course Objectives

Acknowledging literature's status as an important medium in making sense of the world we live in, this paper will enable students to critically view their location within a larger globalized context. By reading texts cross-culturally, students will engage with people's

experience of caste/class, gender, race, violence and war, and nationalities and develop the skills of cross-cultural sensitivity. The paper will give them the vocabulary to engage with experiences of people from varying cultures and backgrounds, particularly relevant in contemporary times as these issues continue to be negotiated in the workplace as well as larger society.

Learning Outcomes

This course aims to help students

- develop skills of textual and cultural analysis;
- develop insights into and interpretations of complex cultural positions and identities; and
- pay specific attention to the use of language and choice of form/genre that affects the production and reception of meaning between writers and readers.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

The readings of all units are taken from *The Individual and Society: Essays Stories and Poems*, edited by Vinay Sood et al., for The Department of English, University of Delhi, New Delhi: Pearson, 2006.

Unit 1

Caste/Class

1. Jotirao Phule, 'Caste Laws'
2. Munshi Premchand, 'Deliverance'
3. Ismat Chughtai, 'Kallu'
4. Hira Bansode, 'Bosom Friend'

Unit 2

Gender

1. Virginia Woolf, 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. W. B. Yeats, 'A Prayer for My Daughter'
4. Eunice de Souza, 'Marriages Are Made'
5. Margaret Atwood, 'The Reincarnation of Captain Cook'

Unit 3

Race

1. Roger Mais, 'Blackout'
2. Wole Soyinka, 'Telephone Conversation'
3. Langston Hughes, 'Harlem'
4. Maya Angelou, 'Still I Rise'

Unit 4

Violence and War

1. Wilfred Owen, 'Dulce et Decorum Est'
2. Edna St Vincent Millay, 'Conscientious Objector'
3. Henry Reed, 'Naming of Parts'
4. Bertolt Brecht, 'General Your Tank Is a Powerful Vehicle'
5. Intizar Husain, 'A Chronicle of the Peacocks'
6. Amitav Ghosh, 'Ghosts of Mrs Gandhi'

Unit 5

Living in a Globalized World

1. Roland Barthes, 'Toys'
2. Chitra Banerjee Divakaruni, 'Indian Movie New Jersey'
3. Imtiaz Dharker, 'At Lahore Karhai'
4. Naomi Klein, 'The Brand Expands'

(5 sections – 12 poems 11 essays/stories – to be completed in 14 weeks 42 lectures + 14 practicals)

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Paper S3 -- Literature in Cross-Cultural Encounters

Week 1 -- Introduction

Week 2 -- Unit 1 -- Caste/Class

Week 3 -- Unit 1 contd

Week 4 -- Unit 2 -- Gender

Week 5 -- Unit 2 contd

Week 6 -- Unit 2 contd

Week 7 -- Unit 3 -- Race

Week 8 -- Unit 3 contd

Week 9 -- Unit 3 contd

Week 10 -- Unit 4 -- Violence and War

Week 11 -- Unit 4 contd

Week 12 -- Unit 5 -- Living in a Globalized World

Week 13 -- Unit 5 -- contd

Week 14 -- Concluding lectures; discussion on exam pattern etc.

Keywords

Race

Caste

War

Class

Globalisation

Gender

Violence

Literature

Culture

Cross Cultural Encounters

Critical thinking

PAPER S4: ORAL AURAL AND VISUAL RHETORIC

Course Description

This paper is designed to introduce students to the theory and practice of rhetorical studies. Rhetoric has meant an art, an artifact, and a kind of discourse. The aim here is to investigate the art of expression, whether with words, with musical notes or with lens. It is to treat all cultural artifacts such as oratory, music, and photography as texts that can be read/heard/seen, and analyzed and appreciated in class. The paper initiates the students to classical and modern rhetorical theories, both in the West and in India, in the first unit. In the rest of the units, students will learn to closely read any non-literary text, become attentive listeners, and feel the tone and texture of images.

This course surveys and explores a number of rhetorical traditions from around the world, studying sample texts along two axes: firstly, *temporal* where texts are read in their original historical contexts; and secondly, *ideational* where texts are read for themes and perspectives.

Learning Outcomes

In this course, students will

- develop their oral/aural/visual senses to appreciate a cultural text, while at the same time using a theoretical framework and position to read a text; and
- identify and engage with the themes of:

- i. Argumentation and persuasion
- ii Language and writing
- iii. Intention and motivation of the author/orator/painter/musician.
- iv. Emotive element in speech and music
- v. Performative language

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests	Discussing exam questions and answering	Class tests

	and examinations	techniques	
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Course Contents

Unit 1

Theory of Rhetoric: Western and Indian

1. James A. Herrick, 'An overview of rhetoric', *The History and Theory of Rhetoric: An Introduction* (Routledge 2016) p 1-30
2. Aristotle *On Rhetoric: A Theory of Civic Discourse*, trans. George A Kennedy. Book 1 chapter 3 p 46-51.
3. M. Perelman, *The Idea of Justice and the Problem of Argumentation* ('Act and Person in Argument p 196-208).
4. Bharata, *Natyasastra*, ed. and trans. Manmohan Ghosh (selections Chapter 19 p 344-352).
5. Lawrence McCrea, "'Resonance", and its Reverberations: Two cultures in Indian epistemology of Aesthetic Meaning', *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art.*, ed. Arindam Chakrabarti (London: Bloomsbury 2016) pp. 25-42.

Unit 2

Oratory

1. Martin Luther King: Messianic Myth
28th August 1963, 'I have a Dream', address at march on Washington for Jobs and Freedom
<https://www.youtube.com/watch?v=3vDWWy4CMhE>
25th March 1965, 'Our God is Marching on!'
<https://www.youtube.com/watch?v=5n5WbNCEeHM>

Reading

Black Jonathan-Charteris., 'Martin Luther King: Messianic Myth', (chapter 3 pp 58-84) *Politicians and Rhetoric: The Persuasive Power of Metaphor* (Palgrave Macmillan 2005).

2. Susan B Anthony on Women's Right to Vote
<https://www.youtube.com/watch?v=T57dwhJBtts>

Reading

Katheryn M. Conway, 'Woman Suffrage and the History of Rhetoric at the Seven Sisters College 1865-1919' *Reclaiming Rhetorica: Women in the Rhetorical Tradition*, ed. Andrea A Lunsford.

3. Nehru Tryst with Destiny speech to the Indian constituent assembly on 14th August 1947.
<https://www.youtube.com/watch?v=AzdVKGdZUpQ>

Reading

Black Jonathan-Charteris., 'Persuasion Legitimacy and Leadership', (chapter 1 pp 1-26) *Politicians and Rhetoric: The Persuasive Power of Metaphor* (Palgrave Macmillan 2005).

Unit 3

Music

1. Bob Dylan musical piece, 'Blowin', in the wind'.
<https://www.youtube.com/watch?v=G58XWF6B3AA>

Readings and music

1. Brian Vickers, 'Figures of Rhetoric/Figures of Music?', *Rhetorica ii* (1984) 1-44
Karl Eschman, 'The Rhetoric of Western Music', *The Musical Quarterly* vol 7 no 2 (April 1921) pp 157-166.
2. Ol', Man River in many versions and contexts:
 - i. Ol', Man River by Paul Robeson for the film, 'Showboat', in 1936.
 - ii. The version with altered and more revolutionary lyrics which he sang on stage in the 1930s.
 - iii. Bhupen Hazarika's Assamese version, 'BistirnoParare'
 - iv. Bangla, 'BistirnoDupare',
 - v. Nepali, 'Bristit Kinarako', with subtitles
3. The chapter, 'Ol', Man River', in the book *The Undiscovered Paul Robeson: An Artist's Journey 1898-1939* by Paul Robeson Jr.
4. Hemango Biswas, 'A Glorious Heritage', *Folkmusic and Folklore: An Anthology*.
Pradip Kumar Sengupta *Foundations of Indian Musicology* (ch7:, 'Raga and Rasa', p 99-124).
5. 'Na to Karvankitalaashhai', *BarsaatkiRaati* movie of 1950s.
6. Kumkum Sangari, 'Viraha: A Trajectory in the Nehruvian Era', in *Poetics and Politics of Sufism and Bhakti in South Asia: Love Loss and Liberation*, ed. Kavita Panjabi

Unit 4

Photography

Lady Filmer's Album

Readings and visuals

1. 'Photographs fun and flirtations', Patrizia De Bello *Women's Albums and Photography in Victorian England: Ladies Mothers and Flirts* (Ashgate 2007).
2. Jyotindra Jain, 'The visual culture of the Indo-British cotton trade', *Marg: A Magazine of the Arts The Story of Early Indian Advertising* (March-June 2017).
3. 1857 uprising photos - Memorial well at Cawnpore (Kanpur) Kashmiri Gate in Delhi the Residency at Lucknow.

4. Malavika Karlekar, 'Sites of Past Conflict', (pp57-62) and, 'The, 'Second Creature' (pp. 15-164) *Visual History: Photography in the Popular Imagination* (OUP, 2013)
5. Dayanita Singh and Aweek Sen, 'House of Love'(short story) *House of Love* (Peabody Museum Press 2010)

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Paper S4 - Oral Aural and Visual Rhetoric

- Week 1 – Unit 1 -- Theory of Rhetoric: Western and Indian
- Week 2 – Unit 1 (contd)
- Week 3 – Unit 1 (contd)
- Week 4 – Unit 1 (contd)
- Week 5 – Unit 2 -- Oratory
- Week 6 – Unit 2 (contd)
- Week 7 – Unit 2 (contd)
- Week 8 – Unit 3 -- Music
- Week 9 – Unit 3 (contd)
- Week 10 – Unit 3 (contd)
- Week 11 – Unit 4 -- Photography
- Week 12 – Unit 4 (contd)
- Week 13 – Unit 4 (contd)
- Week 14 – Concluding lectures discussion on exam pattern etc.

Keywords

Rhetoric
Close Reading
Writing
Oratory
Photography
Music

PAPER S5: INTRODUCTION TO CREATIVE WRITING FOR MEDIA

Course Objectives

This course introduces students to the concepts of ‘creativity’ in general and ‘creative writing’ in particular. This paper focuses especially on writing for the media, ranging from newspapers and magazines to emerging new media forms. After being given a foundation in the theoretical aspects of writing for the media, real life examples will provide practical exposure. This course will encourage students to be active readers and writers, who will engage with contemporary issues in a well informed manner. This course will be of interest to those students who wish to pursue creative writing, especially those who wish to work in the media.

Learning Outcomes

This course aims to

- introduce students to the idea that creativity is a complex and varied phenomenon that has an important relationship with social change;
- familiarize students with ideas about language varieties and the nuances of language usage;
- introduce students to the language and types of media writing across forms and genres; and
- encourage students to revise their work critically and inculcate the skills of proofreading.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests	Discussing exam questions and answering	Class tests

	and examinations	techniques	
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Course Contents

Unit 1

What is Creative Writing?

- a) Defining and Measuring Creativity
- b) Inspiration and Agency Creativity and Resistance
- c) What is Creative Writing? Can it be taught?
- d) The importance of Reading

Unit 2

The Art and Craft of Creative Writing

- a) Styles and Registers
- b) Formal and Informal Usage
- c) Language Varieties Language and Gender
- d) Disordered Language
- e) Word order Tense and Time Grammatical differences

Unit 3

Writing for the Media

- a) Introduction to Writing for the Media
- b) Print Media
- c) Broadcast Media
- d) New Media
- e) Advertising and Types of Advertisements

Unit 4

Revising Rewriting and Proof Reading (pages 205-208)

- a) Revising
- b) Rewriting
- c) Proof reading and proof-reading marks

Prescribed Text

Creative Writing: A Beginners', Manual by Anjana Neira Dev et al. For The Department of English, University of Delhi (New Delhi: Pearson, 2008).

Essential Reading

Dev, Anjana Neira et al. *Creative Writing: A Beginners' Manual*. For The Department of English, University of Delhi, New Delhi: Pearson, 2008

Suggested Methods of Internal Evaluation

It is recommended that students be asked to prepare a portfolio of original writings, which will include any 4 from:

- a) Creativity in everyday life
- b) An advertisement
- c) A news report
- d) A review of a film/book/play/restaurant
- e) A travel review /page from a travelogue
- f) An, editorial
- g) A blog /vlog entry

Teaching Plan

Paper S5 -- Introduction to Creative Writing for Media

Note: Ample time must be devoted in during practical periods to actual writing and the practice of the theory that is taught in class. Contemporary real time examples are encouraged. The student's portfolio must emerge based on classroom work and exercises

Week 1 – Introduction to Paper S5 -- Creative Writing for Media

Week 2 – Unit 1 -- What is Creative Writing?

Week 3 – Unit 1 contd

Week 4 – Unit 1 contd

Week 5 – Unit 2 -- The Art and Craft of Creative Writing

Week 6 – Unit 2 contd

Week 7 – Unit 2 contd

Week 8 – Unit 3 -- Writing for the Media

Week 9 – Unit 3 contd

Week 10 – Unit 3 contd

Week 11 – Unit 4 -- Revising, Rewriting and Proof Reading

Week 12 -- Unit 4 contd

Week 13 – Unit 4 contd

Week 14 – Concluding lectures; exam issues, etc.

Keywords

Creative writing

Writing for the media

Advertisements

Proof reading

Newspaper reports

Media literacy

Blogs
Vlogs
Reviews
Language for the media

PAPER S6 -- TRANSLATION STUDIES

Course Objectives

In a multicultural country like India, translation is necessary for better governance and for greater sensitivity to other cultural groups. As the world shrinks further due to increased communication, translation is required for smooth flow of knowledge and information. The course will sensitise students to the processes involved in translation. Students will be familiarised with various methods, strategies and theories of translation. Further they will learn to recognise a translated text as a product of its cultural, social, political and historical contexts.

Learning Outcomes

Through the study of this course the student will develop the ability to

- sensitively translate literary and non-literary texts including official and technical documents from one language to another;
- interpret from one language to another;
- examine what is translated and why;
- discern the difference in language systems through the practice of translation;
- understand the processes involved in translation in mass media, especially news reporting, advertising and films;
- engage with the demands of subtitling and dubbing;
- compare translations;
- evaluate and assess translated texts; and
- edit translated texts.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2.	Expressing concepts through writing	How to think critically and write	Writing essay length assignments

		with clarity	
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introducing Translation

Introducing a brief history and significance of translation in a multi-linguistic and multicultural society like India.

Introducing basic concepts and terms used in Translation Studies through relevant tasks:

Equivalence, Source Language, Target Language, Source Text, Target Text, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing and Switching, transliteration, simultaneous and consecutive interpreting.

Unit 2

- a. Brief Theory of Linguistics – morphology phonology syntax
- b. Defining the process of translation (analysis transference restructuring) through critical examination of diverse translated texts.

Unit 3

Types and modes of translation

- a. Semantic and Literal translation
- b. Free Sense-to-sense and Literary translation
- c. Functional and Communicative translation
- d. Technical and Official translation
- e. Transcreation
- f. Audio-visual translation: subtitling dubbing voice-overs
- g. Back translation
- h. Rank-bound and Unbounded translation
- i. Machine Translation

Unit 4

Practice of Translation

- Source Texts
- Idiomatic Expressions/ Headlines/Taglines
- Poetry
- Short-story/Novella/Excerpt from a novel
- Newspaper Report/Editorial/Review/Feature Article
- Songs/Films

Unit 5

Issues in Translation

- Translation and Gender
- Translation and Caste
- Translation and Culture
- Translation and Technology
- Translation and Mass Communication
- Comparison and Evaluation of Translated texts

Essential Readings

- Baker, Mona, *In Other Words: A Coursebook on Translation*. London and New York: Routledge, 2011. (Useful exercises for practical translation and training)
- Bassnett, Susan. *Translation Studies*. 4th edn. London and New York: Routledge, 2014.
- Bassnett, Susan and Trivedi, Harish eds. *Postcolonial Translation: Theory and Practice*. London and New York: Routledge, 1999.
- Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001.

Teaching Plan

Paper S6 – Translation Studies

- Week 1 – Unit 1 (a) -- Introduction to Translation Studies; A brief history of translation in India; significance of translation in a multilingual and multicultural society like India
- Week 2 – Unit 1 (b) Introduction to basic terms and concepts used in translation studies through relevant tasks -- Source Language, Target Language, Source Text, Target Text.
- Week 3 -- Unit 1 (b) contd -- Language Variety, Dialect, Idiolect, Register, Style, Equivalence, Mode, Code Mixing and Switching, Transliteration, Simultaneous and Consecutive Interpreting.
- Week 4 -- Unit 2 (a) Brief theory of Linguistics – Morphology, Phonology, Syntax
- Week 5 -- Unit 2 (b) Defining the process of translation (analysis, transference, restructuring) through critical examination of diverse translated texts.
- Week 6 -- Unit 3: Discussing types and modes of translation with examples
- a. Semantic and Literal translation
 - b. Free, Sense-to-sense and Literary translation
 - c. Functional and Communicative translation
- Week 7 -- Unit 3 contd.
- d. Technical and Official translation
 - e. Transcreation

- f. Audio-visual translation: subtitling, dubbing, voice-overs
- Week 8 -- Unit 3 contd. g. Back translation
 - h. Rank-bound and Unbounded translation
 - i. Machine Translation
- Week 9 -- Unit 4: Practice of translation with examples
 - Idiomatic Expressions/ Headlines/Taglines
 - Newspaper Report/Editorial/Review/Feature Article
- Week 10 -- Unit 4 contd.
 - Poetry
 - Songs/Films
 - Advertisements: Print and Audio-Visual
- Week 11 -- Unit 5: Discussing Issues in Translation
 - Translation and Gender
 - Translation and Caste
- Week 12 -- Unit 5 contd -- Translation and Technology
 - Translation and Mass Communication
 - Translation and Culture
- Week 13 -- Unit 5 contd -- Comparison and Evaluation of Translated Texts
- Week 14 -- Discussion of individual portfolios

Keywords

Translation
 Interpreting
 Source text
 Target text
 Source language
 Target language
 Equivalence
 Machine translation
 Adaptation
 Transcreation

PAPER S7 -- INTRODUCTION TO THEATRE AND PERFORMANCE

Course Objectives

The course is intended for students who specialise in English Literature. The idea is to acquaint them with historical processes at work, to understand the way in which techniques/methodology of drama have evolved over a period of time. There are two aspects to this course. One is the development of aesthetics in the Indian context, from the pre-Independence to post-Independence period. The course also looks at censorship acts, the

politics of the market and other factors, to locate the socio-political context of drama. There will also be a discussion of the popular forms of performance in India. The second aspect is the development of theories and practice of drama in Europe and their impact on the Indian context.

Learning Outcomes

Through this course, students will be able to

- understand the different theories of drama in Europe and India, both from the point of view of theory and performance;
- make connections between socio-economic processes at work and the emergence of a certain kind of dynamic within theatre; and
- put up a performance at the end of the course, making use of the different kinds of aesthetics they have studied (since this is a Skill Enhancement Course)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introduction

- What is a text?
- What is a performance?
- The uniqueness of the dramatic text: Literature and/or Performance?

- The politics of a Dramatic text: endorsement status quo vs. subversion

Unit 2

Theories of Performance

- Performance theory
(Richard Schechner/Dwight Conquergood)
- Radical theories
(Bertolt Brecht, Augusto Boal)
- Classical theories
(Natyashastra, Aristotle)

Unit 3

The State the Market and the History of Theatre

- Under British rule
(Viceroy Northbrook–censorship Neeldarpan Nabanna– Pre-Independence Indian Theatre)
- (Popular forms: Jatra Tamasha Nautanki Burrakatha Dastangoi and others)
- Modern Indian theatre in the post-independence period
 - o (Bourgeois theatre and theatre of change Feminist theatre)
 - o (Street theatre Janam)

Unit 4

Modern Western theatre

- Naturalism (Realism)
 - o (Stanislavsky)
- Epic theatre: theatre as criticism
 - o (Brecht, Dario Fo, France Rame)
- Theatre that resists the state and market

Unit 5

The Performative Act

- Performance space
 - o (in the round proscenium amphitheatre thrust stage etc.)
- Space, Lights, Costumes, Sets

The students must be asked to create a performance from a text (their choice/assisted by the teacher).

Essential Readings

Brecht, Bertolt. 'A Short Organum for the Theatre' (para 26 - 67) in *Brecht on Theatre: The Development of an Aesthetic*. Trans. and Ed. Willett, John. New York: Hill and Wang, 1957, pp. 186-201.

Fo, Dario. 'Breaking Down the Fourth Wall', in *The Tricks of the Trade*. Trans. Joe Farrell. London: Methuen Drama, 1991, pp. 73-4.

Schechner, Richard. 'The Fan and the Web', in *Performance Theory*. New York:

Routledge, 2002, pp. xvi-xix.

Stanislavski, Constantin. 'Faith and the Sense of Truth', Chapter 8, Section I, in *An Actor Prepares* [1936]. London: Methuen, 1988, pp. 121-23.

Suggested Plays for Performance

Bertolt Brecht, *Caucasian Chalk Circle*

Bijon Bhattacharya, *Nabanna*

Clifford Odet, *Waiting For Lefty*

Dario Fo, *Can't Pay Won't Pay*

Euripides, *Medea*

Franca Rame, *A Woman Alone*

Mahesh Dattani, *Dance Like A Man*

Teaching Plan

Paper S7 -- Introduction to Theatre and Performance

Week 1 – Introduction to Paper 10: Introduction to Text and Performance

Week 2 – Unit 2 – Theories of Performance

Week 3 – Unit 2 contd

Week 4 – Unit 3 -- The State, the Market and the History of Theatre

Week 5 – Unit 3 contd

Week 6 – Unit 3 contd

Week 7 – Unit 4 -- Modern Western theatre

Week 8 – Unit 4 contd

Week 9 – Unit 4 contd

Week 10 – Unit 5 -- The Performative Act

Week 11 -- Unit 5 contd

Week 12 – Discussion of plays and rehearsals for performance

Week 13 – Discussion of plays and rehearsals for performance

Week 14 – Concluding lectures; exam issues, etc.

Keywords

Performance theory

Natyashastra^[1]_[SEP]

Classical theory

Bertolt Brecht

Augusto Boal

Neeldarpan

Nabanna

Jatra

Tamasha

Nautanki

Burrakatha
 Dastangoi
 Street theatre
 Janam in the round
 Proscenium
 Amphitheatre
 Thrust stage

PAPER S8: MODES OF CREATIVE WRITING – POETRY, FICTION, AND DRAMA

Course Objectives

This course introduces students to Creative Writing in the three fundamental modes – poetry, fiction (short story and novel), and drama (including scripts and screenplays). The students will be introduced to the main tropes and figures of speech that distinguish the creative from other forms of writing. The students will be able to see language as not just a means of communication but as something that can be played with and used for the expression of the whole range of human emotion and experiences. Within each literary mode, the students will study conventional as well as contemporary expressions. This course will interest those who wish to engage with the discipline of creative writing in its varied manifestations.

Learning Outcomes

Through this course, students will

- be introduced to a variety of tropes and figures of speech, and sensitised to the texture of literary language;
- understand the importance of reading with a view to unlocking the writers’ craft;
- be introduced to various forms of poetry, fiction and drama and the wide range of possible genres within them;
- be made aware of the range of career opportunities that exist within the field of creative writing as well as within the realm of theatre and performance; and
- be encouraged to revise their work critically and inculcate the skills of editing and preparing their work for publication.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide	Reading theoretical material together in small groups working in peer groups to discuss

		them towards skill based learning	material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

Prescribed Text

Creative Writing: A Beginners' Manual by Anjana Neira Dev et al. for The Department of English, University of Delhi (New Delhi: Pearson, 2008).

Unit 1

The Art and Craft of Writing

Tropes and Figures of Speech

(examples of figures of speech based on similarity/obliqueness/difference/extension/utterance and word building should be discussed and practiced in class)

Unit 2

Modes of Creative Writing -- Poetry and Fiction

- a) Writing to Communicate
- b) Writing Poetry -- Definitions of Poetry/Difference between Poetry and Prose
- c) Form and Technique Shapes
- d) Dominant Forms and Modes of Poetry
- e) Writing Verse for children
- f) Writing Fiction -- Differences between Fiction and Non Fiction
- g) Literary and Popular Fiction
- h) Creating Character, Plot, Setting, and POV
- i) Writing for Children

Unit 3

Modes of Creative Writing-Drama and Screenplay

- a) What is a Drama -- Concept
- b) Plot and Character in Drama
- c) Verbal and Non-verbal Elements in Drama
- d) Contemporary Theatre in India – a brief overview

- e) Writing for Films -- Screenplay conventions
- f) Scripting for Children -- Theatre and Films

Unit 4

Editing and Preparing for Publication (pages 208-216)

- a) Editing and proof-reading your manuscript
- b) Preparing a manuscript for Publication

Essential Reading

Dev, Anjana Neira et al. *Creative Writing: A Beginners' Manual*. For The Department of English, University of Delhi, New Delhi, Pearson, 2008.

Suggested Methods of Internal Evaluation

It is recommended that students be asked to prepare a portfolio of original writings which will include any 4 from:

- a) Illustrated examples using tropes and figures of speech in writing
- b) A Poem
- c) A Short Story
- d) A Dramatic Sequence
- e) Writing for Children -- a poem/short story/dramatic sequence
- f) A Dummy Manuscript
- g) A poem/short story/dramatic sequence in a different form from the one used in a)/b)/c)

Teaching Plan

Paper S8: Modes of Creative Writing -- Poetry Fiction and Drama

Note: Ample time must be devoted, during practical periods, to actual writing and the practice of the theory that is taught in class. Students should be encouraged to engage with texts and can suggest texts in which they are interested. The students' portfolio must emerge based on classroom work and exercises.

Week 1 -- Introduction

Week 2 – Unit 1 -- The Art and Craft of Writing

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Modes of Creative Writing- Poetry and Fiction

Week 5 – Unit 2 contd

Week 6 – Unit 2 contd

Week 7 – Unit 2 contd

Week 8 – Unit 3 -- Modes of Creative Writing-Drama and Screenplay

Week 9 – Unit 3 contd

Week 10 – Unit 3 contd

Week 11 – Unit 4 -- editing and Preparing for Publication

Week 12 – Unit 4 contd

Week 13 – Unit 4 contd

Week 14 – Concluding lectures; discussion on exam pattern etc.

Keywords

Creative writing

Writing fiction

Writing poetry

Writing for children

Writing for the stage

Script writing

Writing for theatre

PAPER S9: ENGLISH LANGUAGE TEACHING

This course is designed to help students of the undergraduate program develop pedagogical and theoretical skills required for teaching the English language. Other than basic theories in ELT, the course will examine a variety of aspects related to learner needs, including multiple intelligences, learning styles and strategies, communication strategies, classroom management issues, the use of technology, and concepts of learner autonomy and learner training. The course will also explore important aspects of learning, teaching, and assessment for the English language.

Course Objectives

The course intends to enable students to

- recognize the role of affect in language learning, and account for individual differences among learners in regard to motivation and attitude, personality factors, and cognitive styles;
- identify and adapt to the needs and expectations of the learner;
- be aware of the significant and current approaches in the fields of cognition and language pedagogy;
- understand the importance of teaching materials (in relation to the teaching-learning context and their teaching purposes);
- recognise the importance of planning in ELT and develop lessons in the framework of a planned strategy adapted to learners' levels;
- strengthen concepts of the fundamentals of the English language; and
- understand the need for assessment and devise techniques for an evaluation plan that is integrated into the learning process.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

English Language Teaching

1. Knowing the Learner
2. Learner Variables – age, gender, learning and participation styles, learning disabilities, multiple intelligences, socioeconomic & cultural background, motivation, levels of proficiency
3. Theories of Learning – Bloom’s taxonomy, Krashen’s concept of Comprehensible Input, Vygotsky’s Zone of Proximal Development (Vygotsky could be deleted)
4. Modern Approaches to teaching -- Communicative Language, Teaching Task based Approach, Cooperative Learning, Dogme approach (materials-light teaching) and Bring your own device (Mobile learning).

Unit 2

Structures of English Language:

1. Phonetics – speech mechanisms (vowels and consonants) features of connected speech – word stress rhythm intonation
2. Morphology – word formation processes (coining borrowing etc.)
3. Syntax – parts of speech clauses & phrases punctuation

Unit 3

Teaching Language: Methods Practices and Materials

1. Lesson Planning: lesson aim and objectives context for practice skill focus board work.
2. Teaching listening skills
3. Teaching speaking skills
4. Teaching reading skills
5. Teaching vocabulary
6. Teaching writing skills
7. Teaching grammar

Unit 4

Assessing language skills

1. Addressing errors and language expectations (desired level of proficiency)
2. Qualities of a good test – transparency validity reliability wash back effect
3. Types of assessment – formal versus informal summative versus formative large scale versus classroom

Essential Readings

Celce-Murcia, Marianne et al. *Teaching English as a Second or Foreign Language*. Delhi: Cengage Learning, 4th, edn, 2014.

Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP, 1996.

Woodward, T. *Planning Lessons and Courses*. Cambridge: CUP, 2012.

Teaching Plan

Paper S9 -- English Language Teaching

- Week 1 -- Introduction to ELT, Knowing the variables regarding the learner
- Week 2 -- Learning Theories
- Week 3 – Learning Theories contd
- Week 4 -- Modern Approaches to teaching
- Week 5 -- Phonetics, morphology and Syntax
- Week 6 -- Lesson Plan
- Week 7 & 8 --Teaching Listening, Speaking, Reading, Writing Skills
- Week 9 --Teaching Vocabulary and Grammar
- Week 10 -- Assessing proficiency
- Week 11 -- Knowing the Qualities of a good test
- Week 12 -- Knowing the different kinds of test
- Week 13 -- Preparing a lesson plan and a test of proficiency

Keywords

Pedagogical skills

Learner needs

Learner autonomy

Assessment

Teaching Plan

Phonetics

Listening

Good test

Teaching Plan

Communicative skills

Reading skills

Writing skills

Speaking and listening

PAPER S10: FILM STUDIES

Course Objectives

This paper enables students to gain skills in the language of film via the appreciation of its specific features as a medium. The course is practically oriented so as to encourage students to acquire the competence necessary to become engaged viewers critics/reviewers and creators/producers in the medium. The course will attempt to make film a democratic and accessible medium for students as creative and analytical persons, and may further enable students to take up work in different arenas of digital humanities.

Learning Outcomes

This course will enable students to

- examine those specific features of composition that help create films: camera, sound, script, and editing will be studied, so that students learn the elements of putting a film together
- study cinema as a form with history and context, tracing genres and geographies, examining legacies, and exploring potential renewals;
- take up work in the medium, to write and review films so as to generate a repertoire of analyses and interpretations;
- engage in projects and/or practical work to supplement units 1&4; and
- build up a portfolio of work through practice of the discipline.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Language of Cinema

Mise en scene -- cinematography -- editing -- sound

Reading

Andrew Dix, *Beginning Film Studies* (New Delhi: Viva, 2010) pp. 9-100.

Unit 2

Genre in Hollywood Cinema

Definitions of genre -- taxonomies of genre -- genre as economic strategy -- genre as cognition -- rethinking genre

Reading

Jill Nelmes, ed. *An Introduction to Film Studies* (London and New York: Routledge, 2003) pp. 152-69.

Unit 3

Themes from Contemporary Indian Cinema (from the 70s to the present)

The city -- underworld -- communalism -- terrorism -- gender issues -- the Indian Art Cinema

Readings

Ranjani Mazumdar, *Bombay Cinema: An Archive of the City* (Ranikhet: Permanent Black 2007) pp. 79-109.

Ravi Vasudevan, *The Melodramatic Public* (Ranikhet: Permanent Black, 2010) pp. 303-33.

Unit 4

Film Review Criticism and Script writing

Readings

Timothy Corrigan, *A Short Guide to Writing About Film*, 9thedn, (Pearson, 2014).

Unit 5

Practical Component Evaluation

1. Students may turn in a portfolio of 4 film reviews/one academic paper/one short film/one film script (fiction or nonfiction)
2. For reviews: criteria for choice of films must be explicitly stated in the form of a position paper. Films must be from a wide time-arc and must include old and just-released films. Total word count of 4 reviews+position paper must not exceed 3000 words.
3. Academic paper can be on any aspect of film and follow all the usual considerations thereon. 3000 words including bibliography and notes.
4. Film script including shots camera position sound/background notes and cuts. Script may be for a film of max 20 minutes length.
5. Film Length: 5-7 minutes of moving image not stills. Films can be evaluated as creative output on the following counts and teachers may decide what gets weightage for the entries they receive: Creativity Originality Screenplay/ Storytelling Technical Execution Narrative/ Performance/Props costumes sets locations (production design) Cinematography (camera angles movement lighting frames etc.) Use of background music/enhancement w credit - Use of visual enhancements like transitions titles credits subtitles or even special effects etc...if any

Suggested Films

- a) *Psycho* (1960 dir. Alfred Hitchcock)
- b) *JaaneBhi Do Yaaro* (1983 Kundan Shah)
- c) *Akam* (2013 dir. Shalini Usha Nair)
- d) *Nayakan* (1987 dir. Mani Ratnam) - Tamil
- e) *HirakRajarDeshe* (1980 dir. Satyajit Ray) – Bangla

Suggested Screenplays

- a) Vishal Bhardwaj, *Maqbool*
- b) Callie Khouri, *Thelma and Louise*

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Paper S10 – Film Studies

Week 1 – Introduction to Film Studies

Week 2 – Unit 1 -- Language of Cinema

Mise en scene - cinematography - editing - sound

Readings: Dix, *Beginning Film Studies*

Week 3 – Unit 1 contd

Week 4 – Unit 1 contd

Week 5 -- Unit 2 -- Genre in Hollywood Cinema; definitions of genre - taxonomies of genre – genre as economic strategy - genre as cognition – rethinking genre

Readings: Nelmes, *An Introduction to Film Studies*. Pp. 152-169. London and New York: Routledge, 2003.

Week 6 – Unit 2 contd

Week 7 – Unit 2 contd

Week 8 – Unit 3 -- Themes from Contemporary Indian Cinema. From the 70s to the present, city

--underworld - communalism - terrorism - gender issues - the Indian Art Cinema

Readings: (a) Mazumdar, *Bombay Cinema: An Archive of the City*; Vasudevan, *The Melodramatic Public*

Week 9 – Unit 3 – contd

Week 10 -- Unit 3 – contd

Week 11 – Unit 4 -- Film Review, Criticism and Script writing

Readings: *How to write about film* by Timothy Corrigan.

Week 12 – Unit 4 contd

Week 13 – Unit 5

Week 14 – Unit 5 contd; conclusion

Keywords

Language of Cinema

Genre

Hollywood Cinema

Contemporary Indian Cinema

Indian Art Cinema

Film Review

Criticism

Script Writing

PAPER S11: APPLIED GENDER STUDIES: MEDIA LITERACIES

Course Objectives

- This course will help students perceive, understand and interpret issues of gender in various cultural texts in India, particularly in mass media representations, including advertising, cinema and journalism. The course aims to mainstream ideas from gender theory, so as to equip the common student to intervene in these issues in an informed way and to become both an informed consumer as well as a confident and ethical participant. The course will focus on enhancing students' textual skills via the use of Indian primary, conceptual, critical and applied texts to create media literacy. The course may be taught to Honours and Program course students. Teachers may evolve more advanced practical work methodologies for advanced students.

Learning Outcomes

This course will enable students to

- identify, read closely, and rewrite narratives of gendered privilege in contemporary Indian popular representation;
- examine the intersections of gender with other categories like caste, race, etc., to understand how different forms of privilege/oppression and resistance/subversion interact in heterogeneous and variable formations; and
- focused on practical application, creating, over the duration of the course, a portfolio of interpretative work that analyses fictional and non-fictional mass medium narratives and that can serve as foundations/sourcebooks for intervention to reduce gender discrimination through media literacy.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders

3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests
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Course Content

Unit 1

Gender/s: concepts and frameworks

Femininities/Masculinities Cis/Trans bodies Heterosexuality/ Homosexuality/ Heteronormativity/ Heteropatriarchy/Sexism/Privilege/Biology/Reproduction

Unit 2

Analysing gender in advertising

The use of gendered stereotypes and privilege in advertising; hegemonic and normative ideas of gender and sexuality in selling and buying products; consumption of goods/bodies; commodification and objectification; the reach and memorability of advertising; matrimonial and personal ads; and reinforcement of caste/class/gender binaries.

Unit 3

Analysing representations of gender in reporting and journalism

Vocabulary of news media coverage in relation to gender representation of masculine/feminine/non-dimorphic bodies re-narrativizing this vocabulary productively; difference in coverage of stories of obviously 'gendered' subjects such as rape, heroism, war, domestic violence, sexual harassment, and supposedly 'neutral' subjects, like labour rights, or work and wages, or health, or politics; advocacy networks for various minority subjects; persistence of sexism in new media

Unit 4

Gender as represented in film (fiction and nonfiction/documentary);

Narrative time available to male/female/trans subjects; use of normative heterosexuality and gender privilege in plots, casting, narrative development, and marketing of films; the Bechdeltest: the importance of clearing it and the implications for mainstream narrativization; consistently failing the test; documentary films for presentation of alternative narratives.

Readings

1. Kandasamy, Meena. "Screwtiny," "Pride goes before a full-length mirror," "Joiissance," and "Backstreet Girls" in *Ms Militancy*. Delhi: Navayana, 2014.

2. Dasgupta R.K and Gokulsing K. M., Introduction: Perceptions of Masculinity and Challenges to the Indian Male from Rohit K. Dasgupta & K. Moti Gokulsing (eds). *Masculinity and its Challenges in India: Essays on Changing Perceptions*. Jefferson, NC: McFarland, 2014. pp 5-26
3. Revathi, A. *A Life in Trans Activism*. Delhi: Zubaan, 2016. Pp. 158—168
4. Nadimpally, S., and V. Marwah.. “Shake Her, She is Like the Tree That Grows Money! In Of Mothers and Others: Stories, Essays, Poems.” Edited by J. Mishra. New Delhi: Zubaan, 2013.
5. Chaudhuri, Maitrayee. “Gender and Advertisements: The Rhetoric of Globalisation”, *Women's Studies International Forum* 2001 24.3/4 pp. 373-385.
6. Jha, Sonora, and Mara Adelman. "Looking for love in all the white places: a study of skin color preferences on Indian matrimonial and mate-seeking websites." *Studies in South Asian Film & Media* 1.1 (2009): 65-83.
7. View and discuss *any one* of the feature films: *Dangal* (Dir. Nitish Tiwari. 2016. UTV and Walt Disney Pictures) or *Chak De* (Dir. Shimit Amin. Yash Raj Films, 2007). *Pink* (Dir. Aniruddha Roy Chowdhury. Rashmi Sharma Telefilms, 2016).
8. View and discuss the documentary films *Unlimited Girls* (Dir. Paromita Vohra. Sakshi, 2002); and, *Newborns* (Dir. Megha Ramaswamy. Recyclewala Labs, 2014).
9. Khabar Lahariya FAQ (<http://khabarlahariya.org/faqs/>, accessed on 05.05.2018) and “Open letter to our Male Colleagues of the Media World, from Khabar Lahariya Editors” (<http://khabarlahariya.org/an-open-letter-to-our-male-colleagues-of-the-media-world-from-khabar-lahariya-editors/> May 03. 2018. Accessed on 05.05.2018).
10. Rege, Sharmila, ‘Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position’ in *Economic and Political Weekly*, Vol. 33, No. 44, 1998, pp. WS39-WS46.
11. “Sarpanch, Woodcutter, Handpump Mechanic: Dalit Women in UP tell Women@WorkStories”. (<http://theladiesfinger.com/woodcutter-sarpanch-handpump-mechanic-dalit-women-work-stories>. May 02, 2018. Accessed on 05.05.2018).
12. Siddiqui, Gohar. "Behind her Laughter is Fear: Domestic violence and transnational feminism". *Jump Cut* 55 (2013 Fall) (<https://www.ejumpcut.org/archive/jc55.2013/SiddiquiDomesAbuseIndia/index.html>. accessed on 05.05.2018)

For Visually Disabled Students

(i) Reading no. 7 (*Dangal* and *Pink* movies) replaced with

Phadke, Shilpa, Sameera Khan, and Shilpa Ranade. *Why Loiter? Women and Risk on Mumbai Streets*. New Delhi: Penguin, 2011. Pp. 65—106.

(ii) Reading no. 8 (documentaries *Unlimited Girls* and *Newborns*) replaced with

Agnihotri, Anita. "The Peacock." *Seventeen*. New Delhi: Zubaan, 2011.69-79 **and** Paromita Vohra's "Interview with Veena Mazumdar, part 1" and "Interview with Veena Mazumdar, part 2". *Unlimited Girls* footage. *Point of View*.

<https://pad.ma/MH/info> and (<https://pad.ma/NC/info>. Accessed on 05.05.2018).

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading.

Suggested Reading

Poyntz, Stuart R. *Media Literacies: A Critical Introduction*. Wiley Blackwell, 2012.

Evaluation

Emphasis will be on student's ability to apply concepts generatively rather than to test memory and to encourage intersectional thinking. Therefore all the readings may be treated as applying to all units in terms of concepts and techniques therein.

Practicals (14 hours)

1. Students may submit for evaluation either one full-length academic essay or produce a portfolio that re-writes or re-scripts or reviews texts they select (with the assistance of the teacher) from contemporary Indian media such that units 2 3 and 4 each are represented in the portfolio. Alternatively students may choose to focus on any one of units 2/3/4 should they have special aptitude for or interest in any area.
2. The objective of the course is to enable the student to intervene as an informed gender-ethical respondent to media narratives so any mode of media that permits this analysis such as blog-posts television programming new media including social media documentary and other short films news coverage may also be admitted such that they are equivalent in total effort to a full-length academic essay.
3. Students may also be encouraged to create samplers and portfolios of contemporary coverage thematically.
4. Students are to be encouraged to find and bring supplementary texts to classroom discussion for all units.

Teaching Plan

Paper S11: Applied Gender Studies: Media Literacies

Week 1 – Introduction to Paper S11

Week 2 -- Unit 1 -- Gender/s: concepts and frameworks

Topics: Femininities/Masculinities; Cis/Trans bodies; Heterosexuality/ Homosexuality/ Heteronormativity/ Heteropatriarchy; Sexism/Privilege/Biology/Reproduction

Texts:

a. Kandasamy, Meena. “Screwtiny,” “Pride goes before a full-length mirror,” “Joiissance,” and “Backstreet Girls”.

b. Dasgupta R.K and Gokulsing K. M., Introduction: Perceptions of Masculinity and Challenges to the Indian Male.

c. Revathi, A. *A Life in Trans Activism*. Pp. 158—168.

d. Nadimpally, S., and V. Marwah. “Shake Her, She is Like the Tree That Grows Money!”

e. Rege, Sharmila, ‘Dalit Women Talk Differently: A Critique of, ‘Difference’, and Towards a Dalit Feminist Standpoint Position’.

(Practicals as applicable to unit)

Week 3 -- Unit 1 contd

Week 4 -- Unit 1 contd

Week 5 -- Unit 2 -- Analysing gender in advertising

Topics: The use of gendered stereotypes and privilege in advertising; hegemonic and normative ideas of gender and sexuality in selling and buying products; consumption of goods, bodies; commodification and objectification; the reach and memorability of advertising; matrimonial and personal ads and reinforcement of caste/class/gender binaries.

Readings

a. Chaudhuri, Maitrayee. “Gender and Advertisements: The Rhetoric of Globalisation”.

b. Jha, Sonora, and Mara Adelman. "Looking for love in all the white places: a study of skin colour preferences on Indian matrimonial and mate-seeking websites."

(Practicals as applicable to unit)

Week 6 -- Unit 2 contd

Week 7 -- Unit 2 contd

Week 8 -- Unit 3 -- Analysing representations of gender in reporting and journalism

Topics: Vocabulary of news media coverage in relation to gender; representation of masculine/feminine/non-dimorphic bodies; Re-narrativizing this vocabulary productively; difference in coverage of stories of obviously “gendered” subjects such as rape; heroism; war; domestic violence; sexual harassment, and supposedly “neutral” subjects like labour rights or work and wages, or health or politics; advocacy networks for various minority subjects; persistence of sexism in new media

Readings

a. *Khabar Lahariya* FAQ (<http://khabarlahariya.org/faqs/>) and “Open letter to our Male Colleagues of the Media World, from Khabar Lahariya, editors”.

b. “Sarpanch, Woodcutter, Handpump Mechanic: Dalit Women in UP tell Women@Work Stories”. (<http://theladiesfinger.com/woodcutter-sarpanch-handpump-mechanic-dalit-women-work-stories>). May 02, 2018. Accessed on 05.05.2018).

(Practicals as applicable to unit)

Week 9 -- Unit 3 contd

Week 10 -- Unit 3 contd

Week 11 -- Unit 4 -- Gender as represented in film (fiction and nonfiction/documentary)

Topics:

- Narrative time available to male/female/trans subjects; use of normative heterosexuality and gender privilege in plots, casting, narrative development and marketing of films; the Bechdel test: the importance of clearing it and the implications for mainstream narrativization consistently failing the test; documentary films for presentation of alternative narratives.

Readings and viewings

a. View and discuss *any one* of the feature films: *Dangal* or *Chak De* or *Pink*.

b. View and discuss the documentary films *Unlimited Girls* and *Newborns*.

c. Siddiqui, Gohar. "Behind her Laughter is Fear: Domestic violence and transnational feminism".

For visually challenged students:

a. (*Dangal* and *Pink* movies) **replaced with** Phadke, Shilpa, Sameera Khan, and Shilpa Ranade. Why Loiter? Women and Risk on Mumbai Streets. Pp. 65—106.

b. (documentaries *Unlimited Girls* and *Newborns*) **replaced with**

Agnihotri, Anita. "The Peacock." *Seventeen*. New Delhi: Zubaan, 2011.69-79 **and** Paromita Vohra's "Interview with Veena Mazumdar, part 1" and "Interview with Veena Mazumdar, part 2". *Unlimited Girls* footage. Point of View. <https://pad.ma/MH/info> and (<https://pad.ma/NC/info>. Accessed on 05.05.2018).

Week 12 -- Unit 4 contd

Week 13 -- Unit 4 contd

Week 14 -- Conclusions

For entire course: Practical work done by students is to be shared in class to enable dissemination of knowledge produced.

Keywords

Femininities

Masculinities

Heteronormativity

Heteropatriarchy

Social Reproduction

Intersections

Resistance

Examination Scheme for all SEC Papers

Internal Assessment 25 marks

Portfolio 25 marks

Examination 50 marks

For the examination paper:

Question 1 – 10 marks x 2

Question 2 – 15 marks x 2

The questions should be application based, and NOT based on definitions.

B. A. & B. COM. PROGRAMME

CORE ENGLISH LANGUAGE

General Course Statement

1. The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.
2. The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.
3. The existing criteria for streaming was discussed thoroughly in the context of the almost complete collapse of English B and English C classes across colleges. This structural collapse has led to severely compromised language acquisition opportunities for BA & BCom students. At present 98% of BA& BCom programme applicants are from boards where English is offered as a subject in class XII. Currently in Delhi University, a student with minimum pass marks in English in Class XII will do the same English course as a student scoring above 90%. Such guaranteed variance in competences and standards in the classroom is a huge pedagogic challenge that stalls the aim of achieving any tangible proficiency in the language over two semesters.

In order to address this reality, which was further aggravated by the reduction in the language teaching span in CBCS to two semesters, the committee concluded that it is imperative to have additional streaming criteria (NOT eligibility or admission criteria) to benefit the students in the classroom and in their careers. A hugely participative student feedback survey was conducted online. Thousands of BA & BCom Delhi University students responded to the detailed questionnaire and helped us to our conclusions.

Based on these findings and the consensus in our meetings the BA/BCom Programme Cluster Subcommittee proposes the following:

As 98% of the BA & BCom Programme students have done English in class 12, streaming will be now based on their Class XII marks in English. There will be three streams:

1. 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
2. 60% and above up to 80%: **ENGLISH FLUENCY**
3. Less than 60%: **ENGLISH PROFICIENCY**

Suggested Readings:

Das, Kamala. 'The Park Street Home' *My Story* Kottayam: DC Books, 2009.

Singh, Mayank 'Mayank Austen Soofi'. Selected extracts from 'I Had Come Too Far' *Nobody Can Love You More* Delhi: Penguin Books, 2014.

Bhattacharjee, Kishalay. 'Back To Where I Never Belonged' *First Proof: The Penguin Book of New Writing From India* Delhi: Penguin Books India, 2005.

Issacson, Walter. Selected extracts from *Steve Jobs* New York: Simon and Schuster, 2011.

Unit 2

Exploring Poetry

Here, students are trained to use the techniques of poetry to write in poetic form; they understand how the concept of beauty works through access to aesthetic forms; they learn how to express the same thought in different ways and observe how form impacts meaning; these skills can become tools for personal confidence in linguistic use

Reading: Using context to read effectively; identifying elements of poetics in different forms of poetry prose poems / slam poetry

Writing slam poetry; writing a critical response to a poem

Listening: Reciting/performing poetry; listening to audio/video clips of poets reading their poetry to appreciate the significance of pauses, rhythm etc

Grammar/Vocabulary: Denotation/Connotation

Suggested Readings:

Nair, Rukmini Bhaya. 'Gargi's Silence' *Yellow Hibiscus: New and Selected Poems* Delhi: Penguin, 2004.

Nongkynrih, Kynpham Sing. 'Light-In-The-Night (For Amanda)'

Seth, Vikram. 'Part One' *The Golden Gate* London: Faber and Faber, 1999.

Charara, Hayan. 'Usage' *Something Sinister* Pittsburgh: Carnegie Mellon University Press, 2016.

Unit 3

Exploring Drama

To highlight the rhetorical possibilities of drama through an understanding of its form and mechanics; students learn how to handle conflict, how to have meaningful conversations, and, above all, learn how one's words and gestures impact others.

Reading a one-act/ longer play to understand the interaction of dramatic forms/elements and social context

Writing a critical response to the dramatic text; writing the script for a skit/short play, keeping in mind formal features like characterisation, plot development, stage directions, etc

Speaking: Students learn to use their voices and bodies to perform/enact skits in groups

Listening to a radio play to appreciate the aural elements of drama

Grammar/Vocabulary: Direct/ Indirect Speech
Phrases and Idioms
Tone and Register

Suggested Readings:

Sarkar, Badal. 'Beyond the Land of Hattamala' *Beyond the Land of Hattamala and Scandal in Fairyland* Calcutta: Seagull Books, 1992.

Unit 4

Exploring Fiction - Novella

Narrative texts can be seen as a tool for exploring reality including contests of what should be accepted as real Students will learn how to write narrative and through narrative to examine their own responses to issues confronting them

Read a longer piece of fiction to discern narrative voice, narrative structure, character development, while locating the text in its socio-historical context

Write your own short story/novella; speculative fiction can be particularly useful as young people are often in positions of contest with the social reality afforded to them; read and review short stories/novellas/novels

Speak: Initiate discussion about a novella, drawing upon the critical reading skills developed by students in the previous semester; focus will be on broadening their repertoire of reading: texts chosen and responded to for personal pleasure

Listen to audio clips/ videos of writers talking about what writing means to them; audio clips of books being read aloud to enable discussion of reading styles pauses punctuation etc

Grammar/Vocabulary: Punctuation pauses manner of reading/speaking/crafting complex sentences

Suggested Reading:

Cisneros, Sandra. *The House on Mango Street* New York: Knopf Doubleday Publishing Group, 2013.

Unit 5

Writing your own academic essay / paper for the classroom

Using language skills learned over the course, students are to create academic documents such as term papers, reports and assignments. They should examine and revisit earlier such submissions to learn how to improve and edit these better; to learn to identify and cite the right sources to avoid plagiarism; to recognise and rectify bias in their own writing: biases such as those of class/caste/race/gender/sexuality/religion can be discussed in class.

Writing, revising and formatting drafts of essays analysing the coherence of arguments; perspectives on a topic; balance of presentation; students can test their ability to choose between various forms of information/fact/opinion; they can create questionnaires, conducting surveys; edit and create bibliographies and checklists

Speaking: Students should be able to tell the class what their core idea is in the essay / paper, and why they have chosen a particular topic or idea; they should be able to debate various points of view on the same topic

Listening to others views and being able to figure out which arguments are key and why; examining ideology and location of speakers

Grammar/Vocabulary: Paragraphs
Topic sentences and transitions

Suggested Readings:

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

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 4 June 2018

Latest editions of the MLA and APA style sheets

TESTING AND EVALUATION

Internal Assessment: Of 20 marks, 10 marks are to be allocated for assessment of reading and writing assignments and 10 marks for assessment of speaking and listening test

Semester III/ IV Final Examination 75 marks

Reading and Writing skills:

- Unseen comprehension passage 750 words to test reading comprehension critical thinking and vocabulary skills 15 marks
- Questions related to suggested literary texts: to test awareness of literary form and context through comprehension testing 2 x 15 = 30 marks
- Questions testing composition skills: essay statement-of-purpose essay / argumentative / personal / descriptive ; diary/journal; questionnaire; dramatise story/write short scene etc 2 x 10 = 20 marks
- Question testing academic writing formats via exercise of correcting citation or bibliographical entry 5 marks

Grammar: Different grammar topics to be tested via exercise of editing/rewriting a given passage 5 marks

Teaching Plan

Week 1 – Introduction & Unit 6 -- Understanding Life Narratives

Week 2 – Unit 6 contd

Week 3 – Unit 6 contd

Week 4 – Unit 7 -- Exploring Poetry

Week 5 – Unit 7 contd

Week 6 – Unit 8 -- Exploring Drama

Week 7 – Unit 8 contd

Week 8 – Unit 8 contd

Week 9 – Unit 9 -- Exploring Fiction - Novella

Week 10 – Unit 9 contd

Week 11 – Unit contd

Week 12 – Unit 10 --Writing your own academic essay / paper for the classroom

Week 13 – Unit 10 contd

Week 14 – Unit 10 contd& Summing Up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Language through literature

Verbal and written texts

Social and ethical frameworks

Listening

Reading

Comprehension

Argumentation
Descriptive writing
Narrative writing

BA/ B COM PROGRAMME CORE ENGLISH LANGUAGE:

B -- ENGLISH FLUENCY

Course Objectives

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

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

COURSE CONTENTS FOR SEMESTER III / IV

Unit 1

In the University II

Elements of debate/ Academic writing
Argument and Textual evidence

- Prepare a presentation on a topic you have seen debated on television; delineate the arguments and textual evidence used by both sides
- Write a paragraph on any topic you are studying in any of your courses at present; cite all sources of information you use

Suggested Readings:

Peeradina, Saleem. 'Sisters', *Group Portrait*. Madras: OUP. pp. 21-22.

<https://kafila.online/2016/09/20/the-radical-significance-of-the-du-photocopy-case-for-global-copyright/> Accessed on 19 September 2019

Unit 2

In the domestic sphere II

Informal/ Epistolary writing

Descriptive & Expository writing

- Write a letter to your daughter -- in your own mother's voice; use a text you have read in class as a sample
- Prepare a presentation on a fictional place as though you have visited it

Suggested Readings:

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

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 19 September 2019

Payne, Karen. *Between Ourselves: Letters Between Mothers and Daughters* 1750-1982, Virago 1994.

Unit 3

In public places II

Dialogue: Conversation/ Interview between fictional characters

Narrative logic; connectives & transitions

- Group exercise: Prepare an interview between a refugee and her prospective landlord
- Write a conversation you have overheard in a public place recently

Suggested Readings:

<https://www.businessinsider.com/a-12-year-old-syrian-refugee-wrote-this-heartbreaking-letter-to-the-king-of-sweden-2016-2?IR=T> Accessed on 19 September 2019

'We Sinful Women' by KishwarNaheed from *We Sinful Women: Contemporary Urdu Feminist Poetry*. Translated and edited by Rukhsana Ahmed. The Women's Press, 1991.

Unit 4

In the State II

Paragraph writing

Brainstorming planning/outline rough drafts editing

- Work in groups to brainstorm ideas for a paragraph on any social topic

- Prepare individual outlines and rough drafts
- Peer review and edit each others' writing

Suggested Readings:

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

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

Unit 5

Interface with technology II

Creative writing/ Social media presence

Affective & Poetic expression; rhetoric

- Write a Facebook post announcing a cultural event
- Write a poem of 140 characters to post on twitter
- Evaluate your favourite WhatsApp group's last 10 posts

Suggested Readings:

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

Evaluation:

Internal assessment (25 marks)

Reading & Writing assignment(10 marks)

Oral listening & speaking test(10 marks)

Attendance: 5 marks

FINAL EXAM 75 marks

Semester III/IV

Literature review(15 marks)

Comprehension passage(15 marks)

Debate(15 marks)

Job application(10 marks)

Informal letter(10 marks)

Proofreading/Punctuation passage(5 marks)

Paragraph writing(5 marks)

Teaching Plan

Week 1 – Introduction & Unit 1 - In the University

Week 2 – Unit 1contd

Week 3 – Unit 2 - In the domestic sphere

Week 4 – Unit 2contd

Week 5 – Unit 2contd

Week 6 – Unit 3: In public places

Week 7 – Unit 3 contd

Week 8 – Unit 3 contd

Week 9 – Unit 4: In the State

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5: Interface with Technology

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd& Summing Up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Effective communication

Listening

Speaking

Reading

Writing

Communicative tasks and activities

Familiar context
Personal communication
Professional communication
Social communication

BA/ B COM PROGRAMME CORE ENGLISH LANGUAGE:

C ENGLISH PROFICIENCY

Course Objectives

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

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

COURSE CONTENT FOR SEMESTER III / IV

Building on the contents of the introductory semester, the focus in this semester is to further develop the language skills of the learners in all the core areas. The approach is to develop these skills in an integrated way through an intense engagement with the prescribed texts. In each unit, teachers are to eschew a narrow focus and ensure that all the activities in the prescribed sections are attempted by the learners

UNIT 1

Reading & Comprehending - II

This section involves reading and comprehending passages of greater length and complexity, using the prescribed texts that develop and test these skills through a variety of tasks: re-ordering, true / false sentence completion, fill in the blanks, short comprehension questions, etc.

Learners are to be encouraged to explore the texts listed below beyond the prescribed sections
The comprehension of an unseen passage will be a part of the end-semester written examination

Suggested Readings:

A Foundation English Course for Undergraduates: Book II, Delhi: University of Delhi, 1992. pp. 1 - 7 Units 1 & 2; pp. 19 - 21 Unit 6; pp. 47 - 49 Unit 13; pp. 61 - 63 Unit 16 & pp. 75 - 79 Unit 19

Everyday English 2, Delhi: Foundation Books, 2006. pp. 14 - 29 Units 3 - 5; pp. 91 - 101 Units 16 - 17 & pp. 121 - 128 Unit 21

UNIT 2

Basic Grammar Rules - II

Questions, negatives, and question tags; conditionals; more on articles, prepositions, tenses, simple present, present continuous, present perfect, simple past, past continuous, past perfect, modals and linking words.

Relevant sections from all the recommended books are to be used in addition to the specific reading prescribed for this unit

Suggested Readings:

Developing Language Skills I Delhi: Manohar, 1997. pp. 183 - 186 & pp. 209 - 216 Units 1, 6 & 7 of 'Grammar'

UNIT 3

Conversing - II

Understanding word stress and features of connected speech; conversational formulae for getting and giving permission agreeing and disagreeing warning and persuading inviting suggesting accepting and refusing expressing likes and dislikes regulating speech and ending a conversation.

Suggested Readings:

English at the Workplace II, Delhi: Oxford University Press, 2007. pp. 10 - 13 Unit 3 & pp. 38 - 45 Unit 9

Developing Language Skills I, Delhi: Manohar, 1997. pp. 26 - 45 Units 6 - 10 of 'Oral Communication: Speech Patterns'

UNIT 4

Writing Skills - II

Writing short paragraphs of up to 150 words independently including describing people places events; giving directions; short application letters

Suggested Readings:

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1991. pp. 32 - 63 Units VI - X

UNIT 5

Applying for a Job

Learning to present oneself at job interviews; writing simple job applications

Suggested Readings:

English at the Workplace, Delhi: Macmillan, 2006. pp. 67 - 75 Unit 11

Everyday English 2, Delhi: Foundation Books, 2006. pp. 121 - 128 Unit 21

References

A Foundation English Course for Undergraduates: Book II, Delhi: University of Delhi, 1992. pp. 1 – 7 Units 1 & 2; pp. 19 – 21 Unit 6; pp. 47 – 49 Unit 13; pp. 61 – 63 Unit 16 & pp. 75 – 79 Unit 19

Everyday English 2, Delhi: Foundation Books, 2006. pp.14 – 29 Units 3 – 5; pp. 91 – 101 Units 16 – 17 & pp.121 – 128 Unit 21

A Foundation English Course for Undergraduates: Workbook I Delhi: Oxford University Press, 1991. pp. 32 – 63 Units VI – X

Developing Language Skills I Delhi: Manohar, 1997. pp 26 – 45 Units 6 – 10 of ‘Oral Communication: Speech Patterns’; pp.183 – 186 & pp. 209 – 216 Units 1, 6 & 7 of ‘Grammar’

Internal Assessment:

Simple conversations in pairs; short oral presentations

End-semester evaluation pattern:

Reading comprehension	20 marks
Vocabulary	10 marks
Grammar	15 marks
Written composition	20 marks
Oral communication	10 marks

Teaching Plan

Teaching Learning Process

Since language skills can only be learnt and mastered through the use of the teaching-learning process, the course needs to be learner-centric. The class time is to be taken up with hands-on activities by learners, involving reading aloud / silently, speaking, listening, and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner tasks and providing stimulus, encouragement, and corrective inputs as and when necessary. Teachers are also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of the learners and hone their skills.

Teaching Plan for Semester III / IV

Week 1 – Introduction; *A Foundation English Course for Undergraduates: Book II*, pp. 1 – 7 Units 1 & 2

Week 2 – *Everyday English 2*, pp 14 – 29 Units 3 – 5

Week 3 – *A Foundation English Course for Undergraduates: Workbook I*, pp 32 – 36 Unit VI; *A Foundation English Course for Undergraduates: Book II*, pp 19 – 21 Unit 6

Week 4 – *A Foundation English Course for Undergraduates: Book II*, pp 47 – 49 Unit 13; *Developing Language Skills I*, pp 183 – 186 Unit 1 of ‘Grammar’

Week 5 – *A Foundation English Course for Undergraduates: Book II*, pp 61 – 63 Unit 16 75 – 79 Unit 19

Week 6 – *Developing Language Skills I*, pp 209 – 216 Units 6 & 7 of ‘Grammar’; *Everyday English 2*, pp 91 – 94 Unit 16

Week 7 – *A Foundation English Course for Undergraduates: Workbook I*, pp 37 – 42 Unit VII; *Everyday English 2*, pp 95 – 101 Unit 17

Week 8 – *A Foundation English Course for Undergraduates: Workbook I*, pp 43 – 47 Unit VIII; *Developing Language Skills I*, pp 26 – 31 Unit 6 of ‘Oral Communication: Speech Patterns’

Week 9 – *A Foundation English Course for Undergraduates: Workbook I*, pp 48 – 51 Unit IX; *Developing Language Skills I*, pp 31 – 34 Unit 7 of ‘Oral Communication: Speech Patterns’

Week 10 – *A Foundation English Course for Undergraduates: Workbook I*, pp 52 – 57 Unit X; *Developing Language Skills I*, pp 35 – 37 Unit 8 of ‘Oral Communication: Speech Patterns’

Week 11 – *Developing Language Skills I*, pp 37 - 45 Units 9 – 10 of ‘Oral Communication: Speech Patterns’

Week 12 – *English at the Workplace II*, pp 38 - 45 Unit 9

Week 13 – *English at the Workplace*, pp 67 - 75 Unit 11

Week 14 – *Everyday English 2*, pp 121 - 128 Unit 21

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching	and	Assessment Tasks
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	Learning Activity	
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Practical

The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

References

A Foundation English Course for Undergraduates: Reader I. Delhi: Oxford University Press, 1991

A Foundation English Course for Undergraduates: Workbook I. Delhi: Oxford University Press, 1991

Everyday English Delhi: Pearson, 2005

Developing Language Skills I Delhi: Manohar, 1997

Additional Resources:

English at the Workplace Delhi: Macmillan, 2006

Assessment Methods

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication. The proposed weightage for these sections in the end-semester exam is as follows:

Reading Comprehension - 25 marks

- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

Keywords

English proficiency

Reading

Writing

Speaking

Listening

Pronunciation

Comprehension

Vocabulary

Syntax

Grammar

Composition

Conversational formulae

General Note

No part of 'Fluency in English II' is proposed as suggested reading in this syllabus.

Discipline English (BA Programme) under CBCS

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 3

DSC 1C

British Literature: Poetry and a Play, selections from *Living Literatures: An Anthology of Prose and Poetry*

1. Renaissance Poetry (sonnets and love lyrics): 6 poems

Wyatt, 'Whoso List to Hunt'
Spenser, 'Amoretti LXXV'
Shakespeare, (i) 'Sonnet LX', (ii) 'Sonnet CXXX'
Donne, 'The Sunne Rising'
Milton, 'On His Blindness'

2. Poetry of the Eighteenth Century and the Romantic Age: 7 poems

Swift, 'A Beautiful Young Nymph Going to Bed'
Blake, (i) 'The Garden of Love', (ii) 'London'
Wordsworth, (i) 'Composed Upon Westminster Bridge', (ii) 'It Is a Beauteous Evening'
Coleridge, 'Frost at Midnight'
Keats, 'To Autumn'

3. Play

William Shakespeare, *Othello*

Keywords: Renaissance, Humanism, The Sonnet Tradition, the Poet and Society, Courtly Love tradition, Race, Class, Gender, The Globe Theatre

Teaching Plan:

Weeks 1- 4: Renaissance Poetry

Weeks 5-8: 18th Century and Romantic poetry

Weeks 9-14: Shakespeare

Semester 4

DSC 1D

Literary Crosscurrents: Selections from *Living Literatures: An Anthology of Prose and Poetry*

1. Victorian and Modern Poetry: 8 poems

Browning: 'My Last Duchess'

Tennyson: 'The Lady of Shalott'

Emily Dickinson: 341 'After Great Pain', 754 'My Life Had Stood'

Thomas Hardy: 'Neutral Tones'

W. H. Auden: 'Musee des Beaux Arts'

T. S. Eliot: 'Preludes'

Sylvia Plath: 'The Moon and the Yew Tree'

2. Story

Mahasweta Devi: 'The Hunt'

3. Novel

Charlotte Bronte, *Jane Eyre*

Keywords: Faith and Doubt, Dramatic Monologue, Modernism, Gender, The Subaltern, Race, Colonialism

Teaching Plan:

Weeks 1-4: Poetry

Week 5: Short Story

Weeks 6-14: Novel

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (Prog) Philosophy

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Prog) Philosophy offers an updated syllabus which will bring students to the forefront of philosophical debates in various areas of philosophy, viz., metaphysics, epistemology, ethics, logic, aesthetics. The syllabus is a combination of traditional aspects of philosophy along with modern trends.

The University of Delhi hopes the LOCF approach of the programme B.A. (Prog) Philosophy will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

BA (Prog) is by nature an interdisciplinary exercise. In the philosophy programme we have a package that does not just deal with Indian and western philosophy – the staple diet – but we also look into Art and Film Appreciation, Critical Thinking, Vedic Values, Jainism and Buddhism, Yoga philosophy and much else. The idea is to interest the student with a wide but controlled presentation of the subject and inculcate in the student a certain curiosity regarding the nature of philosophy and its close cognates. Practically every other subject is related to philosophy in one way or another and it is the idea of the BA (Prog) in Philosophy to make this apparent to the student.

2. Learning Outcomes based approach to Curriculum Planning

The learning outcomes-based curriculum framework for B.A (Prog.) Philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for B.A (Prog) Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know.

2.1 Nature and extent of the B. A (Prog.) Philosophy

Philosophy is taken to be an abstract study about the fundamental structure of the world. It works towards foundations of each and every subject that is investigating the nature of the world but it does not only deal with foundations of science but with foundations of humanities as well, including that of social structures. The scope of philosophy is therefore vast. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about the place of each and every aspect of nature vis v vis the whole of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through corrective reflection about its various facets.

In pursuing these aims, B.A (Prog.) Philosophy Programme aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government etc.

The B A (Prog.) Philosophy programme covers a wide range of philosophy, from classical Indian Philosophy and Greek Philosophy to Modern Logic. In addition to that there are various courses like Art and Film Appreciation and Technology and Ethics, Philosophical aspects of Ambedkar's thought that will make the students aware of contemporary issues. Current issues in ethics and feminist theory are also dealt with. There are many choices students have regarding which options they can take which makes the Programme syllabus a rich and diverse experience for students.

2.2 Aims of Bachelor's degree programme in Philosophy

The overall aims of B A.(Prog) Philosophy Programme are to:

- A) Enable students to think logically and critically and analytically and inculcate strong curiosity about philosophy and its cognates
- B) Develop understanding of definitions, key concepts, and principles of various theories of philosophers and develop comparing and contrasting techniques regarding the various theories
- C) Enable learners/students to apply the knowledge and skills acquired by them to solve specific theoretical and applied problems in philosophy, especially ethical and bio ethical fields
- D) Develop in students the ability to apply critical thinking tools developed in philosophical theorising to handle issues and problems in ethics, social sciences and problems that arise out of the technological effects of natural sciences

3. Graduate Attributes in Philosophy

Some of the graduate attributes in philosophy are listed below:

A) Disciplinary knowledge: Students must have good knowledge of the history of the subject, the relevant historical line of development in Indian and western philosophy and should show good command of logic, ethics and know the applied aspects of philosophy in fields like technology, applied ethics, well.

B) Communications skills: Ability to communicate various concepts of philosophy in writing and orally and ability to present complex philosophical ideas with clarity and present philosophical concepts logically

C) Critical thinking and analytical reasoning: Ability to identify relevant assumptions, hypothesis, implications or conclusions; formulate logically correct arguments and to know the pros and cons of the various arguments given by philosophers

D) Self-directed learning: Ability to work independently, ability to search relevant resources and e-content for self-learning and enhancing knowledge in philosophy

E) Moral and ethical awareness/reasoning: To understand how serious the effects of plagiarism are and to inculcate a lifelong habit of never indulging in plagiarism.

F) Lifelong learning: Ability to acquire a habit of reading and thinking about philosophy for life and to appreciate modern developments in the subject with the critical spirit that they will inculcate in the program.

4. Qualification descriptors for B.A (Prog.) Philosophy

Students who choose B.A (Prog) Philosophy Programme, develop the ability to think critically, logically and analytically and hence use philosophical reasoning in their daily lives.

BA (Prog) Philosophy consists of Core Courses, Skill Enhancement Courses, Electives and also Discipline Specific Courses. A student qualifying in the subject will have broad knowledge of Indian philosophy and western philosophy; the student will know specific details of the theories of analytic and continental philosophy; the student will develop highly specific skills

in logic, ethics, metaphysics, epistemology and will be well informed about current trends in feminism and social issues related to applied ethics, apart from advancing in critical thinking.

Descriptors for B.A (Prog.) Philosophy may include the following:

- i. demonstrate analytic and coherent knowledge of the academic field of philosophy with comprehensive understanding of ontology, metaphysics and epistemology and to think in an interdisciplinary manner
- iii. demonstrate skills to identify presuppositions and entailments of theories
- iv. Apply the acquired knowledge in philosophy and transferable skills to new/unfamiliar contexts and real-life problems.
- v. Demonstrate philosophical ability in the evaluation of arguments in real life situations.

5. Programme Learning Outcomes in B A (Prog.) Philosophy

The completion of the B A. (Prog.) Philosophy Programme will enable a student to:

- i) Understand the broad ideas that are enshrined in the basic thinking of various centres of philosophy
- ii) Critically analyse the hypothesis, theories, techniques and definitions offered by philosophers
- iii) Utilize philosophy to understand social realities and problems and to come up with ideal solutions to them
- iv) Identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature

6.0 Structure of B.A. (Prog) Philosophy

6.1 Credit Distribution for B.A. (Prog) Philosophy

Courses	Theory+Practical	Theory+Tutorial
Core Courses (12 papers)	12X4= 48	12X5= 60
Two papers English		
Two papers MIL		
Four papers Discipline 1		

Four papers Discipline 2 Core Course Practical/Tutorial * (12 Practical/Tutorials*)	$12 \times 2 = 24$	$12 \times 1 = 12$
Elective Course (6 Papers) Two Papers: Discipline 1 specific Two Papers: Discipline 2 specific Two Papers: Interdisciplinary (Two papers from each discipline of choice and two papers of interdisciplinary nature.) Elective Course Practical/Tutorial* (6 Practical/Tutorials*) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Interdisciplinary) (Two papers from each discipline of choice including papers of interdisciplinary nature.) • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester	$6 \times 4 = 24$ $6 \times 2 = 12$	$6 \times 5 = 30$ $6 \times 1 = 6$
Ability Enhancement Courses 1. Ability Enhancement Compulsory (2 Papers of 2 credits each) 2. Ability Enhancement Elective (Skill Based) (4 Papers of 2 credits each)	$2 \times 2 = 4$ $4 \times 2 = 8$	$2 \times 2 = 4$ $4 \times 2 = 8$
Total Credits	120	120

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

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

6.2 Semester-wise Distribution of Courses.

CHOICE BASED CREDIT SYSTEM IN B.A. (PROG.) PHILOSOPHY

Sem.	Core Course	Ability enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective (DSE)	General Elective (GE)
I	Logic (DSC) (I) Introduction to Logic (MIL I)				
II	Ethics (DSC) (II) Ethical Studies (MIL II)				
III	Indian Philosophy (DSC) (III) Introduction to Indian Philosophy (MIL III)		Ethical Decision Making (SEC I)		
IV	Modern Western Philosophy (DSC) (IV) Introduction to Western Philosophy (MIL IV)		Yoga Philosophy (SEC II)		
V			Art & Film Appreciation (SEC III)	Vedic Value System (DSE 1) Buddhism (DSE 2)	Fundamentals of Indian Philosophy (GE 1)

				Greek Philosophy (DSE 3)	Technology and Ethics (GE 2A) Or Ethics (GE 2B)
				Social and Political Philosophy (DSE 4)	
				Applied Ethics (DSE 5)	
VI			Critical Thinking & Decision Making (SEC IV)	Jainism (DSE 6)	Philosophical Thoughts of Ambedkar (GE 3)
				Philosophy of Religion (DSE 7)	
				Feminism (DSE 8)	Inductive Logic (GE 4A) Or Logic (GE 4B)
				Aesthetics (DSE 9)	
				Analytic Philosophy (DSE 10)	

7.0 Courses for Programme B.A. (Prog) Philosophy

Semester I

Logic (DSC) (I)

(CC (I))
Core Course

Course Objective

This course primarily helps in developing ones skill in correct reasoning or argumentation. It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Course Learning Outcomes

This course

1. Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.
2. Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.
3. Helps in good scoring for a better rank in form of result

Unit 1 Basic Logical Concepts

1. Proposition and Sentence
2. Deductive and Inductive argument
3. Truth, Validity and Soundness

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 1-2. .

Unit 2 Traditional Logic (A)

1. Terms and Distribution of terms
2. Categorical Propositions
3. Traditional Square of Opposition and Existential Import
4. Translating Ordinary Language Sentences into Standard form

Traditional Logic (B)

1. Immediate Inferences- Conversion, Obversion and Contraposition
2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

Unit 3

Unit 4: Symbolization

1. Types of Truth functions: Negation, Conjunction, Disjunction(Alternation), Conditional (Implication) and Bi-Conditional (Equivalence)
2. Statements, Statement forms and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016.. Ch 8.

Unit 4

Unit 5: Informal Fallacies

1. Fallacies of relevance
2. Fallacies of defective induction
3. Fallacies of presumption
4. Fallacies of ambiguity

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 4.

References

1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.

Additional Resources:

1. Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.
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Teaching Learning Process

Lectures and tutorial as per University norm is essential.

Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.

Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies

Introduction to Logic (MIL I)
(MIL-I)
Core Course

Course Objective

As a foundational discipline, logic exercises skills and habits that are pertinent to virtually every other human endeavour -- academic or otherwise. The cognitive skills developed through a training in basic logic can help one to become a clearer, more persuasive thinker or communicator. The principles of logic helps one to construct cogent arguments in both speech and writing. Informal fallacies enables one to understand the flaws in the arguments which we use in our day to day life.

Course Learning Outcomes

Learning outcomes of this course are as follows: 1. To learn identifying different types of arguments as well as their premises and conclusions. 2. To be able to evaluate arguments and identify mistakes in reasoning. 3. To learn how to prove the validity and invalidity of arguments using method of Rules and Fallacies and also by Truth Table method. 4. To develop the overall reasoning skills of the students which are useful in various competitive exams.

Unit 1 BASIC CONCEPTS

1.1 Propositions and Arguments,

1.2 Deduction and Induction

1.3 Validity, Truth and Soundness

Essential Reading

Chapter 1 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 2-33.

Unit 2 CATEGORICAL PROPOSITIONS

2.1 The components of Categorical Propositions

2.2 Quality, Quantity and Distribution

2.3 The Traditional Square of Opposition

2.4 Conversion, Obversion and Contraposition

2.5 Translating Ordinary Language Statements into Standard form of Categorical Propositions.

Essential Reading

Chapter 5 and chapter 7 (7.3) of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 164-188 and 249-257.

Unit 3 CATEGORICAL SYLLOGISMS

3.1 Standard form, Mood and Figure

3.2 Rules and Fallacies

Recommended Reading

Chapter 6 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 205-238.

Unit 4 PROPOSITIONAL LOGIC

4.1 Symbols and Translation

4.2 Truth Functions (Logical Connectives)

4.3 Truth Tables for Statements & Statement-Forms

4.4 Truth Tables for Arguments & Argument-Forms

4.5 Indirect Truth Tables (*Reductio Ad Absurdum*)

Recommended Reading

Chapter 8 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 287-333.

References

Copi, Irving. *Introduction to Logic*, Delhi: Pearson, 2012. (Hindi translation of this text is also available)

Additional Resources:

1. Hurley, Patrick, *Introduction to Logic*, Wadsworth: Delhi, 2007.
 2. Sen, Madhucchanda, *LOGIC*, Delhi: Pearson, 2008.
 3. Chakraborti, Chhanda, *Logic: Informal, Symbolic and Inductive*, Delhi: Prentice-Hall of India Private Limited, 2006.
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Teaching Learning Process

Lectures, PPT, and Tutorials

Assessment Methods

Assignments, Presentation and Examination

Keywords

Logic, argument, premise, conclusion, truth, validity, invalidity, statement form, argument form, truth-table.

Semester II

Ethics (DSC 2)
(CC (II))
Core Course

Course Objective

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy
2. The development of Morality (from Convention to Reflection)
3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp, 1-12.
 2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.
 3. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp, 51-71.
 4. Taylor, Paul. W. (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction, pp, 3-12.
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Unit 2 Theories of Ethics

1. J.S. Mill and Utilitarianism.
2. Immanuel Kant and Duty, Categorical Imperative and Good will.
3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed.1962.
2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.
4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-9, "The Standard as Pleasure",pp,166-177.
5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-16, "Virtue",pp,287-290.
6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1. The theories of punishments
2. Euthanasia
3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.
2. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.
3. Rachel, James.(1989), The Right Things to Do, 6th Ed.,Mc Grew Hill Publications, Chapter-16, "Do Animals Have Rights?", pp,134-146.

Unit 4 Indian Ethics

1. Puruṣārthas
2. *Niṣkāmakarma (Bhagvadgītā)*
3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson
2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, Tokyo, Chapter-7, "The Eight Fold Path", pp, 129-137.
3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI, "Indian Ethics", pp, 365-369.
4. Hiriyanna, M. (1950), Popular Essays In Indian Philosophy, Kavayalaya Publishers: Mysore. Chapter-9, pp, 65-68.

Suggested Readings:

1. Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers
2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp, 197-220.

References

Given above in each unit

Additional Resources:

- Hartmann, N. (1950) *Moral Phenomena*, New Macmillan.
- Taylor, P.W., *Problems of Moral Philosophy: An Introduction to Ethics*, Dickenson Publishing Co. Inc. Belmont, California.
- Lillie, W., *An Introduction to Ethics*, Methuen & Co. Ltd. London, 1948.
- Shelly Kagan, (1998) *Normative Ethics*, Westview Press.
- Kaveeshwar, G.W. (1971), *The Ethics of Gita*, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp, 197-220.

Keywords

- Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma, Bhagavadgītā, Euthanasia, Punishment, Ahimsa. Imperatives, Moral

Ethical Studies
(MIL-II)
Core Course

Course Objective

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy
2. The development of Morality (from Convention to Reflection)
3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp, 1-12.
 2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.
 3. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp, 51-71.
 4. Taylor, Paul. W. (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction, pp, 3-12.
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Unit 2 Theories of Ethics

1. J.S. Mill and Utilitarianism.
2. Immanuel Kant and Duty, Categorical Imperative and Good will.
3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed. 1962.

2. Aristotle, (1926) *Nicomachian Ethics*, Harvard University Press.
3. Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, Trans. H J Paton, as *The Moral Law*. London.
4. Lillie, W.,(1948), *An Introduction to Ethics*, Methuen & Co. Ltd. London,Chapter-9, "The Standard as Pleasure",pp,166-177.
5. Lillie, W.,(1948), *An Introduction to Ethics*, Methuen & Co. Ltd. London,Chapter-16, "Virtue",pp,287-290.
6. Sinha, Jadunath, (2004), *A Manual of Ethics*, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1. The theories of punishments
2. Euthanasia
3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V.(2010), *Ethics: Theory and Practice*, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.
2. Satyanarayana, Y.V.(2010), *Ethics: Theory and Practice*, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.
3. Rachel, James.(1989), *The Right Things to Do*, 6th Ed.,Mc Graw Hill Publications, Chapter-16, "Do Animals Have Rights?", pp,134-146.

Unit 4 Indian Ethics

1. Puruṣārthas
2. *Niṣkāmakarma (Bhagvadgītā)*
3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V.(2010), *Ethics: Theory and Practice*, Pearson
2. Mizuno, Kogen, (1987), *Basic Buddhist Concepts*, Kosei publishing corporation, Tokyo, Chapter-7, "The Eight Fold Path",pp,129-137.

3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI, "Indian Ethics", pp,365-369.

4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Kavayalaya Publishers: Mysore. Chapter-9, pp,65-68.

Suggested Readings:

1. Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers

2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

References

Given above in each unit

Additional Resources:

- Hartmann, N. (1950) *Moral Phenomena*, New Macmillan.
- Taylor, P.W., *Problems of Moral Philosophy: An Introduction to Ethics*, Dickenson Publishing Co. Inc. Belmont, California.
- Lillie, W., *An Introduction to Ethics*, Methuen & Co. Ltd. London, 1948
- Shelly Kagan,(1998) *Normative Ethics*, Westview Press.
- Kaveeshwar, G.W. (1971), *The Ethics of Gita*, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

Keywords

- Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma, Bhagvadgītā, Euthanasia, Punishment, Ahimsa. Imperatives, Moral

Semester III

**Indian Philosophy (DSC 3)
(CC (III))
Core Course - (CC)**

Course Objective(2-3)

(i) The learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. As Indian Philosophy projects another type of aspect of life which has not been explored by the student before. It brings personal growth and unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Course Learning Outcomes

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Unit 1 Indian Philosophy: An Overview:

1. General Characteristics of Indian Philosophy

Recommended Readings:

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter 1 General Introduction pp 1-24.
 2. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2,"Aim of Indian Philosophy", pp,19-24.
-

Unit 2 Theory of Knowledge (Nyāya–Vaiśeṣika)

1. Perception (*Pratyakṣa*)

2. Inference (*Anumāna*)
3. Testimony (*Śabda*)
4. Comparison (*Upamāna*)

Recommended Readings:

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta ,Chapter 5 The Nyaya Philosophy pp 161 - 201.

Unit 3 Theories of Causation:

1. Buddhism (*Pratītyasamutpāda*)
2. *Asatkāryavāda* (Nyāya– Vaiśeṣika)
3. *Satkāryavāda* (Samkhya --Yoga)

Recommended Readings:

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasi Dass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.

2 Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter -2, pp-17-33

3 Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasi Dass Publishers, Chapter 11 Theory of Causation pp151 - 157

4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasi Dass Publishers, Chapter-3,pp,132-135.

Unit 4 Theories of Reality:

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda, Syādvāda
3. Nyāya–Vaiśeṣika – Self World and God
4. Śaṅkara – Parā – Aparā distinction, Nature of Brahmana (Mundaka Upanisad) Aphorism 1

Recommended Readings:

1.Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.

2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.
3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-5, "The Nyaya Philosophy", pp,201-227.
4. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3,pp-6-17
5. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass.(MLBD)
6. Mundaka Upanisad Apph. I

References

Additional Resources:

- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: MLBD Publishers.
- Hiriyanna, M. (2015) *The Essentials of Indian Philosophy*, Delhi: MLBD Publishers
- [Radhakrishnan, S.](#) (1929) *Indian Philosophy, Volume 1*. Muirhead Library of Philosophy (2nd ed.) London: George Allen and Unwin Ltd.

Teaching Learning Process

(i) Focus to be on richness of Indian philosophical tradition, cultural context and identifying those concepts that can appeal to Western and global audience. (ii) Field visits to historical places, cultural sites and making case studies on them so as to establish empirical relevance of the subject. (iii) Promotion of developing philosophical perspective on contemporary socio-political and economic issues.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

- Brahman, Śaṅkara, Parā vidya, Aparā vidya, World, God, Self, Syadvada, Pratyakṣa, Anumāna, Śabda, Upamāna, Pratītyasumatpāda, Asatkāryavāda, Satkāryavāda, Anātmavāda, Anekāntavāda, Syādvāda, Brahmana

Introduction to Indian Philosophy (MIL) (MIL-III) Core Course

Course Objectives

- The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on interactive learning where students will engage themselves. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.
- Make students gain familiarity with, and clear understanding of, the major concepts within Indian philosophical studies.
- Increase students understanding of Indian Philosophical systems and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Exposure to various Indian texts .
- Finally it will give a holistic development of their personality

Course Learning Outcomes

- Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamsa and Vedanta. They will become aware

of the Metaphysics of various schools which will help them to understand the society at large.

In the unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaisheshika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

- In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

Unit 1: Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.
- Raju, P.T. 1985. *Structural Depths of Indian Thought*. Albany (New York): State University of New York Press.
- Surendranath Dasgupta, *A History of Indian Philosophy*, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004, pp.67-77.

Unit 2 Indian Epistemology

1. Carvaka Epistemology

2. Nyaya Theory of Perception

Recommended Readings

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.
- Datta, D.M. 1972. *The Six Ways of Knowing*. Calcutta: University of Calcutta Press.
- Surendranath Dasgupta, *A History of Indian Philosophy*, Vol.1, Delhi: Motilal Banarsidass

Unit 3 Indian Metaphysics

1. Four-fold Noble Truths, Doctrine of Dependent Origination and Momentariness of Buddhism
2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.
- Sharma, C.D. 2000. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarasidass

Unit 4: Trajectories of the Philosophical

1. The Vedic Primordial Quest

Raimundo Pannikar (ed. & trans). 2006. "May Peace Bring Peace' (Shanti Mantra)

Atharva Veda XIX,9-15,14". In *The Vedic Experience: Mantramanjari*, P. 305. Delhi: Motilal Banarasidass.

2. The Upanishadic Query: The Immanent and the Transcendent, Isa Upanishad, Verses 1 to 11

S. Radhakrishnan (ed. & trans). 1987. "Isa Upanishad", In *The Principal Upanishadas*, 567-575. New Delhi: Harper Collins Publishers India.

3. "The Moral Question and the Subtlety of Dharma"

Gurucharan Das. 2012. "Draupadi's Courage." In *The Difficulty of Being Good*, 33-53. New Delhi: Penguin Books.

References

As above

Additional Resources:

Suggested Readings

- Organ, Troy Wilson. 1964. *The Self in Indian Philosophy*. London: Mouton & Co.

- Pandey, SangamLal. 1983. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: DarsanPeeth.
 - Paul S. and Anthony J. Tribe.2000. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.
 - Stcherbatsky, Theodore. 1970. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana.
 - Koller, John M. 1977. [Skepticism in Early Indian Thought](#). *Philosophy East and West* 27(2): 155-164
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Teaching Learning Process

Teaching-Learning Process

The B.A (MIL) Introduction to Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment Methods

Assessment methods

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, seminars, preparation of reports. The wide range of assessment tasks aim to break the monotony of having a single assessment method. Students will strictly follow the course policies.

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

- Four Assignments/ Projects: 10% each
- Three in-class quizzes/oral tests: 5% each
- Paper Presentations: 5%

- Final exam: 10%
 - Attendance and participation 5%
-
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Keywords

Keywords

Shruti and Smriti, Idealism, Materialism, Realism, Self, Brahman, Maya, Dualism, Preyas, Shreyas and Nihshreyas, Anekantavada, Syadvada, Karma, Jnana, Bhakti, Prativityasamutpada, Nirguna and Saguna Brahman, Jivaetc

**Ethical Decision Making
(SEC (I))
Skill-Enhancement Elective Course - (SEC)**

Course Objectives

This course is primarily focused to develop a skill of resolving ethical dilemmas in personal and professional spaces. The paper offers us insight into the process, nature and ethics involved in the larger realm of decision making.

Course Learning Outcomes

This course would enable developing an ability to use theories of standard Ethics and reflective morality to resolve the real life issues and concerns. In other words, this course would facilitate a skill in addressing issues that ensue moral dilemmas or the 'rolley problems'.

Unit 1 Ethical Theories : Traditional and Contemporary

1. Traditional Ethical Theories: Virtue Ethics, Utilitarian Ethics and Deontology
2. Contemporary Approaches: Care Ethics and casuistry Ethics

Recommended Readings:

Rachel, J. ,The Elements of Moral Philosophy. (Oxford: Oxford University Press, 2011).

Pertinent Topics

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds. Bioethics: An Introduction to the History, Method and Practice(New Delhi: Jones and Bartlett, 2010). Chapters on 'Casuistry Ethics'and 'Care Ethics'.

Unit 2 Moral Reasoning and Addressing Dilemmas, Trolley Problem

1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), Chapters 1 and 2 for this Unit.

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008). Chapter-1 for this Unit.

Unit 3 Ethical Decision Making in Inter-Personal Relations

1. Respect for self and others
2. Creating a Personal code to guide moral decisions in Professional space and Inter-Personal Relations

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), (p.6-23 and 31-39 for this unit)

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), (p.155-175 for this unit).

Unit 4 Ethical Models

Case studies and Situational role plays in Inter-personal and community Concerns.

Recommended Readings:

Lisa Newton , Ethical Decision Making: Introduction to Cases and Concepts in Ethics (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), Chapters4-7.

Contemporary Debates in Bioethics, (Eds) Arthur L. Caplan and Robert Arp,(UK: Wiley-Blackwell, 2014)

Nitishastra(Applied Ethics) by M P Chourasia , (Motilal Banarasidas, New Delhi., 2009). This is an excellent Hindi sourcebook.

Besides these the blogs, movies dealing with cases needing a moral resolution, ted talks, media reports etc. will be useful for deliberating on this issue.

Practical

This course addresses life issues and, hence, is one of the courses that requires a practical interface of theory and real life situations. Students need to engage with a sensitive issue and work on a project of social/ community care. So, a project work indicating a model/policy for resolving a sensitive concern should be encouraged.

References

Lisa Newton ,Ethical Decision Making: Introduction to Cases and Concepts in Ethics by Lisa Newton (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D. Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life (Harvard Business Press: Boston, 2008).

Brown, M. The Quest for Moral Foundations: An Introduction to Ethic. (University Press: Georgetown,1996).

Josephson, M. S. Making Ethical Decisions (Josephson Institute of Ethics, 2002 Arthur

L. Caplan and Robert Arp (eds). Contemporary Debates in Bioethics (Wiley-Blackwell: U.K. ,2014)

Chourasia, M. P. Nitishastra(Applied Ethics). (Motilal Banarasidas: New Delhi. 2009). (An excellent sourcebook in Hindi).

Additional Resources:

Cohen, Stephen. The Nature of Moral Reasoning: The Framework and Activities of Ethical Deliberations, Arguments and Decision Making, (Oxford University Press,2004).

Teaching Learning Process

This course should enable the students to develop skills to help them take decisions in a morally sticky situation or what is called a dilemma or trolley problem. Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

Assessment Methods

Same as the university mandate of 75% end of semester exam and 25% of Internal Assessment comprising of assignments etc. The assignment in this skill based course should necessarily include students working on a project that works as a planner or a code or a policy framework on a morally sensitive social or an inter-personal issue.

Keywords

Ethical Theories, Trolley Problem, Dilemmas , Case studies, Ethical Codes, Moral Reasoning , Social and Inter-Personal Ethics

Semester IV

Modern Western Philosophy (DSC 4)
(CC (IV))
Core Course

Course Objectives

The objective of the course is to

- a. Understand the core philosophical ideas of Western traditions and the problems that led to the empiricist and rationalist uprising in philosophy.
- b. Learning about various positions on metaphysical monism, dualism and pluralism.
- c. Knowledge of the Copernican Revolution brought forth by Kant, in the examination of the conditions which makes knowledge possible.

Course Learning Outcomes

- This course will enable students to think outside the box of the prevalent philosophical orthodoxies.
- The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.

Unit 1 Introduction to Western Philosophy with reference to Rationalism and Empiricism.

Recommended Readings

Scruton Roger, From Descartes to Wittgenstein A short history of modern philosophy.London: Routledge & Kegan Paul 1981 (chapter 1 & 2)

Unit 2 Rationalism

1. Descartes: Cogito Ergo Sum, Mind body Dualism
2. Spinoza: Concepts of Substance
3. Leibnitz : Theory of Monads

Recommended Readings

Descartes, R. (1647), Meditations Concerning First Philosophy, Meditation II, Harper Torch Books.

Spinoza,B (1677), Ethics, Penguin Classics

Leibniz,G. W. (1991), Monadology : An Edition for Students, University of Pittsburgh Press; 1 edition

Unit 3 Empiricism

1. Locke- Critique of Innate Ideas, Ideas and Qualities
2. Berkeley: Critique of Locke's theory of Material substance
3. Hume: Theory of Causation

Recommended Readings

Locke, J. (1706) An Essay Concerning Human Understanding, London,. CH. XXIII

Berkeley, G. (1985), The Principles of Human Knowledge G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.

Hume,D. (1748), An Enquiry Concerning Human Understanding (Oxford World's Classics)

Unit 4 Kant: Classification of Propositions, Possibility of synthetic a priori.

Recommended Readings

Kant Immanuel , Critique of Pure Reason (The Cambridge Edition of the Works of Immanuel Kant) : Kant, Paul Guyer, Allen W. Wood: Books,(1999)

References

- Descartes, R. (1647), Meditations Concerning First Philosophy, Meditation II, Harper Torch Books.

- Locke, J. (1706) An Essay Concerning Human Understanding, London,. CH. XXIII
- Berkeley, G. (1985), The Principles of Human Knowledge G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.

Additional Resources:

- Moore, B. (2011) Philosophy: The Power of Ideas, New Delhi: TMH.
- O'Connor, D. J. (1964) A Critical History of Western Philosophy, New York:Macmillan.
- Stegmuller, W. (1969), Main Currents in Contemporary German, British and American Philosophy, , Dordrecht: D. Reidel Publishing.
- Thomson, G. (1992) An Introduction to Modern Philosophy, California:Wadsworth Publishing.
- Titus, S. and Nalan. (1994) Living Issues in Philosophy, London: OUP.
- Scruton Roger, From Descartes to Wittegenstein A short history of modern philosophy.London: Routledge & Kegan Paul 1981 (chapter 1& 2)

Teaching Learning Process

Textual readings, Power Point Presentations, Group Discussion

Assessment Methods

Internal Assesment

Assignment/Test

Keywords

Rationalism, Empiricism, Subjective Idealism,Cogito Ergo Sum, Interactionism, pre-established harmony, Monism, Dualism, Parallelism

Introduction to Western Philosophy (MIL)
(MIL-IV)
Core Course

Course Objectives

Philosophy is both fascinating and frustrating. It deals with the most difficult questions of life which have always bewildered us. Philosophers have been relentlessly working to quench this thirst of the mankind by expounding theories which have broadened the base of human understanding. The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. The syllabus comprises of six philosophers grouped under two traditions of thought: Rationalism and Empiricism. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

Course Learning Outcomes

This paper seeks to do three things: 1. it will make students witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments. 2. it will enable students to have a better understanding of how a man thinks and what goes on into the making of human thought. 3. It will also make students aware that there is no place for superficial approach to the complex questions in life.

Unit 1 Introduction to Rationalism and Empiricism

Recommended Readings:

Markie, Peter, "Rationalism vs. Empiricism", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.)

Unit 2 The concept of substance: Descartes and Spinoza

1. Descartes: Method of doubt, Mind-body dualism
2. Spinoza: Notion of Substance Descartes:

Recommended Readings:

Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6)
Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).

Unit 3 Epistemology in the works of Leibnitz and Locke

1. Leibniz: Truth and Reason
2. Locke: Ideas and qualities

Recommended readings :

Strickland, Lloyd. Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014

Locke, John: An Essay Concerning Human Understanding, London: Penguin Classics, 1997 (Book 2)

Unit 4 The concept of ideas: Berkeley and Hume

1. Berkeley : Immaterialism
2. Hume: Impressions and Ideas

Recommended Readings:

Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).

Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III)

References

- Markie, Peter, "Rationalism vs. Empiricism", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.),
- Descartes: Meditations on First Philosophy, London: Penguin Classics. 1998 (Ch. 1, 2 and 6)
- Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).
- Strickland, Lloyd. Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014
- Locke, John: An Essay Concerning Human Understanding, London: Penguin Classics, 1997 (Book 2)
- Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).
- Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III)

Additional Resources:

- Copleston, F.J. History of Philosophy. USA: Image Books, 1993
 - Falkenberg, R. History of Modern Philosophy, USA: Jefferson Publication , 2015
 - O' Connor, D.J. A Critical History of Western Philosophy. USA: MacMillan, 1964.
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Teaching Learning Process

lectures, tutorials, discussions, assignments and tests.

Assessment Methods

assignments and tests

Keywords

Rationalism, Empiricism, Knowledge, Ideas, Mind-Body, Materialism, Immaterialism, Qualities, Monads,

Yoga Philosophy (SEC (II)) Skill-Enhancement Elective Course

Course Objective

(i) The learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. As Indian Philosophy projects another type of aspect of life which has not been explored by the student before. It brings personal growth and unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Course Learning Outcomes

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution

of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Unit 1 Introduction to Yoga

1. The Definition and Essence of Yoga
2. Citta, citta-vritti, citta vritti nirodh

Recommended Readings:

1. Werner, K., (2014), Yoga and Indian Philosophy, Motilal Banarasi Dass Publications, Delhi, Chapter-5, "Yoga and its origin, Purspose and Relation, pp,93-118.
2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-9, "Ethics of Yoga", pp-199-206.
3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy",pp,294-301.

Suggested Readings

1. Feuerstein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices"

Unit 2 Yoga in Bhagvadgita

- 1.Jnana Yoga
- 2.Bhakti Yoga
3. Karma Yoga

Recommended Readings:

1. Radhakrishnan, S.(2011), The Bhagvadgita, Harper Collins.
2. Kaveeshwar, G. W. (1971) The Ethics of the Gita, Delhi: Motilal Banarsidas.

Unit 3 Yoga and Meditation

1. Jainism (Panchmahavrata)

2. Buddhism (Vipassana)

Recommended Readings:

1. Gopalan, S. (1974) *Outlines of Jainism*, John Wiley & Sons (Asia) Pt. Ltd.
2. Sobti, Harcharan Singh. (1992), *Vipassana : The Buddhist Way : The Based on Pali Sources*, Chapter-9, pp,84-92, Eastern Book Linkers, Delhi.
3. Sobti, Harcharan Singh. (1992), *Vipassana : The Buddhist Way : The Based on Pali Sources*, Chapter-11, pp,99-119, Eastern Book Linkers, Delhi.
4. Sobti, Harcharan Singh, (2003), Published by Eastern Book Linkers,
Chapter 5. "Vipassana : a psycho-spiritual analysis".
Chapter 16. "Vipassana a distinct contribution of Buddhism to world culture".

Unit 4 Patanjali's Astangik Yoga Marga

Recommended Readings:

1. Dasgupta, S. N. (1930) *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Calcutta: University of Calcutta.
2. Chatterjee, S & Datta. D.M (1984) *An Introduction to Indian Philosophy*, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy, The Eight Fold Means of Yoga, pp-301-308.

References

Additional Resources:

- Abhishiktananda, Swami: (1974) *Guru and Disciple*, London: Society for the Promotion of Christiana Knowledge,
- Aranya, H.: (1983) *Yoga Philosophy of Patanjali*, rev. ed.. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
- Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.
- Cleary, T. (1995) translated *Buddhist Yoga: A Comprehensive Course*, Boston, Mass: Shambhala Publications.

- Feuerstein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices", Hottm press prescott, Arizona.
 - Werner, Karel. "Yoga and Indian philosophy", Motilal Banarsidass Publ., New Delhi,
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Teaching Learning Process

Teachers should entice students to learn the spiritual aspect of Yoga along with the physical aspect in order to establish equilibrium between mind and body.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

- Yoga, Citta, citta-vritti, citta vritti nirodh, Astangik Yoga Marga, Patanjali, Bhakti Yoga, Karma Yoga, Jyana Yoga

Semester V

**Art and Film Appreciation
(SEC (III))
Skill-Enhancement Elective Course - (SEC)**

Course Objective

Art and Film Appreciation

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.
- To discern the aesthetic experience as different from art experience
- To enable a student to understand and appreciate films and other related art forms

Course Learning Outcomes

It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

Unit 1 Art and Experience

1. Meaning and Analysis

References

Satre, J.P, "The Work of Art" in Aesthetics, Harold Osborne,(London: Oxford University Press, 1972).

Hospers, John (1969) *Introduction Readings in Aesthetics*, Free Press.

Gupta, Shamala. *Art, Beauty and creativity*. (DK Printworld New Delhi 1999).

Hiryanna, M. (1997) *Art Experience*, Indira Gandhi National Centre for the Arts Manohar. Chapter-1.

Unit 2 Film as an Art Form

1. Documentaries, Commercial, Parallel Cinema and Web Series as New Art Form

References

Christopher, Falzon, *Philosophy goes to the Movies*, Routledge.

Vijaya, Mishra. (2009) *Specters of Sensibility: The Bollywood Film*. Routledge.

Sussane Langer. (1953) *Feeling and Form*, Longman Publishing House.

Arnheim, Rudolf, *Film as Art*, "Film and Reality" University of California Press

https://www.academia.edu/37948527/.The_Aesthetics_of_Digital_Art.pdf

<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

Unit 3 Art, Social Values and Morality

1. Life art interface
2. Film and Cultural representation

References

Gupta, Shyamala. *Art, Beauty and creativity*. (DK Printworld New Delhi 1999).

Hiriyanna, M. *Art Experience* , Indira Gandhi National Centre for the Arts, Manohar.: Delhi, 1997, Chapter-7.

Clark, Kenneth. *The Nude: A Study in Ideal Form*. (Bollingen Series 35.2. New York: Pantheon Books, 1956).

Unit 4 Art and Communication in and through Films

References

<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

References

- Harold, Osborne (1976) *Aesthetics*, OUP.
- Hospers, John (1969) *Introduction Readings in Aesthetics*, Free Press.
- Christopher, Falzon, *Philosophy goes to the Movies*, Routledge.
- Vijaya, Mishra. (2009) *Specters of Sensibility: The Bollywood Film*.
Routledge.

Additional Resources:

- Sussane Langer. (1953) *Feeling and Form*, Longman Publishing House.

Arnheim, Rudolf, Film as Art, "Film and Reality" University of California Press.

Teaching Learning Process

Lectures, Group Discussion, Film Screening and visit to Art Gallery.

Assessment Methods

Internal Assessment and Examination

Keywords

Rasa, disinterestedness, Coffee house cinema, commercial cinema, documentary, web series.

**Vedic Value System
(DSE (I))
Discipline Specific Elective - (DSE)**

Course Objectives

To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

Course Learning Outcomes

The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help develop an understanding about the importance of the Nature (Cosmos) and help student pursuit a holistic existence.

Unit 1 Values in Vedas

1. Introduction to Vedas (classification and explanation)

2. Values in Vedas

Recommended Readings:

1. Panikkar, R. (2001), The Vedic Experience, Motilal Banarasidas Publications, New Delhi. pp,5-34.

2. Dasgupta, S. N.(2012), A History of Indian Philosophy, Vol.1, Motilal Banarasidas Publications, New Delhi. Chapter-2, pp-10-27

3. Prasad, H.S., The Centrality of Ethics in Buddhism, Exploratory Essays, MLBD, 2007, Chapter II pg. 55-77

Unit 2 Cosmic Values

1. Prithvi Sutaka (Rg Veda) hymns 47 to 60

2. The concept of Rta, *Satya and dharma*.

Recommended Readings:

1. Wezler, A., 'Dharma in the Veda and Dharmasastras', DHARMA (ed. Patrick Olivelle), MLBD, 2009, pg. 207 - 231

2. Atharva Veda Prithvi Sutaka, 47 to 60.

3. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,99-105.

Suggested Readings:

1. Pradhan, R.C.(2008), Philosophy, Culture and Value, I.C.P.R, Chapter-7, Concept of Rta as expounded by G.C Pnade: A Critical Evolution, pp,135-143.

Unit 3 Social Values

1. Asram system and 16 Vedic sanskaras

2. The Varna Theory: Facts and misconceptions (caste)

Recommended Readings:

1. Gupta, Shantinath,(1978), Indian Concept Of Values, Manohar.
2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-3, pp-70-86.
3. Pandey, Rajbali. (2013), Hindu Samskaras: Socio-Religious study of Hindu Sacraments, Motilal Banarasi Dass Publications, Delhi.
4. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,80-96.
5. Goyal, Pritiprabha. (2004), Bharatiya Sanskriti, Rajasthan Grathagar, Jodhpur. Chapter-2-4, pp,17-104.
6. Prasad, Rajendra, (1999), Varnadharmas, Niskamakarma and Practical Morality, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.

Suggested Readings:

Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter 4-5, pp, 232-329.

Unit 4 Personal Values

- 1.The Purusarthas: Trivarga (purpose of life)
- 2.Concept of Sreyas and Preyas (Katho Upanisada Apph.2 Commentary by Sankara)

Recomended Readings:

1. Kathopanishad, Aphorism 2.
- 2.Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp,13-17.
3. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-9,"Idea of Purusarthas, pp,65-68.
4. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,96-99.

Suggested Readings:

1. Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter -3, pp, 192-231.

References

Additional Resources:

- Chatterjee, S. Chandra, *The Fundamentals of Hinduism*, Calcutta: University of Calcutta, 1970.
- Chennakesavan, Sarswati, *A Critical Study of Hinduism*, Delhi, Motilal Banarsidas, 1980.
- Devraja, N. K., *Hinduism and Modern age*, New Delhi, Jamia Nagar, 1975.
- Jingran, Saral, *Aspects of Hindu Morality*, Delhi, Motilal Banarsidas, 1999.
- Krishna, Yuvraj, *The Doctrine of Karma*, Delhi, Motilal Banarsidas, 1997.
- O' Flaherty, Wendy Doneger, *Karma and Rebirth in Classical Indian Traditions*, Delhi, Motilal Banarsidass, 1999.
- Potter, Karl H., *Presuppositions of Indian Philosophy*, New Delhi, Princeton Hall of India, 1965
- Prasad, Rajendra, *Varnadharmā, Niskamakarma and Practical Morality*, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi, 1999.
- Radhakrishnan, S., *Indian Philosophy*, Vol – I & II, New York: The Macmillan Company, 1956.
- Radhakrishnan, S. (2011) *The BhagvadGita*, Harper Collins.
- Radhakrishnan, S. (1960), *The Hindu view of life*, Unwin books, London.

- Maha Upanisad
- Gupta, Shantinath, *Indian Concept Of Values*, Manohar 1978
- <http://www.advaita.it/library/mahaupanishad.html>
- <https://www.learnreligions.com/what-are-vedas-1769572>

Teaching Learning Process

(i) Focus to be on richness of Indian philosophical tradition, vedic value systems, cultural context and identifying those concepts that can appeal to Western and global audience. (ii) Promotion of developing philosophical perspective on contemporary socio-political and economic issues.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

Veda, Value, Dharma, Rta, Purusarthas, Asrama, Sanakaras, Prithvisukta, Sreyas, Preyas

Buddhism
(DSE (II))
Discipline Specific Elective - (DSE)

Course Objectives

- The primary objective of this course is to advance students' critical awareness of the background to the origin, nature and classification of Buddhism.
 - Comprehensive understanding of the philosophy of Indian Buddhism.
-

Course Learning Outcomes

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.
 - have acquired a good understanding of the key doctrines of Buddhism.
 - have the sound understanding of Buddhist epistemology, metaphysics, ethics and shall be able to go for further studies in the subject.
-

Unit 1 Introduction to Buddhism

1. Origin and Nature of Buddhism
2. Schools of Buddhism

Recommended Readings:

• Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, *Publications Division*, New Delhi, and its Hindi translation also by the Publications Divisions. Chapter-2, pp, 9-20 and Chapter-6, pp,97-138.

- Mahathera, Narada. (2006), *The Buddha and His Teachings*, Jaico Publishing House, Mumbai. Chapter-1 to14, pp,1-173.

Unit 2 Ethics of Buddhism

1. Five Vows
 2. Four Noble Truth
 3. Eight Fold Path
 4. Brahma Viharas

Recommended Readings:

- Mahathera. Narada. (2006), *The Buddha and His Teachings*, *Jaico Publishing House*, Mumbai. Chapter-15 to17, pp,201-251.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), *The Five Precepts*, Buddhist Publication Society, Srilanka, pp,3-13.
- Walpola, Sri Rahula. (1974), *What the Buddha Taught*, Grove Press, New York, Chapter- 2 to 5, pp,16-50.

Unit 3 Ontology of Buddhism

1. Paramitas
2. Praṭītyasamutpāda

Recommended Readings:

- Mahathera. Narada. (2006), *The Buddha and His Teachings*, Jaico Publishing House, Mumbai. Chapter-25, pp,326-337.
- Mehta, Sonia. (2017), *The Problem of Meaning in Buddhist Philosophy*, Krishi Sanskriti Publication, Delhi.

Chapter-3, pp,17-33

Unit 4 Doctrines of Buddhism

1. Karma and Rebirth
2. Nirvana

3. Anatmavada (No Soul theory with special reference to the debate between Miland and Nagsen)

Recommended Readings:

- Mahathera, Narada. (2006), *The Buddha and His Teachings*, Jaico Publishing House, Mumbai. Chapter-18 to 36, pp,252-426.
- Walpola Sri Rahula. (1974), *What the Buddha Taught*, Grove Press, New York, Chapter- 6, pp,51-66

References

Recommended Readings:

- Bapat, P.V. (1959), *2500 Years of Buddhism*, Government of India, *Publications Division*, New Delhi, and its Hindi translation also by the Publications Divisions.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), *The Five Precepts*, Buddhist Publication Society, Srilanka.
- Mehta, Sonia. (2017), *The Problem of Meaning in Buddhist Philosophy*, Krishi Sanskriti Publication, Delhi.
- Walpola, Sri Rahula. (1974), *What the Buddha Taught*, Grove Press, New York.

Additional Resources:

Suggested Readings

- Bhatta, J. (1971), *Nyayamanjari* ed. S.N. Shukla, Varanasi: Chowkhamba Vidyabhavan.
- Pande, G.C. (1957), *Studies in the Orgins of Buddhism*, Allahabad University, Allahabad.
- Halbfars, W. (1999), *Karma, Apurva and "Nature" causes: observation on the growth and limits of the theory of Samsaras*, O' Flabearty.
- Harvey, Peter. (1990), *An Introduction of Buddhist Ethics*, Cambridge University Press, Cambridge.
- Sarao, K.T.S. (2003), "Anatman/Atman (No-self/self)", *Encyclopedia Buddhism*, Memillan, New York.
- Kamla, J. (1983), *The Concept of Pancsila in Indian Thought*, P. V. Institute: Varanasi.
- Keown, D. (1992), *The Nature of Buddhist Ethics*, Macmillan, London.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Assessment Methods

As per University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%

Keywords

Pancsila, Four Noble Truth, Eight Fold Path, Paramitas, Brahma Viharas, Prañīyasamutpāda, Nirvana, Anatmavada

**Greek Philosophy
(DSE (III))
Discipline Specific Elective - (DSE)**

Course Objectives

The course is intended for giving a comprehensive account of Greco-Roman Philosophy to undergrad students pursuing a BA Programme course with Philosophy as one of their disciplines.

Course Learning Outcomes

This course will provide students with a seminal awareness of the Western Classical Philosophical tradition, and give them clarity on classics.

Unit 1 Socrates and the Sophists

1. Care of the self and Virtue.
2. Moral Relativism and Persuasion

Recommended Readings;

Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy , (Blackwell Publishing,2003), Chapter-2, Parts I and II

Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell,2006.) Relevant chapters

Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1.,pp. 94-124

Unit 2 Plato

1. The ideal state
2. Critique of Democracy

Recommended Readings:

The Routledge Companion to Ancient Philosophy edited by James Warren and Frisbee Sheffield, (Routledge: London and New York,2014) Part-II , Chapters 12-15

Lee, Desmond (translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974) Books 8 and 9

Unit 3 Aristotle

1. Political Naturalism
2. Human nature and the nature of the state

Recommended Readings:

James Warren and Frisbee Sheffield(eds),The Routledge Companion to Ancient Philosophy (Routledge: London and New York,2014),Part-III,Chapter-25 Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy , (Blackwell Publishing,2003, chapter-10.

Unit 4 Epicurus and the Stoics

1. Pleasure and happiness
2. Living according to nature

Recommended Readings:

Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy , (Blackwell Publishing,2003, chapters 12 and 13 Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. chapters 31-33

Practical

An understanding of the classics and an ability to contextualise the tradition in the present times should be an interesting endeavor for the students pursuing this course.

References

Recommended

- The Routledge Companion to Ancient Philosophy edited by James Warren and Frisbee Sheffield, (Routledge: London and New York,2014)
- Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy , (Blackwell Publishing,2003).
- Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell,2006.)
- Kerferd, G. B. The Sophistic Movement, (Cambridge: Cambridge University Press,1981)
- Keyt, D. and Miller (Jr.), F. D. (eds.) A Companion to Aristotle's Politics. (Oxford: Oxford University Press,1991)
- Long, A. Hellenistic Philosophy, 2nd ed. (California: University of California Press,1986)
- Rist, J. M. Epicurus, (Cambridge: Cambridge University Press, 1972) Schofield, M. Plato: Political Philosophy, (Oxford: University Press,2006).
- Lee, Desmond(translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974).

Additional Resources:

Annas, J. The Morality of Happiness, (Oxford: Oxford University Press, 1993) Epicurus, Letter to Menoecus, Trans. by Robert Drew Hicks (E Text: <http://classics.mit.edu/Epicurus/menoec.html>)

Teaching Learning Process

A comparative study of the classical philosophical traditions of Greece and India will add a pedagogical value to this paper. Assignments or a project could be made on this comparative analysis besides the mandatory tests and assignments that are strictly according to the syllabus prescribed.

Assessment Methods

As per University rules of 75% semester exam and 25% Internal assessment.

Keywords

Sophists, Socrates, Plato, Aristotle, Epicurus, Stoics,

**Social and Political Philosophy: Indian & Western
(DSE (IV))
Discipline Specific Elective - (DSE)**

Course Objectives

A. Understanding of the basic social and political concepts both in Western and Indian context.

B. Understanding the philosophical underpinnings of the social and political structures.

C. To study different thinkers who have given their theories in understanding the society and principles of the governance.

Course Learning Outcomes

- to make students a better citizens by understanding the notion of democracy
- to know rights of Individuals and communities.
- to learn to live in cohesive manner in a multicultural setup.

Unit 1 A Study of Social and Political concepts:

- Rights
- justice
- Equality
- Democracy

References

Benn, S. I., R. S., Peters. " chapter 4,5,7 and 15 ". In *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

Further Reading

Rawls, John. "*Fundamental ideas*" in *justice as fairness*. 1971.

Unit 2 Indian Social Thinkers:

- Tagore's Cosmopolitanism
- Gandhi critique of modern civilization.
- Ambedkar's Anihilation of Caste and state
- M.N.Roy's Nationalism

References

Tagore, R. (2002a). *Nationalism*. New Delhi: Rupa and Co.

Parel, j. (eds). Gandhi Critique of modern civilization, Hind Swaraj. Chapter - 6-13th. Cambridge: Cambridge University Press, 1997.

Rodrigues, Valerian. *The Essentials writing of B.R. Ambedhkar*: Oxford India Paperbacks.

Ray, Sibnarayan, ed., *Selected Works of M. N. Roy, vol. 1*, (Delhi Oxford University Press, 1987).

Unit 3 Western Social and Political Thinkers:

- John Locke; state of nature, social contract, nature of state; its forms and characteristics
- Karl Marx ; dialectic materialism,

References

Nelson, Brian. *Western Political Thought- 2007* Pears.

Bertell, Ollman. *Dance of Dialectic*. chapter 1 and chapter 2. University of ILLINOIS PRESS Urban Chicago.

Further Reading

Locke, John. *The Second Treatise on Civil Governance*, 1690.

Karl Marx and Friedrich, *The Communist Manifesto*. Penguin Classic.

Dunn, John. *The political thought of John Locke, Chap-1*. Cambridge: Cambridge University Press.

Unit 4 Communitarianism, Multiculturalism, Minority Rights and Feminism:

- Charles Taylor (Politics of Responsibility)
- Bell Hooks (A movement to end sexist operation.)

References

Hooks, Bell, *Feminism by Oxford Reader*.

Taylor, Charles, *Responsibility for self*. In Amelie Oksenburg Rorty (ed.), *The Identities of Person*. University of California Press. pp. 281-99 (1976).

Taylor, Charles. *Multiculturalism: Examining the Politics of recognition*. Princeton: Princeton University Press, 1994.

References

As above

Additional Resources:

- Raphael, D.D. *Problems of Political Philosophy*.
 - Ghoshal, U.N., *A History of Indian Political ideas*, Oxford University Press, 1950.
 - Kabir, Humayun, *Mysticism and Humanity of Tagore*, East and West, vol. 12 nos 2-3 (september 1961)
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Teaching Learning Process

Textual Reading , Group Discussion

Assessment Methods

internal assesment

(test/ assignments)

Keywords

multiculturalism, democracy, rights, justice, property, liberty, equality, fraternity, nationalism, cosmopolitanism

Applied Ethics
(DSE (V))
Discipline Specific Elective - (DSE)

Course Objective

The objective is to make students aware of Ethical tools that must be used to resolve moral and ethical issues around us.

Improving analytical and writing skills.

Course Learning Outcomes

The course shall give a vision that merges the social with ethical understanding of choices.

The issues in human lives that touch each one of us must be synergised for all and this course makes that outcome a good possibility.

Unit 1 An Introduction to Moral Philosophy and Applied Ethics.

Essential Readings:

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 2 Issues, Rights and Concerns

1. Issues of life and Death (Euthanasia and Suicide, Theories of Punishment)

2. Organ Transplantation

3. Concerns (Surrogacy ,Cloning)

Essential Readings:

Singer, P., Applied Ethics. Oxford: Oxford University Press,1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

Careless thought costs lives: The Ethics of transplant by Janet Radcliffe Richards, Oxford University Press, 2012

Unit 3 Environmental Ethics

1. Nature as Means or End.
2. Respect to animals and ecology

Essential Reading:

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 4 Media and Cyber Ethics

Media Ethics

Print and Cyber Media

Essential Readings:

Spinello, Richard.A., The Internet and Ethical Values, In CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp.1-28

Spinello, Richard.A., Intellectual Property in Cyberspace, In Cyber Ethics: Morality and Law in Cyberspace, Jones and Barlett Publishers, 2003, pp. 91-104.

References

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

Richards, J R Careless thought costs lives: The Ethics of transplant, Oxford University Press, 2012

Spinello, Richard.A., CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp 1-28, pp 91-104.

Additional Resources:

Dower, N., World Ethics: The New Agenda. Edinburgh: Edinburgh University Press,2007

Teaching Learning Process

Lectures

Tutorials

Power Point Presentations

Assessment Methods

Internal assessment

University examination

Presentation

Keywords

Applied Ethics, Media Ethics, Cyber Ethics, Environmental Ethics, Organ Transplantation

Fundamental of Indian Philosophy
(GE (I))
Generic Elective - (GE)

Course Objective(2-3)

Course Objectives:

•The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy . Focus will be on interactive learning where students will engage themselves. The course will help the students in understanding the significance of Indian philosophical studies in their daily life,

how to overcome the stress, how to manage their life and take challenges in life ; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

- Make students familiar with, and clear understanding of, the major concepts within Indian philosophical studies.
 - Increase students understanding of Indian Philosophical systems and their philosophy.
 - Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
 - Exposure to various texts .
 - Finally it will give a holistic development of their personality
-

Course Learning Outcomes

- Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya ,Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.

In unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

- In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
-

Unit 1 Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.
- Raju, P.T. 1985. *Structural Depths of Indian Thought*. Albany (New York). State University of New York Press.

•Surenranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004, pp.67-77.

Unit 2 Indian Epistemology

1. Carvaka Epistemology
2. Nyaya Theory of Perception and Inference

Recommended Readings

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.
- Datta, D.M. 1972. *The Six Ways of Knowing*. Calcutta: University of Calcutta Press.
- Surenranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private

Unit 3 Indian Metaphysics

1. Four-fold Noble Truths, Doctrine of Dependent Origination and Momentariness of Buddhism
2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.
- Sharma, C.D. 2000. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarasidass

Unit 4 Trajectories of the Philosophical

1. The Vedic Primordial Quest

Raimundo Pannikar (ed. & trans), 'May Peace Bring Peace' (Shanti Mantra)

Atharva Veda XIX,9-15,14 The Vedic Experience: Mantramanjari, Delhi: Motilal Banarasidass Publishers Private limited, 2006, pp.305

2. The Upanishadic Query: The Immanent and the Transcendent, Isa Upanishad, Verses 1 to 11

S. Radhakrishnan, Isa Upanishad(ed. &trans), The Principal Upanishadas, New Delhi: Harper Collins Publishers India, 1987, pp.567-575.

3. "The Moral Question and the Subtlety of Dharma"

Gurucharan Das, "Draupadi's Courage" in The Difficulty of Being Good, New Delhi: Penguin Books, 2012, pp.33-53

References

Suggested Readings

- Organ, Troy Wilson. *The Self in Indian Philosophy*. London: Mouton & Co., 1964
- Pandey, Sangam Lal. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge, 2000

Additional Resources

- Stcherbatsky, Theodore. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Koller, John M. "Skepticism in Early Indian Thought". *Philosophy East and West* 27(2). 1977,155-164.

Teaching Learning Process

Teaching-Learning Process:

The B.A (GE) Fundamentals of Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment Methods

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

- Four Assignments/ Projects: 10% each
 - Three in-class quizzes/oral tests: 5% each
 - Paper Presentations: 5%
 - final exam: 10%
 - Attendance and participation 5%
-
-

Keywords

Key words

Shruti and Smriti, Idealism, Materialism, Realism, Self, Brahman, Maya, Dualism, Preyas, Shreyas and Nihisreyas, Anekantavada, Syadvada, Karma, Jnana, Bhakti, Pratityasamutpada, Nirguna and Saguna Brahman, Jiva etc.

Technology and Ethics (GE (II A)) Generic Elective - (GE)

Course Objective

To enable students to ethically analyse the technological advancements which is a challenge for human kind in the light of ethical evaluation and implications of actions in the digital space. The studies aims to guide students to use technology responsibly. They will understand the development of technology and the importance of its ethical usage so that they become ethical citizens in a digital world.

Course Learning Outcomes

Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view. They will responsibly function and lead the

usage to technology so as to save society from its harmful effects. With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit 1 Introduction to Technology and Ethics:

- Ethical Issues in the Use of Information Technology
- Computer Ethics
- Digital Divide

Recommended Readings:

- Floridi, Lucians.(ed.) , *The Cambridge Handbook of Information and Computer Ethics*, Cambridge University Press, New York, 2010. pp. 14-17, 33-38.
- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 303-309.

Further Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, New Jersey . John Willey and Sons., 2000.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology*, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.

Unit 2 Biotechnology

- GM Foods
- Cloning
- Stem Cell Culture

Recommended Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*, Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics*,23, 1997, pp.353-360.
- "Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

Further Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*, Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics*, 23, 1997.
- "Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.
- Margaret R Mclean, *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, <http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentations/genetically-modified-foods.html>.
- Tavani, T.H. *Ethics And Technology*, *The Handbook of Information and Computer Ethics*, Willey. 2008. U.S.A.
- Himma, K.E. & Tavani, H.T. (ed) *Encyclopedia of Science, Technology and Ethics*: Mac Millan Reference USA, 2005.
- Feenberg, Andrew. *Questioning Technology*, Routledge, 1999.

Unit 3 Some Recent Considerations in Technology

- Artificial Intelligence
- Nano- technology

Recommended Readings:

- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.

Further Readings:

- Noble, D. G. "The Immortal Mind: Artificial Intelligence" in *The Religion of Technology: The Divinity of Man and the Spirit of Intervention*, New York, : Alfred A. Knopf., 1997,
- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004.

Unit 4 Public Evaluation of Technology

- Social Implications of Technology
- Justice
- Rights

Recommended Readings:

- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research & Innovation*, vol. 8, no 9, 2014, pp. 3015-19.

- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Further Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, New Jersey . John Willey and Sons., 2000.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology*, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics*:Mac Millan Reference USA, 2005.
- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research& Innovation*, vol. 8, no 9, 2014.

References

Essential Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, (New Jersey: John Willey and Sons.,2008.) 25-48.
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology* (New Jersey: John Wiley and sons, 2008)1-17.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005, xi - xvii
- Tavani, H.T. *Ethics & Technology*, 4th Edition, (U.S.A: Willey, 2004) 382-389.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, (New York: Wiley Blackwell Publishing , 2003)17- 20
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, (New Jersey: John Wiley and Sons, 2008) 621-638.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. (Cambridge : Cambridge University Press.2010)33-38, 86-92.
- Margaret R M., *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, <http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentations/genetically-modified-foods.html>.

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*. Institute of Food And Agricultural Sciences. University of Florida. <http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf>
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics*. (U.S.A: Mac Millan Reference, 2005) 16-35.

Additional Resources:

Further Readings

- Debiprasad Chattopadhyaya, *Science, Philosophy and Society*, New Delhi: Critical Quest, 2007.
- Terry Wards Bynum. *Milestones in the history of information and computer ethics*, Kenneth Einar Himma and Herman T Tavani (Eds.), *The Hand Book of Information and Computer Ethics*, (New Jersey: John Wiley and Sons, 2008) 25-48.
- Margaret R Mclean, *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, <http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentations/genetically-modified-foods.html>.
- Tavani, T.H. *Ethics And Technology* ,The Handbook of Information and Computer Ethics, New York: Willey. 2008.
- Himma, K.E. & Tavani,H.T.(ed) *Encyclopedia of Science, Technology and Ethics*: (U.S.A: Mac Millan Reference, 2005) 663-669.
- Feenberg, Andrew. *Questioning Technology*, (London: Routledge, 1999) 139-158
- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, (New Jersey: John Willey and Sons.,2008)25-48.
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology*, (New Jersey: John Wiley and Sons, 2008)1-17.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology*, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, New Jersey: Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.
- Margaret R M., *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, <http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentations/genetically-modified-foods.html>.
- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*. Institute of Food And Agricultural Sciences. University of Florida. <http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf>

- Barnes, B. *The Public Evaluation of Science and Technology* From Carl Mitcham (Ed.) Encyclopedia of Science, Technology and Ethics: Mac Millan Reference USA, 2005

Teaching Learning Process

PPT, Group Discussion etc

Assessment Methods

Internal Class Tests, Assignments, Projects

Keywords

Technology, Ethics, Computer Ethics, Biotechnology, Nano- technology, Digital divide

Ethics (GE 2B)
(GE (II B))
Generic Elective - (GE)

Course Objective(2-3)

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy
2. The development of Morality (from Convention to Reflection)
3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp, 1-12.
2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.
3. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp, 51-71.
4. Taylor, Paul. W. (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction, pp, 3-12.

Unit 2 Theories of Ethics

1. J.S. Mill: Utilitarianism.
2. Immanuel Kant: Duty, Categorical Imperative and Good will.
3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed. 1962.
2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.

4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-9, "The Standard as Pleasure",pp,166-177.
5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-16, "Virtue",pp,287-290.
6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1. The theories of punishments
2. Euthanasia
3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.
2. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.
3. Rachel, James.(1989), The Right Things to Do, 6th Ed.,Mc Graw Hill Publications, Chapter-16, "Do Animals Have Rights?", pp,134-146.

Unit 4 Indian Ethics

1. Puruṣārthas
2. *Niṣkāmakarma (Bhagavadgītā)*
3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, pp 13-16.
2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, Tokyo, Chapter-7, "The Eight Fold Path", pp,129-137.
3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI, "Indian Ethics", pp,365-369.

4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Chapter-9, pp,65-68, Kavayalaya : Publishers: Mysore.

Suggested Readings:

1.Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers

2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

References

Additional Resources:

- Hartmann, N. (1950) *Moral Phenomena*, New Macmillan.
- Taylor, P.W., *Problems of Moral Philosophy: An Introduction to Ethics*, Dickenson Publishing Co. Inc. Belmont, California.
- Lillie, W., *An Introduction to Ethics*, Methuen & Co. Ltd. London, 1948 .
- Shelly Kagan,(1998) *Normative Ethics* , Westview Press.
- Kaveeshwar, G.W. (1971), *The Ethics of Gita*, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

Keywords

- Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma , *Bhagavadgītā*, Euthanasia, Punishment, Ahimsa, Imperatives, Moral

Semester VI

Critical Thinking and Decision Making
(SEC (IV))
Skill-Enhancement Elective Course - (SEC)

Course Objective

This course is primarily focused to develop thinking skills. It aims at enabling a person to take decision in difficult situations. It is the ability to analyze the way one thinks and presents the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. This paper helps in developing ideas and ability to create a vision, plan for the future and anticipate and solve problems. .

Course Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
6. Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.

Unit 1 CRITICAL THINKING- BASIC COMPONENTS:

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Beliefs, Claims, issues and arguments.
4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.
2. Dewey, John, How we think. Mineola, N.Y. Dover Publications, 1997, Ch 6

Unit 2 CRITICAL THINING: A SECOND ORDER ACTIVITY:

1. Clear thinking.
2. Vagueness, Ambiguity, Generality and Definition of terms
3. Argumentative essays
4. Credibility of claims and their sources

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

Unit 3 RHETORIC AND ITS FALLACIES:

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5.

Unit 4 CLEAR THINKING: KEYS FOR SOLUTION

1. Identification and analysis of the problem through case studies
2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
3. Evaluating Decision Options from Multiple Perspective.
4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Reading:

1. Case Studies from both the recommended books

2. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch.2-5.

3. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, Ch.7, Ch 8.

References

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch1-4.

2. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, 68-14.

Additional Resources:

1. Watson, Jamie C. *Critical thinking : an introduction to reasoning well*. London/New York: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015.

2.Kallet, Mike. *Think smarter : critical thinking to improve problem-solving and decision-making skills*. Hoboken, New Jersey: Wiley, 2014.

3.Bloom, Benjamin S., David R. Krathwohl, and Bertram B. Masia. *Taxonomy of educational objectives : the classification of educational goals*. New York: David McKay Company, 1956.

Teaching Learning Process

With the class room teaching for basic conceptual clarity the whole syllabus should be based on case studies from all walk of life, like social, economical, political, religious, gender, environment, global perspective as well as the surrounding local issues. Project works need to be encouraged Audio visuals should also encouraged with projector for direct interactive sessions and peer understanding. Logic games, e-learning methods, theme based movies and mock tests may be conducted for better understanding and better application of the skill.

Assessment Methods

Same as university rule of 75% exam and 25% of internal assessment.
Presentations based on case history and creative modules should be the evaluative procedure.
Peer evaluation should be encouraged.
Objective questions to test reasoning skill should be encouraged.

Keywords

Beliefs,
Claims,
Arguments,
Analysis and evaluation,
Cognitive bias,
Fallacy.

Jainism
(DSE (VI))
Discipline Specific Elective - (DSE)

Course Objective

This course aims at providing students' with a comprehensive understanding of Jain Philosophy comprising: historical relevance of Jain Trithankaras, Jain epistemology, Jain metaphysics, Jain ethics and its practical relevance in today's contemporary scenario.

Course Learning Outcomes

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the historical relevance of Jain philosophy.
- have acquired a good understanding of the key doctrines/concepts of Jain tradition .
- have the sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in today's contemporary scenario and shall be able to go for further studies in the subject.

Unit 1 Jainism: An overview

1. Historical relevance of tirthankars (with special reference to Mahāvīrā)
2. The sects: Digambar and Śvetāmbar
3. Symbols in Jainism and their Philosophical implications

Recommended Readings:

- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-1, pp,1-19.
- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,68-70.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,169-175.

Unit 2 Jain Epistemolog

1. Nature and Types of Knowledge
2. Syādvāda
3. Pramāṇa and Naya

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,70-77.

- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,175-186.

Unit 3 Jain Metaphysics

1. Anekāntvāda
2. Concept of Substance
3. Jīva and Ajīva
4. Bondage and liberation

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,81-93.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

Unit 4 Jain Ethics

1. The triratna
2. Pañca-Mahāvratā
3. Practical Application of Jain Ethics

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,94-103
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya, Acharya. (2010), Anekanta: Philosophy of Co-Existence, Jain Vishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

References

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta.

- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publishers, Delhi.
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi.
- Mahapragya, Acharya. (2010), Anekanta: Philosophy of Co-Existence, Jain Vishva Bharti, Ladnun-Rajasthan.

Additional Resources:

Suggested Readings

- Jain, K. (1983), The Concept of Pancsila in Indian Thought, P VInstitute, Varanasi.
- Jain, K. (1998), Aparigraha- The Humane Solution, P V Institute, Varanasi.
- Jaini, J. L. (2014), Outlines of Jainism - Primary Source, Edition by F. W. Thomas.
- Jain, J. P. (2006), Art and Science of Self Realization, Radiant Publishers, New Delhi.
- Radhakrishnan, S., Moore, A. (1967), Sourcebook in Indian Philosophy, CA Princeton.
- Sharma, I C. (1965), Ethical Philosophies of India, Harper and Row, USA.
- Setia, T. Ahimsa. (2004), Anekanta and Aparigraha, Motilal Banarsidass Publishers, New Delhi.
- Sidhantacharya, Pt. Kailash Chandra Jain. (2015), Jain Dharam, Shrut Samvardhan Sansthan, Meerut.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Assessment Methods

As per University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%

Keywords

Tirthankars, Digambar, Śvetāmbar, Syādvāda, Jīva and Ajīva, Anekāntvāda, Triratna, Pañca-Mahāvratā

**Philosophy of Religion
(DSE (VII))
Discipline Specific Elective - (DSE)**

Course Objective

The objective is to acquaint students with the basics of religion.

The students are then introduced to a systemic and comprehensive study of various approaches to concepts that are common across religions.

Course Learning Outcomes

Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.

Unit 1 Concepts of Religion and Dharma

- 1) Nature of Religion and its relation to Philosophy of Religion.
- 2) The Concept of Dharma (Purva Mimansa)

Recommended Readings-

Brody, Baruch A, Readings in Philosophy of Religion, Ed. Vol 1, New Jersey, PHI, 1974

Olivelle, Patrick, Dharma: Studies in its Semantic and Cultural and Religious History MLBD, 2009

Unit 2 Challenges to Religion

- 1) "God and Evil" - H.J. McCloskey
- 2) "The Ethics of Belief" - W.K. Clifford

Recommended Readings-

McCloskey, H.J. God and Evil, *Philosophical Quarterly*, Vol.10, 1960

Meister, Chad, Philosophy of Religion, Reader, Routledge, New York, 2008

Unit 3 Significance of Faith, Prayer and Revelation in Religion

1) Faith, Reason and Revelation.

2) The Concept of Prayer.

Recommended Readings-

Quinn, P.L. and Taliaferro, C. ed., *A Companion to Philosophy of Religion*, Blackwell Publishers, 1997

Unit 4 Overview of R the concepts of Religious Diversity and Liberation

1) The Concept of Liberation: Indian Perspective

2) Religious Diversity-- Inclusivism, Exclusivism and Pluralism

Recommended Readings-

Dasgupta, S.N. *Introduction to Indian Philosophy*, Vol.1 Cambridge University Press, 1922-1955

Meister, Chad, *Philosophy of Religion Reader*, Routledge New York, 2008

References

- Brody B.A., *Readings in Philosophy of Religion*, Prentice Hall India, 1974
- Galloway, George, *The Philosophy of Religion*, C.Scribner's Son's, New York 1914
- Meister, Chad, *Philosophy of Religion Reader*, Routledge New York, 2008
- McCloskey, H.J., *God and Evil, Philosophical Quarterly*, Vol.10, 1960
- Verma V. P., *Dharma Darshan Ke Mool Siddhant*, Hindi Madhyam, Karyanvaya Nideshalaya, 1991
- Quinn P. L. and Taliaferro. C ed. *A Companion to Philosophy of Religion* Blackwell Publishers 1999.
- Olivelle, Patrick, *Dharma: Studies in its Semantic and Cultural and Religious History*, MLBD, 2009

Additional Resources:

Teaching Learning Process

Lectures, Seminars, Paper Presentation, Field Trips, PPT

Assessment Methods

Home Assignments

Class Tests

Paper Presentation

University Examination

Keywords

God, Philosophy of Religion, Prayer, Evil, Faith, Reason, Dharma

**Philosophy of Religion
(DSE (VII))
Discipline Specific Elective - (DSE)**

Course Objective

The objective is to acquaint students with the basics of religion.

The students are then introduced to a systemic and comprehensive study of various approaches to concepts that are common across religions.

Course Learning Outcomes

Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.

Unit 1 Concepts of Religion and Dharma

1) Nature of Religion and it's relation to Philosophy of Religion.

2) The Concept of Dharma (Purva Mimansa)

Recommended Readings-

Brody, Baruch A, Readings in Philosophy of Religion,Ed. Vol 1,New Jersey,PHI, 1974

Olivelle, Patrick, Dharma: Studies in its Semantic and Cultural and Religious History MLBD, 2009

Unit 2 Challenges to Religion

1) "God and Evil " - H.J. McCloskey

2) "The Ethics of Belief" - W.K.Clifford

Recommended Readings-

McCloskey, H.J. God and Evil, *Philosophical Quarterly*, Vol.10, 1960

Meister, Chad, Philosophy of Religion, Reader, Routledge, NewYork, 2008

Unit 3 Significance of Faith, Prayer and Revelation in Religion

1) Faith, Reason and Revelation.

2) The Concept of Prayer.

Recommended Readings-

Quinn, P.L. and Taliaferro, C. ed., A Companion to Philosophy of Religion, Blackwell Publishers, 1997

Unit 4 Overview of R the concepts of Religious Diversity and Liberation

1) The Conept of Liberation: Indian Perspective

2) Religious Diversity-- Inclusivism, Exclusivism and Pluralism

Recommended Readings-

Dasgupta, S.N. Introduction to Indian Philosophy, Vol.1 Cambridge University Press, 1922-1955

Meister,Chad, Philosophy of Religion Reader, Routledge New York,2008

References

- Brody B.A., *Readings in Philosophy of Religion*, Prentice Hall India,1974
- Galloway,George, *The Philosophy of Religion*, C.Scribner's Son's, New York 1914
- Meister,Chad, *Philosophy of Religion Reader*, Routledge New York,2008
- McCloskey, H.J., *God and Evil, Philosophical Quarterly* , Vol.10,1960
- Verma V. P., *Dharma Darshan Ke Mool Siddhant*, Hindi Madhyam, Karyanvaya Nideshalaya, 1991
- Quinn P. L. and Taliaferro. C ed. *A Companion to Philosophy of Religion* Blackwell Publishers 1999.
- Olivelle, Patrick, *Dharma: Studies in its Semantic and Cultural and Religious History*, MLBD,2009

Additional Resources:

Teaching Learning Process

Lectures, Seminars, Paper Presentation, Field Trips, PPT

Assessment Methods

Home Assignments

Class Tests

Paper Presentation

University Examination

Keywords

God, Philosophy of Religion, Prayer, Evil, Faith, Reason, Dharma

Feminism
(DSE (VIII))
Discipline Specific Elective - (DSE)

Course Objective

Course Objectives:

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitisation and develops a wholistic approach towards education.

Course Learning Outcomes

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

Unit 1 Understanding Feminism

Recommended Reading

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

Unit 2 Gender and Patriarchy

Recommended Reading

*Nicholson, Linda. "Gender." In *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Marion Young 289-297. Oxford: Blackwell Publishers, 1998.

* Bhasin, Kamla. *What is Patriarchy*. New Delhi: Kali for Women, 1993.

Essay format available on:

<https://dullbonline.wordpress.com/2017/08/30/what-is-patriarchy-by-kali-for-women-1993-new-delhi-kamla-bhasin/>

Unit 3 Women and Society

Recommended Reading

Sanger, Margaret. “Woman’s Error And Her Debt” Chapter I and “Birth Control: A Parent’s Problem or Woman’s” Chapter VII. In *Woman and the New Race*. New York: Brentano’s Publishers, 1920.

Essay format available on:

https://wnorton.com/college/history/america-essential-learning/docs/MSanger-Woman_and_New_Race-1920.pdf

*Goldman, Emma. “Marriage & Love.” In *Anarchism & Other Essays*, 233-242. New York: Gordon Press Publishers, 1914.

Essay format available on:

<https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays>

Unit 4 Women, Body and Image

Recommended Reading

*Wolf, Naomi. “The Beauty Myth”. In *The Beauty Myth*, 9-19. New York: Harper Collins, 1991.

E-book available on:

https://www.academia.edu/25264021/The_Beauty_Myth_-_Naomi_Wolf

*Silvers, Anita, “Disability”. In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Marion Young, 330-340. Oxford: Blackwell Publishers, 1998.

*Bartey, Sandra Lee Bartey. “Body Politics”. In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Marion Young, 321-329. Oxford: Blackwell Publishers, 1998.

References

Understanding Feminism

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

Unit 2

Gender and Patriarchy

*Nicholson, Linda. "Gender." In *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Marion Young 289-297. Oxford: Blackwell Publishers, 1998.

* Bhasin, Kamla. *What is Patriarchy*. New Delhi: Kali for Women, 1993

Essay format available on:

<https://dullbonline.wordpress.com/2017/08/30/what-is-patriarchy-by-kali-for-women-1993-new-delhi-kamla-bhasin/>

Unit 3

Women and Society

Sanger, Margaret. "Woman's Error And Her Debt" Chapter I and "Birth Control: A Parent's Problem or Woman's" Chapter VII. In *Woman and the New Race*. New York: Brentano's Publishers, 1920.

Essay format available on:

https://wnorton.com/college/history/america-essential-learning/docs/MSanger-Woman_and_New_Race-1920.pdf

*Goldman, Emma. "Marriage & Love." In *Anarchism & Other Essays*, 233-242. New York: Gordon Press Publishers, 1914.

Essay format available on:

<https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays>

Unit 4

Women, Body and Image

*Wolf, Naomi. "The Beauty Myth". In *The Beauty Myth*, 9-19. New York: Harper Collins, 1991.

E-book available on:

https://www.academia.edu/25264021/The_Beauty_Myth_-_Naomi_Wolf

*Silvers, Anita, "Disability". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young, 330-340. Oxford: Blackwell Publishers, 1998.

*Bartrey, Sandra Lee. "Body Politics". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young, 321-329. Oxford: Blackwell Publishers, 1998.

Additional Resources:

*Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.

Teaching Learning Process

Lectures, tutorials, workshops and film-screenings.

Assessment Methods

As per the norms of University of Delhi.

Keywords

Sexism, gender, biological determinism, patriarchy, birth-control, marriage, beauty and body, feminist method.

**Aesthetics
(DSE (IX))
Discipline Specific Elective - (DSE)**

Course Objective

This course is for the undergraduate students pursuing a BA (P) course with Philosophy as one of the two main disciplines. The course is focused upon a comprehension of the Philosophy of art in relation to creativity, communication, culture and aesthetic experience.

Course Learning Outcomes

Course Learning Outcomes: The course with its inter-disciplinary content, and with the curriculum that offers an insight into art and culture, will ensure students with a foundational basis to find a career in the fields of art and media.

Unit 1 Nature and Meaning of Aesthetics

1. Introduction to Aesthetics: Philosophy of Art and Beauty
2. Definitions of art (Art as Significant Form with specific reference to Art as Intuition, Art as Communication, Art as Expression)

Recommended Readings:

Saxena, S K, Art and Philosophy: Seven Aestheticians (Pragati Publications,1995). Chapter on 'Langer'

Shyamala Gupta, Art, Beauty and Creativity ,(DK Printworld: New Delhi,1999). Chapters 1,4,7,8,9 .

Ghosh , R. K. ,Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan Black and White, 2006) Relevant sections for Art and Communication

Unit 2 Identity of a work of Art

1. Art as product and art as process
2. Art and emotion; Susanne Langer on “art as symbol of human emotion”
3. Aesthetic Delight with reference to Indian context.

Recommended Readings:

• Paul Valery, ‘The Idea of Art’ in Aesthetics by Harold Osborne(London: Oxford University Press,1972).

• ‘Form of Feeling’: The Aesthetic Theory of Susanne K Langer’ by Sam Reese in Music Educators Journal ,Vol. 63, No. 8 (Apr., 1977), pp. 44-49 • Online Source: <https://www.jstor.org/stable/3395285>

• Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts,Manohar: Delhi, 1997). Chapter-1 _____

Unit 3 Art and Aesthetic Experience

Concepts of Rasa and Disinterestedness in relation to Aesthetics Explicated

Recommended Readings:

• ‘Disinterestedness and Desire in Kant's Aesthetics’ in The Journal of Aesthetics and Art Criticism, Paul Guyer (Vol. 36, No. 4 (Summer, 1978), pp. 449- 460

• Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts,Manohar: Delhi, 1997). Chapters-1 and 5

Unit 4 Art, Religion, and Spirituality: Indian View

1. Ananda Coomaraswamy
2. Sri Aurobindo
3. Rabindranath Tagore.

Recommended Readings:

- Coomaraswamy, A. K , The Transformation of Nature in Art, (Sterling Publishers, 1995)
 - Ghosh , R. K. ,Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan (Black and White, 2006)
 - Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor.
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Practical

This course is for the undergraduate students pursuing a BA (P) course with Philosophy as one of the two main disciplines. The course is focused upon a comprehension of the Philosophy of art in relation to creativity, communication, culture and aesthetic experience.

References

Recommended Readings:

- Saxena, SK, Art and Philosophy: Seven Aestheticians (Pragati Publications,1995).
- Coomaraswamy, A. K , The Transformation of Nature in Art (Sterling Publishers, 1995).
- Ghosh, R. Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom, (Sandeep Prakashan (Black and White Delhi 2006).
- Gupta, S. Art Beauty and Creativity, (Delhi: D.K Printers, 1999).
- Gupta, S. Saundarya Tatva Mīmāṃsā, (Seema Sahitya Bhavan,1993).
- Hirianna, M. Art Experience, (Indira Gandhi National Centre for the Arts,Manohar,1997)
- Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor

Additional Resources:

- Aldrich, V.C, Philosophy of Art, (Prentice Hall,1963)
 - Gnoli,R. Aesthetic Experience according to Abhinavagupta, (Artibus Asiae Publishers, 1957).
 - Hanfling, O. ed. Philosophical Aesthetics: An Introduction, (Blackwell, 1999)
 - Coomaraswamy,A .K, The Dance of Shiva (Fourteen Indian Essays with an Introductory Preface by Romain Rolland), (Munshiram Manoharlal Publishers: Delhi, This edition,2012)
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Teaching Learning Process

Teaching Learning Process Since it is a study of arts and beauty, students need to bring to class room discussions and in their assignments, a reference to artistic experience. Visit to museums and galleries etc. discussions about literature , music and cinema will add value to understanding of Aesthetics. _____

Assessment Methods

Assessment Methods

75% end of semester exams plus 25% of the Internal Assessment, as per University mandate.

Keywords

- Keywords, Art, Aesthetics, Emotions, Art and Identity, Form of Art, Experienc, Rasa, Disinterestedness
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**Analytic Philosophy
(DSE (X))
Discipline Specific Elective - (DSE)**

Course Objective

The Course entitled “Issues in Analytic Philosophy” is a DSE option for students pursuing a B.A. Program degree with philosophy as one of their core subjects. It aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century. As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept. Its familiar tools are [formal logic](#), conceptual analysis, and, mathematics.

Course Learning Outcomes

The method and methodology of Analytic Philosophy allows it to register a presence in diverse domains of thought including epistemology, phenomenology, metaphysics, ethics, political philosophy and feminist discourse. The course, “Issues in Analytic Philosophy” seeks to help students understand its terminology and method via its workings in certain interconnected sub traditions such as metaphysics and epistemology, philosophy of mind and philosophy of language.

Unit 1 Metaphysics

A brief general survey of Analytic philosophy and its primary concerns and questions: philosophical analysis, the linguistic turn, logical positivism, language and its relation to Reality, Common sense philosophy, Logical Analysis, meaning and naming.

Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1,2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

Unit 2 Epistemology

Recommended Reading

:

- 1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
 - 2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5
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Unit 3 PHILOSOPHY OF MIND

Recommended Readings

- 1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell , 4th edn., 2009, Part IV, Chapter 27
 - 2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25
-

Unit 4 PHILOSOPHY OF LANGUAGE

Recommended Reading

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap), Analytic Phil
www.ditext.com/carnap/elimination.html

References

Essential Readings

- 1) Martinich, Aloysius, and David Sosa. *Analytic Philosophy: An Anthology*. Chichester, West Sussex: Wiley-Blackwell, 2012.
- 2) Russell, Bertrand Arthur William. *The Problems of Philosophy*. Oxford: Oxford UP, 1980.

Additional Resources

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy*. *Bertrand Russell*. London: Oxford University Press, 1912.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

Teaching Learning Process

Traditional Lectures and Tutorials

Assessment Methods

Internal exams, class tests, quiz,

Keywords logic, metaphysics, knowledge, knowing, thinking, positivism, meaning, protocol sentences, metaphysics

Analytic Philosophy
(DSE (X))
Discipline Specific Elective - (DSE)

Course Objective

The Course entitled “Issues in Analytic Philosophy” is a DSE option for students pursuing a B.A. Program degree with philosophy as one of their core subjects. It aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century. As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept. Its familiar tools are [formal logic](#), conceptual analysis, and, mathematics.

Course Learning Outcomes

The method and methodology of Analytic Philosophy allows it to register a presence in diverse domains of thought including epistemology, phenomenology, metaphysics, ethics, political philosophy and feminist discourse. The course, “Issues in Analytic Philosophy” seeks to help students understand its terminology and method via its workings in certain interconnected sub traditions such as metaphysics and epistemology, philosophy of mind and philosophy of language.

Unit 1 Metaphysics

A brief general survey of Analytic philosophy and its primary concerns and questions: philosophical analysis, the linguistic turn, logical positivism, language and its relation to Reality, Common sense philosophy, Logical Analysis, meaning and naming.

Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1,2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

Unit 2 Epistemology

Recommended Reading

:

- 1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
- 2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 PHILOSOPHY OF MIND

Recommended Readings

- 1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell, 4th edn., 2009, Part IV, Chapter 27
- 2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 PHILOSOPHY OF LANGUAGE

Recommended Reading

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap), Analytic Phil
www.ditext.com/carnap/elimination.html

References

Essential Readings

- 1) Martinich, Aloysius, and David Sosa. *Analytic Philosophy: An Anthology*. Chichester, West Sussex: Wiley-Blackwell, 2012.
- 2) Russell, Bertrand Arthur William. *The Problems of Philosophy*. Oxford: Oxford UP, 1980.

Additional Resources

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy*. Bertrand Russell. London: Oxford University Press, 1912.

- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
 - Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.
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Teaching Learning Process

Traditional Lectures and Tutorials

Assessment Methods

As per University guidelines

Keywords

logic, metaphysics, knowledge, knowing, thinking, positivism, meaning, protocol sentences, metaphysics, analysis, mathematical logic, analysis, mathematical logic

**Philosophical thoughts of Ambedkar
(GE (III))
Generic Elective - (GE) Credit:6**

Course Objective

The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B.R. Ambedkar. This course is an exploration of democratic and normative philosophical thought in reconstruction Indian society. This course introduces the essential philosophical writings of contemporary Indian thinker B.R. Ambedkar by discussing the Philosophical method in general and Social-Political philosophy and philosophy of religion of Ambedkar in particular.

Course Learning Outcomes

CO1 Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.

CO2 Critical engagement with social reality conditioned by the caste system

CO3 Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.

CO4 To make good citizen by understudying the indigenous democratic philosophical thought.

Unit 1 Ambedkar and Indian Philosophy

1. Socio-Political context of Ambedkar
2. Introduction to writings of Ambedkar
3. His method and interrogation of Indian Philosophy

Unit 2 Ambedkar's Social Philosophy and Philosophy of Religion

1. Critique of caste system and Hindu social order
2. Critical views on philosophy of Hinduism and its religious texts
3. Conception of philosophy of religion
4. Ideal society

Unit 3 Moral and Political Philosophy

1. Human dignity and social justice
2. Moral community
3. Constitutional morality
4. Democracy
5. State and rights of minority
6. State socialism

Unit 4 Ambedkar and Buddhism

1. Celebration of self-respect and religious conversion
2. Construction of rational, moral and humanistic religion
3. Comparison of Buddhism and Marxism

Unit 5 Contemporary Relevance of Ambedkar

1. Ambedkarism
2. Casteless society and Dalit movement
3. Ambedkar and nationalism

Practical

Not applicable

References

1. B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.
2. B.R. Ambedkar, 'Castes in India', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.
3. B.R. Ambedkar, 'Annihilation of Caste', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.
4. B.R. Ambedkar, 'Philosophy of Hinduism', Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches* Vol.3, Education Department, Government of Maharashtra, 1987.
5. 'Buddha or Karl Marx,' Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches* Vol.3, Education Department, Government of Maharashtra, 1987
6. B.R. Ambedkar, Krishna and His Gita, Rodrigues, Valerian.(Ed.) *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp.193-204

7. B.R. Ambedkar . Democracy, Rodrigues, Valerian.(ed.) *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002 ,pp.60-65
8. B.R. Ambedkar Political safeguards for Depressed classes, Rodrigues, Valerian(Ed.). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp379-382
9. B.R. Ambedkar, *Basic Features of Indian constitution*, Rodrigues, Valerian(Ed.). New Delhi: Oxford Press, 2002, pp.473-495
10. B.R. Ambedkar , ‘*What the Buddha Taught,*’ from *Buddha and His Dhamma, Dr. Babasaheb Ambedkar Writings and Speeches Vol.11*, Education Department, Government of Maharastra,1979.

Additional Resources:

Same as above

Teaching Learning Process

1. Lectures
 2. Student participation
 3. Dialogue on issues debated by B.R. Ambedkar
 4. Comparative study with other Indian and Western thinkers
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Assessment Methods

1. Internal evaluation
 2. Presentation by the students
 3. Group discussion
-

Keywords

- B.R. Ambedkar,
- Contemporary Indian Philosophy,
- Democracy,
- Philosophy of Religion,
- Philosophy of Hinduism, Buddhism
- Anti-caste movement

**Inductive Logic
(GE (IV A))
Generic Elective - (GE)**

Course Objective

The course is designed to provide an over all view on the application of logic both in science as well as in social sciences. It also enables the learner to know about analogy, experimental method and hypotheses.

Course Learning Outcomes

1. This paper provides a sketch for evaluation on the basis of observation and experiment.
2. It helps the student learn how to move forward or how to arrive at general conclusions on the basis of individual data.
3. It provides a well formulated background for Scientific studies

Unit 1 Introduction to Inductive Logic and Scientific method:

1. Kinds of Reasoning: Inductive Vs Deductive.
2. Scientific Induction
3. Conceptions of Probability

4, Probability in everyday life

Recommended Readings:

1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. City: New Delhi Prentice Hall Of India, 2006. Ch 13, Ch-16
2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch 11. Ch- 14

Unit 2 Inductive Reasoning and Postulates of Induction:

1. Perfect and Imperfect induction
2. Scientific Induction & non-scientific methods of inquiry
- 3, Laws of Nature: Uniformity, Universal Causation and Unity of Nature

Recommended Readings:

- 1.Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch 14 & Ch 16.

Unit 3 Causality and Mill's Method:

1. Causal Reasoning and Induction
- 2.Scientific methods of establishing 'cause-effect relationship
- 3.Cause and Condition
- 4.J.S Mill's Experimental Method (all 5 methods)

Recommended Readings:

1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch1, Ch 14, Ch-15

Unit 4 Science, Hypothesis and Induction

1. Different kinds of Hypothesis
2. Conditions for good Hypothesis and its confirmation
- 3.Verification of Hypothesis

Recommended Readings:

- 1.Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch17.

References

1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007.
2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982.

Additional Resources:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016
-

Teaching Learning Process

Lectures and Tutorials as per University guidelines will be sufficient.

Assessment Methods

25% for internal assessment and 75% for University final examination is required

Keywords

Induction, Scientific induction, Probability, Experimental method, Hypothesis, Cause-Effect

Logic (GE 4B)
(GE (IV B))
Generic Elective - (GE)

Course Objective

This course primarily helps in developing ones skill in correct reasoning or argumentation. It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Course Learning Outcomes

This course

1. Helps in sharpening the reasoning and argumentation skill of a learner and

simultaneously helps in identifying the flaws.

2. Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.
3. Helps in good scoring for a better rank.

Unit 1 Basic Logical Concepts

1. Proposition and Sentence
2. Deductive and Inductive argument
3. Truth, Validity and Soundness

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016. Ch 1-2. .

Unit 2 Traditional Logic (A)

1. Terms and Distribution of terms
2. Categorical Propositions
3. Traditional Square of Opposition and Existential Import
4. Translating Ordinary Language Sentences into Standard form

Traditional Logic (B)

LOCF - Page: 1 of 3

1. Immediate Inferences- Conversion, Obversion and Contraposition
2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

Unit 3 Symbolization

1. Types of Truth functions: Negation, Conjunction, Disjunction(Alternation), Conditional (Implication) and Bi-Conditional (Equivalence)
2. Statements, Statement forms and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016.. Ch 8.

Unit 4 INFORMAL FALLACIES

1. Fallacies of Relevance
2. Fallacies of Defective induction
3. Fallacies of Presumption
4. Fallacies of Ambiguity

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016. Ch 4.

References

1. Copi, Irving M. Introduction to logic. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.

Additional Resources:

1. Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018

Teaching Learning Process

Lectures and tutorial as per University norm is essential

Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.

Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies