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

SEMESTER-I (2019)

SCHOOL OF OPEN LEARNING
University of Delhi

Syllabus Applicable for the students seeking admission to B.A. (Hons.) Political Science Course in 2019
# B.A. Programme Semester – I (2019)

## Discipline Specific Core-Course (DSC)

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*Choose any Two*

## Ability Enhancement Compulsory Course (AECC)

- Environmental Science (Compulsory)

## Modern Indian Language (MIL)

- Hindi (A/B/C)
- Punjabi (A/B/C)
- Tamil
- Urdu (A/B)

*Subjects in Lieu of MIL*

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*Choose any One*
B.A. PROGRAMME  SEMESTER – I (2019)

DSC

1. Economics – (Principles of Microeconomics I)

**Principles of Microeconomics I (PD11)**
Discipline Specific Elective (DSE)  Credit: 6

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

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

**Unit 1**
Introduction

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

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve; market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

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

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities
Unit 2
Consumer Theory

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

Unit 3
Production and Costs

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

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

Unit 4
Perfect Competition

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

Welfare: allocative efficiency under perfect competition.

References


Teaching Learning Process
Lectures and tutorials

Assessment Methods
Internal assessment and final examination as per CBCS rules

Keywords
Supply, demand, elasticity, consumer behaviour, firm behaviour, perfect competition, efficiency, welfare
2. Education (Basic Concepts and Ideas in Education)

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

LEARNING OUTCOMES
On completion of this course, learners are expected to:

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

UNIT 1 : BASIC IDEAS IN EDUCATION
(5 weeks)

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

UNIT 2 : UNDERSTANDING EDUCATION AND SOCIETY
(5 weeks)

• Education and Socialisation: Agencies of Socialisation- Home, Family, Community, School and Media.
• Culture and Education: role of education in preservation, transformation, and promotion of Culture; Culture and ideology.
Constitutional Values: Equality, Freedom, Justice, Secularism, Human Rights
Bases for formulating Aims of Education in the context of a developing and democratic society.

UNIT 3: ANALYTICAL STUDY OF EDUCATIONAL THINKERS (4 weeks)

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

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

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

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

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

READINGS

ESSENTIAL READINGS

- Barrow, R., & Milburn, G. (1986). A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York: St. (For Library)
• Mittal, L. (2019). Shiksha ke Samajshashtriya Adhaar. Delhi: Pearson. Ch 1 P 1-9; Ch 3 P 20-28; Ch 4 P 33-42; Ch 5 P 46-52; Ch 9&10 P 82-91 & 96-111; Ch 11 P 116-119; Ch 14 P 145-151; Ch 18 P 193-199; Ch 19 P ; Ch 20 P 214-224; Ch 23 P 245-254; Ch 24 P 258-282.
• Salamatullah, P. (1979). Education in the social context. New Delhi: NCERT. Ch 1 pp.1-8; Ch 2 pp.10-12; Sec. 11- Introduction, Ch 3 pp.30-32, 35-36, 38-40; Ch 4 pp.63-74; Ch 5 pp.83-85; Ch 9 & 10 pp.167-185; Ch 12 pp.194-204.

ADDITIONAL READINGS

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

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

KEY WORDS
Education, Concepts, Ideas, Foundations of Education
3. English (Individual and Society)

Course Statement

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

Course Objectives

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

Course Contents

Semester 1

DSC 1A
Selections from Individual and Society: Essays, Stories and Poems, (Pearson/Longman, 2005) with the selected chapters as follows: 28 chapters

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

Teaching Plan:
Weeks 1-3: Caste/Class chapters
Weeks 4-7: Gender
Weeks 8-9: Race
Weeks 9-12: War and Violence
Weeks 13-14: Globalization
4. Hindi (Hindi Bhasha aur Sahitya ka Itihas)

Course Objective (2-3)

हिंदी भाषा और साहित्य के इतिहास का पत्रक रूप से प्रस्तुत किया जा सकता है।

साहित्य इतिहास के दिशित निर्देशकों की प्रमुख प्रवृत्तियों की आलोचनात्मक समझ विकसित होगी।

Course Learning Outcomes

इतिहास के प्रति आलोचनात्मक-विश्लेषणात्मक ज्ञान के द्वारा हिंदी भाषा और साहित्य इतिहास को संदर्भित रूप से प्रस्तुत किया जा सकता है।

Unit 1

इकाई 1

के हिंदी भाषा का विकास : सामाजिक परिप्रेक्ष्य

1. हिंदी भाषा का उद्गम
2. हिंदी भाषा की विद्वानों
3. हिंदी भाषा का विकास : आदिकालीन हिंदी, मध्यकालीन हिंदी, आधुनिक हिंदी

ख हिंदी साहित्य का इतिहास : आदिकाल

1. आदिकाल : कलाविधिक रूप से नामकरण
2. आदिकाल की प्रमुख प्रवृत्तियों (रासो साहित्य, धार्मिक साहित्य, लोकिक साहित्य)

Unit 2

इकाई 2

हिंदी साहित्य का इतिहास : भक्तिकाल

1. भक्ति अन्दोलन : उद्गम और विकास
2. भक्तिकाल की प्रमुख प्रवृत्तियों (संत काव्य, सुफी काव्य, राज काव्य, कृष्ण काव्य)

Unit 3

इकाई 3.

हिंदी साहित्य का इतिहास : रीतिकाल

1. रीतिकाल : नामकरण विषयक विकास मद्दत की समीक्षा
2. रीतिकाल की प्रमुख प्रवृत्तियों (रीतिकाल काव्य, रीतिसंगीत काव्य, रीतिमुक्त काव्य)
Unit 4

इन्हें 4.
हिंदी साहित्य का इतिहास : आधुनिक काल
1. समयस्थलीन वैध तथा आधुनिक वैध (संक्रमण की परिस्थितियाँ)
2. आधुनिक हिंदी कविता की प्रमुख प्रमुखताएँ (आरतेन्द्र युग, धियंदी युग, प्राचार्य, प्रजातिवाद, प्रयोगवाद, तथा कविता)
3. ग्राम विधायक के उदय एवं विकास : उपन्यास, कहानी, नाटक, निबंध

References

हिंदी भाषा - शोभन कुमारी
हिंदी भाषा की संस्कृति - श्रीवंश सिद्धान्त
हिंदी साहित्य का इतिहास - आ. राजकुमार शुक्ल
हिंदी साहित्य का इतिहास - सं. डॉ. नरेंद्र
हिंदी साहित्य के इतिहास पर कुछ लोकसंवर्धन - डॉ. रामानुज निश्चेन

Additional Resources:

हिंदी साहित्य का अर्थ - विवाहक महादेव जीवाणु
हिंदी का ग्राम विधायक - रामचन्द्र तिवारी
हिंदी ग्राम : विकास और विकास - रामस्थरूप चतुर्वेदी

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा
1 से 3 संस्करण - इकाई - 1
4 से 6 संस्करण - इकाई - 2
7 से 9 संस्करण - इकाई - 3
10 से 12 संस्करण - इकाई - 4
13 से 14 संस्करण समस्त संस्करण, विवेचन व्याख्यान एवं अंतिम युग विवेचन संस्थापक निदेशकों

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

इतिहास, भाषा और आलोचना से जुड़ी शादी
5. History (History of India from Earliest Times to 300 CE)

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

Learning Outcomes:

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

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

Course Content:

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

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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


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.)


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.)
- चर्चित, के. के. औरसीकातप्रायसादपुकत. (2003). सिन्धुभाषयां, चरित्र: उत्तरप्रदेशस्वतंत्रता, संस्कृतितत्त्त्वीकत्त्वयां. संस्कृतितत्त्वीकत्त्वयां.
- जैन, के. के. (2008). भारतकालप्रायेनीतिहासोरआयुद्धतिहास: एकअवलोकन. नईदिल्ली: द.क. प्रिंटवर्ल्ड (संस्कृतितत्त्वीकत्त्वयांपायाणतां)

**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.)*

- शर्मा, आर. एस. (2000). प्राचीनभारतकालप्रायेनीतिहास. विविधतयां, हिन्दीमाध्यमकालप्रायेनीतिहास, विविधतयांस्वतंत्रता.


**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.)*

- थापर, रोमिला. (2008). पुर्यमध्यकालभारत: प्रारंभसे 1300 ई. तक. विविधतयां, हिन्दीमाध्यमकालप्रायेनीतिहास, विविधतयांस्वतंत्रता.
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.)


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.)


Unit VIII. This Unit shall discuss the key features of politics 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.)


Suggested Readings:


**Teaching Learning Process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:** Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*
6. Mathematics (Calculus)

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

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

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

Unit 1: Continuity and Differentiability of Functions
Limits and Continuity, Types of discontinuities; Differentiability of functions, Successive differentiation, Leibnitz theorem; Partial differentiation, Euler’s theorem on homogeneous functions.

Unit 2: Tracing of Curves
Tangents and normals, Curvature, Singular points, Asymptotes, Tracing of curves.

Unit 3: Mean Value Theorems and its Applications
Rolle’s theorem, Mean value theorems, Applications of mean value theorems to monotonic functions and inequalities; Taylor’s theorem with Lagrange’s and Cauchy’s forms of remainder, Taylor’s series, Maclaurin’s series expansion of e^x, sin x, cos x, log(1+x) and (1 + x)^m; Maxima and minima; Indeterminate forms.

References:

Additional Reading:

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 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.
Weeks 8 and 9: Asymptotes, Tracing of Curves.

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.

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

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

Week 14: Maxima and minima; Indeterminate forms.

Facilitating the Achievement of Course Learning Outcomes

<table>
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<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>Understand continuity and differentiability in terms of limits.</td>
<td>(i) Each topic to be explained with illustrations.</td>
<td>• Presentations and class discussions.</td>
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<td>(ii) Students to be encouraged to discover the relevant concepts.</td>
<td>• Assignments and class tests.</td>
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<td>(iii) Students to be given homework/assignments.</td>
<td>• Student presentations.</td>
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<td>(iv) Discuss and solve the problems in the class.</td>
<td>• Mid-term examinations.</td>
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<tr>
<td>2</td>
<td>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.</td>
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<td>• End-term examinations.</td>
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<tr>
<td>3</td>
<td>Understand the importance of mean value theorems. Learn about Maclaurin’s series expansion of elementary functions.</td>
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Keywords: Curvature, Euler’s theorem on homogeneous functions, Leibnitz theorem, Maclaurin’s theorem, Mean value theorems, Indeterminate forms Singular points and asymptotes, Tangents and normals, Taylor’s series.
7. NHE (Fundamentals of Nutrition and Food Science)

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

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

THEORY:

CONTENTS PERIODS: 60 (4 credits)

UNIT I: Basic Concepts in Food and Nutrition 6
• Basic terms used in the study of food and nutrition
• Understanding relationship between food, nutrition and health
• Functions of food-physiological, psychological and social
Chapter 1, pg 3-11
UNIT II: Nutrients
Functions, dietary sources and clinical manifestations of deficiency/excess of the following:
- Carbohydrates-classification including dietary fibre
- Fat-classification of fatty acids
- Protein including protein quality
- Fat soluble vitamins A, D, E, K
- Water soluble vitamins-thiamine, riboflavin, niacin, pyridoxine, folate, vitamin B12 and Vitamin C
- Minerals-calcium, iron, iodine, zinc, sodium and potassium

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


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

PERIODS: 60 (2 credits)
COMPULSORY READING:

ADDITIONAL RESOURCES:

TEACHING LEARNING PROCESS:
- Lectures
- Use of prescribed textbooks and handouts
- Power point presentations
- Practicum

ASSESSMENT METHODS:
As per University of Delhi norms
For each course the assessment is as follows:
For theory (maximum marks 100):
- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)
For practical (maximum marks 50):
- End-semester practical exam: 25 marks
- Continuous evaluation of practicals on a predecided key: 25 marks

KEY WORDS:
- Department of Home Science
- Nutrients
- Cooking
Facilitating the achievement of course learning objectives

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

*Assessment tasks listed here are indicative and may vary.*
8. Political Science – (Introduction to Political Science)

**Course Objective**
This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

**Course Learning Outcomes**
After completing this course students will be able to:
- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

**Unit 1**
What is Political Theory and what is its relevance?

**Unit 2**
Concepts: Liberty, Equality, Justice, Rights

**Unit 3**
Debates in Political Theory:
- a. Protective discrimination and principles of fairness?
- b. The Public vs private debate: Feminist Perspective Censorship and its limits

**References**

**Unit 1**

**Unit 2**

**Unit 3**


**Additional Resources:**
Berlin, I. “Two Concepts of Liberty”
Rawls, John, *A Theory of Justice*
Kukathas, Chandran, “The Demise and Rise of Political Theory”

**Hindi Reading**
भार्गव, र. और अशोक आचार्य (एड.), राजनीतिक सिधांत: एक परिचय, दिल्ली: पिएसन, 2008.
कुमार, संजीव, “राजनीतिक क्या है: ‘राजनीतिक’ का सिद्धांतकीयकरण”, संजीव कुमार (एड.), राजनीतिक सिधांत की समझ, दिल्ली: ओरिएंट ब्लेकस्मैन, 2019, pp. 1-26.
संजीव कुमार (एड.), राजनीतिक सिधांत की समझ, दिल्ली: ओरिएंट ब्लेकस्मैन, 2019.

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

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

**Keywords**
Political Theory, Liberty, Equality, Justice, Rights, Protective Discrimination, Censorship
9. Sanskrit – (Sanskrit Poetry)

[A] Course Objectives:

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

[B] Course Learning Outcomes:

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

[C] Contents

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Credit: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rāghuvaṁśam: Canto-I (Verses 1-10):</td>
<td></td>
</tr>
<tr>
<td>Rāghuvaṁśam: Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Rāghu Clan, Characteristics of Dilīpa.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: II</th>
<th>Credit: 10</th>
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</thead>
<tbody>
<tr>
<td>Rāghuvaṁśam: Canto-I (Verses 11-25):</td>
<td></td>
</tr>
<tr>
<td>Meaning/translation, Explanation, Role of Dilīpa for the welfare of the subjects. Appropriate of title, Background of given contents.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: III</th>
<th>Credit: 10</th>
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</thead>
<tbody>
<tr>
<td>Śiśupālavadham - Canto II, (Verses 26-37):</td>
<td></td>
</tr>
<tr>
<td>Introduction (Author and Text), Appropriateness of title, Background of given contents. Grammar, Translation, Explanation, Poetic excellence, thematic analysis.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: IV</th>
<th>Credit: 10</th>
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</thead>
<tbody>
<tr>
<td>Śiśupālavadham - Canto II, (Verses 42-56):</td>
<td></td>
</tr>
<tr>
<td>Grammar, Translation, Explanation, Poetic excellence, thematic analysis. माजे सन्नित बयो गुणां; मेघे माहे गतं बये; तत्वदृ भा भारतेभांति याज्ञवल्क्य प्राप्तं:।</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: V</th>
<th>Credit: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nītiṣatakam - (Verses 1-20):</td>
<td></td>
</tr>
<tr>
<td>Translation, explanation, Social experiences of Bhāṛṭṛhari. Types of Fool.</td>
<td></td>
</tr>
</tbody>
</table>
Unit: VI
Credits: 10

History of Sanskrit Poetry:
Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Śṛṅgarṣa, Jayadeva, Bhartṛhari and their works.
Origin and Development of Different types of Mahākāvyā and Gitikāvyā with special reference to the following Poets and their works.

[D] References:

Compulsory Readings:
1. विचारी, कृणमणि, पुस्तक(मल्लतमाधुर्य नवनीतरीतिका), योधनवा रुपभारती प्रकाशन, वाराणसी
2. झा, तत्त्वज्ञानेश (व्या.), भूर्त्सर कृत नीतिसाक्तम्, संकृत टैक, हिंदी व अंग्रेजी वाराणसी प्रकाशन, रामनारायणनाथ चैतन्यमणि, इलाहाबाद, १९८९.
3. विजयरे, वासुदेव (सम्प.), भूर्त्सर कृत नीतिसाक्तम् महाशरीर प्रकाशन, अगर, १९८६.
4. वाष्णव, आंबोप्रेम (व्या.), गणोपरा हिंदी-श्लोका साहित, भूर्त्सर कृत नीतिसाक्तम्, योधनवा अमरभारती प्रकाशन, वाराणसी, १९८३.
5. विश्वनाथ रावणा राशी (व्या.), भूर्त्सर कृत नीतिसाक्तम्, मिलनन्दिकासंस्कृतीका व हिंदी-श्लोकासाहित, हनुप्रकाशन, मेंढ़, संवत २०३४.
6. विश्वनाथ – वाप, योधनवा विज्ञानसंस्थान, वाराणसी.

Additional Resources:

[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:

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

[H] Keywords:
Sanskrit Literature, Mahākāvya, Gītikāvya, Raghuvarāṇśam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.
Course Learning Outcomes

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

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

Unit 1
Introduction to Environmental Studies (2 lectures)

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

Suggested Readings

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). Environment, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter 3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).

Unit 2
Ecosystems (6 lectures)

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


Unit 3

Natural Resources (8 lectures)

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

Suggested Readings


Unit 4

Biodiversity and Conservation (8 lectures)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity.
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories.
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples.
• Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis

• Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation

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

Suggested Readings

Unit 5
Environmental Pollution (8 lectures)
• Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls: Primary and secondary air pollutants; Air and water quality standards
• Nuclear hazards and human health risks
• Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
• Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

Suggested Readings

Unit 6
Global Environmental Issues and Policies (7 lectures)
• Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture
• International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

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

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

Suggested Readings

Unit 7
Human Communities and the Environment (6 lectures)
• Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
• Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
• Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
• Environmental justice: National Green Tribunal and its importance
• Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
• Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Suggested Readings

Field work/ Practicals
(Equal to 5 lectures, including two mandatory field visits)
• Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
• Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural
history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom

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

Essential Readings


Weekly Lesson Plan

**Week 1**
Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

**Week 2**
Definition and concept of Ecosystem: Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

**Week 3**
Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

**Week 4**
Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
Natural and man-made sources of water; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water
Week 5
Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source.
Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

Week 6
Definition of Biodiversity; Levels of biological diversity; India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories.
Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples.

Week 7-8
Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis; Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species re-introduction and translocation.
Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc).

Week 9
Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards.
Related case studies.

Week 10
Nuclear hazards and human health risks; Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal.
Related case studies.

Week 11
Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture.
International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc.

Week 12
Sustainable Development Goals: India’s National Action Plan on Climate Change and its major missions.

Week 13
Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print; Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies; Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc; Environmental justice: National Green Tribunal and its importance.
Week 14
Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Week 15-16
Practical/project
- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the classroom
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom
- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students
- Basic exercise to Calculate and Assess carbon footprint/ Solid waste generation/ water consumption for a specific duration at individual/ family/ college/ locality level.

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

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

Keywords
Environment, Ecosystem, Biodiversity, Conservation, Pollution, Natural Resources, Environmental Degradation, Protection, Sustainable Development, Climate Change, Environmental Justice, Environmental Ethics, Environmental Communication
Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी किए गए।
राष्ट्रीय, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना।
विभिन्न कथानकों के अंतर्गत विभेदक विकास के माध्यम से कथा संबंधी समझ विकसित करता।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्थापना समझ विकसित होगी।
आधुनिक आवरणकारों के अनुसार राष्ट्रीय, राजभाषा और संपर्क-भाषा की जानकारी प्राप्त होगी।

Unit 1

हिंदी भाषा

क. आधुनिक भारतीय भाषाओं का उद्वर्त 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) कवीर - कवीर मंथनली. संपा श्यामसुंदरदास. काशी नागरी प्रयागरिणी सचा. उन्मोदनवां 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 मंथनली, संपा. आचार्य विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, दिल्ली- 1998.
कविता संख्या - 409, 411, 412, 413

(ग) बिहारी बिहारी रत्नाकर - संपा . जगन्नाथ दास रत्नाकर बी.प., प्रकाशन संस्थान. नई दिल्ली सं. 2006
दोहा 1, 10, 13, 32, 38

Unit 4

आधुनिक हिंदी कविता

जयशंकर प्रसाद - हिमाद्रि तुंग श्रृंग से
नागाजुन - 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. नरेंद्र - हिंदी साहित्य का इतिहास
हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह
Additional Resources:
रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संस्कृतत्व का विकास
आचार्य विद्यनाथ प्रसाद भिँत्र - भूषण ग्रंथावली

Teaching Learning Process

व्याख्यान, समूहित चर्चा, वीडियो आदि
1 से 3 सताह - इकाई - 1
4 से 6 सताह - इकाई - 2
7 से 9 सताह - इकाई - 3
10 से 12 सताह - इकाई - 4
13 से 14 सताह समूहित चर्चा, विशेष व्याख्यान एवं अंतर्गत मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट
Course Objective (2-3)

हिंदी भाषा और साहित्य की सामाजिक जातकारी विकसित करता

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करता

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 सामाजिक परिचय

(ख) हिंदी भाषा का विकास : सामाजिक 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. श्यामसूंदर दास, कबीर मंचावली, नागरी प्रचारिणी सभा, काशी, उन्नीसवार संस्करण, सं. 2054 दि. पोधी पधारि जग मुआ ...
करतुः कुंडलित बही ...
यह तन विष की बेलकी, गुरु अमृत की खान ...
सात समुद्र की मसि कर्क ...
साथु पैसा चाहिए ...
सातसुः हमसूः रहोकर ...

(ख) तुससौ : 'रामचरितमाणस' से केवल प्रसंग
Unit 3

रीतिकालीन कविता

(क) बिहारी :
बतरस लालय लाल की ...
या अनुरागी चित की ...
सप्तपाठि-सी ससजुबी ...

(ख) धनान्दा :
धनान्दा संधावली : संपा. विश्वनाथ प्रसाद मिश्र ; कवी वितान सुजानहित पद : 1, 2, 3

Unit 4

आधुनिक कविता

सुभद्रा कुमारी चौहान : 'बालिका का परिचय'

लिखिता : लोकती पत्र

References

रामचंद्र शुक्ल - हिंदी साहित्य का इतिहास
हजारीप्रसाद दिवेदी - हिंदी साहित्य की भूमिका
संपा. डॉ. नगेंद्र - हिंदी साहित्य का इतिहास
हिंदी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संवेदना का धिकार
विश्वनाथ त्रिपाठी - हिंदी साहित्य का सरल इतिहास
Teaching Learning Process

व्याख्यात्मक सामूहिक चर्चा

1 से 3 सत्र - इकाई - 1
4 से 6 सत्र - इकाई - 2
7 से 9 सत्र - इकाई - 3
10 से 12 सत्र - इकाई - 4
13 से 14 सत्र सामूहिक चर्चा, विशेष व्याख्यात्मक एवं अंतरराष्ट्रीय व्यवस्थापक संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट
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 भविष्यातील हिंदी कविता

कवीर :

• गुरु गोपिन्द दोऊ खड़े थे...
• निमंदक लिखते साक्षात्...
• माता फेरत जुंग श्रया...
• पाहल पूजे हरि मिले ...

सुरदास :

• भैया मैं तहि मायन बाह्यः...
• ऊधः मन न भए दृश-दृशः...
इकाई - 3 : रीतिकालीन हिंदी कविता

(क) बिहारी :

• मेरी भव बाधा हरी...
• कनक कनक ते सांग गुड़ी...
• थोड़े ही गुजुन रीढ़ते...
• कहत नटत रीढ़त झिंजत...

(ख) पनान्द :

• अति सुभो सवेह को मारग...
• रावरे रूप की रीति अनुप...

Unit 4

इकाई - 4 : आधुनिक हिंदी कविता

• मैथिलीशरण गुप्त - नर हो न निशाश करो...
• सुभिनितनदन पन्त - आह! धरती क्षितना देती है...

References

1. कवीर - इजारी प्रसाद डिवेदी
2. तुलसी कविय सीमांसा - अद्याबानु सिंह
3. हिंदी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसान सिंह
4. हिंदी साहित्य का सरल इतिहास - विश्वनाथ वियाठी

Additional Resources:

1. बिहारी की जातिमूलत-विश्वनाथ प्रसाद मिश्र
2. हिंदी साहित्य का इतिहास - रामचंद्र शुक्ल
Teaching Learning Process

सीमन की इस प्रक्रिया में हिंदी साहित्य और हिंदी कविता को मजबूती प्रदान करना है। कालक्रम से विद्यार्थी चुने जाए जो इसके से जान सकेंगे। छात्र कविता के माध्यम से उन्हें सिखित मानवनमजदूरी इतिहास को दृष्टि अर्पित करके से जान सकेंगे। हिंदी भाषा आज तेजी से जीवंत हो रही है। ऐसे में कविता की भूमिका और विभिन्न महत्वपूर्ण हो जाती है। साहित्य के आरंभ से ही कविता में समय और समाज को प्रभावित किया है और मानवीय आधरण को संतुलित करने में महत्वपूर्ण भूमिका निभाई है। अतः शिक्षण में हिंदी कविता (छात्रों के इतिहास) को और भी अधिक परिप्रेक्ष्य करेगी। प्रस्तुत पाठ्यक्रम को निम्नलिखित संसाधनों में विभाजित किया जा सकता है -

1 से 3 सतह - इकाई - 1
4 से 6 सतह - इकाई - 2
7 से 9 सतह - इकाई - 3
10 से 12 सतह - इकाई - 4
13 से 14 सतह सामूहिक घरेलू, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

साहित्य, कविता, भाषा सादृश्य, चित्र, इतिहास, किस्म
Punjabi

Semester : I/II
Core - MIL (Punjabi) - 1A
Punjabi Novel, Dramā and Functional Punjabi

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

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

1. ਇਹੋ ਆਂਖਾ ਦੱਖਣ, 1993, ਪੀਂਤਾਲਾਵ, ਅਤੇ ਸਾਤ ਪਦਾੜਕਾਂ, ਕਿਲੀ (Dalip Kaur Tiwana, 1993, Pairh-Chaal, Arsee Publishers, Delhi.)
   1.1 ਨਾਤਕ ਦੀ ਦਿਖਾਵਾ, ਦਿਖਾਵਾਂ ਵਿਚ ਪੰਜਾਬੀ ਨਾਤਕ ਦੀ ਮੇਲੀ ਦਿਖਾਵਾ
       (Novel di Paribhāshā, Visheshtāvān ate Punjābi Novel dā Sankhep Itihās)
   1.2 ਦਿਖਾਵਾਂ ਵਿਚ ਅਖੀਰਦਿਪ ਅਖੀਰਦਿਪ
       (Vishā-Vastu ate Ålochnātmak Adhīyan)
   1.3 ਪੰਜਾਬੀ-ਦਿਖਾਵਾ
       (Pātar-chitrānn)
   1.4 ਸੀਵਾਂ-ਤੁਰਦਾਂ
       (Bīrtaṅ-tā Jūgūnān)
   1.5 ਮੱਖਿੱਲ ਦੁਆਰਾ ਦੁਆਰਾ ਭਰਨਦਾ
       (Sankhep Uttarān Wāle Prasāhān)

2. ਮੰਲੇਸ਼ ਰੋਡ, 1984, ਕੀਅਖ ਸੁੱਦ, ਤਰਾਂ ਸਵੀਕਾਰਧ ਮਾਹਨ, ਅਭਿਨੂਤਾਂ (Ajmer Rode, 1984, Kāmāgātā Māru, Nānak Singh Pustak Mālā, Amrītsar.)
   2.1 ਤਰਾਂ ਦੀ ਦਿਖਾਵਾ, ਉੱਤਰ ਤੇ ਸੂਬਾਦਾ ਦਿਖਾਵਾਂ
       (Nātak di Paribhāshā, Tatt te Roopākārak Visheshāvān)
   2.2 ਦਿਖਾਵਾਂ ਦੀ ਦਿਖਾਵਾ
       (Itihāsāk Pichhokarh)
   2.3 ਦੋ ਝਾਂ-ਤੁਰਦਾਂ
       (Nasīlē Bhed-Bhāv)
   2.4 ਤਾਂ-ਬਾਰਨ
       (Nāt-Kalā)
   2.5 ਦੋਹਾਂ ਤੇ ਅਭਿਨੂਤਾਂ
       (Uadesh te Ādarsh)
   2.6 ਪੰਜਾਬੀ ਉਤਸਾਹੀ
       (Punjābi Dāisporā)
3. विषयवस्तु भंसली
   (Vihārak Punjabi)
   3.1 संतोष उ विषयवस्तु बचन
   (Sankhep te Visthār Rachnā)
   3.2 विषयवस्तु हिंदी, प्रक्षिप्त उ बचन
   (Istree Ling, Puling te Vachan)
   3.3 किस्मत ये सज्जा अभिव्यक्त
   (Lagān te Lagān Akhar)
   3.4 अंतरेती उ भंसली त विषयवस्तु हिंदी भंसली
   (Angrezi ton Punjabi jān Hindi ton Punjabi vich Anuvād)

Suggested Readings:

Dhanwant Kaur, 1996, Galakpur Dalip Kaur Tiwana, Publication Bureau, Punjabi University, Patialā.
Dhīmān, Harbans Singh (Dr.), 2009, Vihārak Punjabi Bhāṣā āte Viākarann (Bhag 1), Manpreet Parkāshān, Delhi.
Jaswinder Kaur (Dr.), 2015, Dalip Kaur Tiwana De Novel Te Bharti Darshan, National Book Shop, Delhi.
Rajinderpal Singh (Dr.) (Main-ed.), 2011, Punjabi Dāisporā: Adhiyan āte Adhiyāpan, Publication Bureau, Punjabi University, Patialā.
Tara Singh (Dr.), 1999, Dalip Kaur Tiwana Da Naval Jagat: Prampra āte Aduniḍa Da Samvad, Wellwish Publishers, Delhi.

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

<table>
<thead>
<tr>
<th>तारीख (Week)</th>
<th>विषय (Subject)</th>
<th>दूर-दृष्टि (Sub-Topic)</th>
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<tr>
<td>1</td>
<td>विषयवस्तु-1, पैर-चाँद Unit-1 Pairh-Chaal</td>
<td>राश्य वी विक्रम, विषयवस्तु वै पैरा - विषयवस्तु राश्य वी संवेदन दिवस (Novel di Paribhāshā, Visheshtāvān āte Punjabi Novel dā Sankhep Itīhās)</td>
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<td>5</td>
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<td>पातर-चित्रान (Pātar-chitrān)</td>
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<td>6</td>
<td>विषयवस्तु-1 Unit-1</td>
<td>विवर्तनात्मक सूची वै संवेदन दिवस राश्य बृहस (Bīrāntak-Jugtān āte Sankhep Uttarān Wāle Prashan)</td>
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<td>7</td>
<td>विषयवस्तु-2 (नाथिका नाथू) Unit-2 (Kāmāgātā Māru)</td>
<td>राश्य वी परिवैक, उद उ पुस्तकांत विषयवस्तु (Nātak di Paribhāshā, Tatt te Roopākārak Visheshtāvān)</td>
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<td>विषय-ग्रन्थ</td>
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<td>दिवसी-2</td>
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<td>तत्त-वल्ल</td>
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<td>दिवसी-2</td>
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<td>दिवसी-2</td>
<td>पंजाबी जस्मिनेल (Punjābi Dāisporā)</td>
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<td>13</td>
<td>दिवसी-3 (दिवसी-बोधाध्य)</td>
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<td>लगात ते लगात अकह</td>
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<td>दिवसी-3</td>
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</tr>
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<td>17</td>
<td>अभिभाष (Abhiās)</td>
<td>मामले मतिवाद दी टेकनाची (Samuche syllabus de duhrāi)</td>
</tr>
</tbody>
</table>

**टेट :**
- मुलायमिती अख्तविष्नु बलेखुल नौ वर्ष ते पेशावरन्स भाषामध्ये मान्य मराठी व पंजाबी भ भाषामध्ये घडतो गृह.
- मुसंगल युगीन अंदरूनी टिके टिकेची बसमते इंटेक्सट, पृष्ठभंडार, भांडुळ डिमागात अनूठी होते अंतरिक्ष लिंग्व समाधान.

**Note :**
- University akädemic calander ate college de prográman anusār smay-sārni vich tabdili aa skdi hai.
- Mulānkan līy prāhājy ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.
Course Objective:
- To recognize medieval and modern Punjabi prose, from a variety of genres and historic periods.
- To understand and appreciate prose as a literary art form.
- To analyze the various elements of prose, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- To identify various forms of medieval and modern Punjabi prose.

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

1. मिम्पंट विलियम
   (Sidhântak Paripekh)
   1.1 लैटूर : भविष्यमा भिटे देउं
       (Vârtak : Paribhâshâ ate Tatt)
   1.2 लैटूर मैलौ टे ग्रुट-टंडरहट
       (Vârtak Shaiie de Gunn-Lachhann)
   1.3 भम्नील लैटूर दो दिवम दे दिवम
       (Punjâbi Vârtak da Nikâs te Vikâs)
   1.4 भम्नील टे नौसीह लैटूर : ईंडलीलम भिटे भूलम
       (Purâtan ate Nâveen Vârtak : Vangiân ate Antar)
   1.5 माईं टूरूल राठे भूलम
       (Sankhep Uttarân Wâle Prashan)

2. धर्मिन्त पैशी, 2017. चंच डे धवी, चंच भूवमस, सुपिन्धस. (Parminder Sodhi, 2017 Rab de Dâkiye, Chetnâ Parkâshan Ludhiana.)
   2.1 अलोकनामनक अधिवेश
       (Alochnâtma Adhiyam)
   2.2 लैटूर विशेषमिरः
       (Vârtak Visheshtavân)
   2.3 धिम दमान
(Vishā Vastu)
2.4 मैसी पंढ
(Shailee Pakh)
2.5 संधेर पूजन दस्से भूमि
(Sankhep Uttarān Wāle Prashan)

3. विहारक पूजनीय
(Vihārak Punjabi)
3.1 विहारक पूजनीय : कुट, धनुक, घड़ि, बट्टे विविध
(Viakaran Shrenniyan Nān, Parhnānvti Kiriyā)
3.2 मरव दे विरंतिक गृहीय
(Swar te Viyanjan Dhuniān)
3.3 संधेर दसस
(Sankhep Rachnā)
3.4 विघडत मिथिली
(Report Likhānī)

Marks Distribution: Part 1 - 20 Marks, Part 2 - 25 Marks, Part 3 - 30 Marks
Suggested Readings:
Brāhī, Bootā Singh (Dr.), 2012, Punjabi Viakaran : Sichanta ati Vihār, Chetnā Parkāshan, Ludhānā.
Dhimān, Harbans Singh (Dr.), 2009, Vihārak Punjabi Bhāshā ate Viakaran (Bhag 1), Manpreet Parkāshan, Delhī.
Gill, Mahinder Kaur (Dr.), 2013, Vihārak Punjabi, Manpreet Parkāshan, Delhī.

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

Teaching Plan

<table>
<thead>
<tr>
<th>वर्ष (Week)</th>
<th>विषय (Subject)</th>
<th>विविध-विविध (Sub-Topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>दिवसी-1 (विविध-विविध) Unit-1 (Sidhāntak Paripekh)</td>
<td>विविध-विविध दे विविध (Vārtak : Paribhāshā de Tatt)</td>
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<tr>
<td>2</td>
<td>दिवसी-1 Unit-1</td>
<td>विविध-विविध दे विविध (Vārtak Shaalee de Gunn-Lachhann)</td>
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<td>3</td>
<td>दिवसी-1 Unit-1</td>
<td>विविध-विविध दे विविध (Punjābi Vārtak da Nikās te Vikās)</td>
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<td>4</td>
<td>दिवसी-1 Unit-1</td>
<td>विविध-विविध दे विविध (Purātan ate Nāveen Vārtak : Vangīn at Antar)</td>
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<td>5</td>
<td>दिवसी-1 Unit-1</td>
<td>संधेर पूजन दे भूमि (Sankhep Uttarān Wāle Prashan)</td>
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<tr>
<td>6</td>
<td>दिवसी-2 (विविध-विविध) Unit-1</td>
<td>परहेर पूजन दे भूमि (Sankhep Uttarān Wāle Prashan)</td>
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<tr>
<td>Unit-2 (Rab de Dākiye)</td>
<td>(Pāth di prahat)</td>
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<td>7 दिवाकर-2</td>
<td>भाग दो भजन सहे असाथरु मध्य अक्षप्रति (Pāth de prahat ate Ālochnātmak Adhiyan)</td>
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<td>Unit-2</td>
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<tr>
<td>8 दिवाकर-2</td>
<td>भाग दो भजन सहे तनुऊ भिषेमसाधन (Pāth de prahat ate Vārtak Visheshtāvān)</td>
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<td>Unit-2</td>
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<td>9 दिवाकर-2</td>
<td>बिस्म लनख (Vishā Vastu)</td>
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<td>Unit-2</td>
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<td>10 दिवाकर-2</td>
<td>मेही पंक (Shailec Pakh)</td>
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<td>Unit-2</td>
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<tr>
<td>11 दिवाकर-2</td>
<td>मेंहेख दींखां दोस भुवन (Sankhep Uttarān Wāle Prashan)</td>
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<td>Unit-2</td>
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<tr>
<td>12 अभिसरण (Abhiās)</td>
<td>भाग दो हुस्साबो (Pāth di dohrāc)</td>
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<tr>
<td>13 दिवाकर-3 (दिवाकर धनी)</td>
<td>बिखारत देवता मूर्तिको : तलार भजन विखिल (Viākarann Shreniān : Nānv ate Parhnān)</td>
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<tr>
<td>Unit-3 (Vihārak Punjābī)</td>
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<tr>
<td>14 दिवाकर-3</td>
<td>बिखिरप, मंदिर हे भिखघन पुरोहर्ष्र (Kiriyā, Swar te Viyanjan Dhuniān)</td>
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<td>Unit-3</td>
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<tr>
<td>15 दिवाकर-3</td>
<td>मेंहेख लकर (Sankhep Rachnā)</td>
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<td>Unit-3</td>
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<tr>
<td>16 दिवाकर-3</td>
<td>लिखेत लिखाट (Report Likhanni)</td>
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<td>Unit-3</td>
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<tr>
<td>17 अभिसरण (Abhiās)</td>
<td>भाग दो हुस्साबो (Pāth di dohrāc)</td>
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हेतु:
- गुरूलेखकानी परम्परातून बसैने सह अन्ि ले पुस्तकाभि भावमान मान-मानकी हिंदू उपयोगी आ मान्य हो।
- गुरूबाबू तत्त्वी धर्म भजन सह चौबे मेंहेख हिंदू दिखेहै टिस्टेकफ निष्ठान देनूत टेस्ट, पूर्वदेखेत, नवीन दिखेहै यहूदी प्रभावकारिता आउ अनाथिकारिता पर्यायस्क समाहित।

नोट:
- University akādmiic calander at college de program anusār smay-sārni vich tabdili aa skdi hai.
- Mulānkan lyi prāhāv ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.
Semester: I/II
Core - MIL (Punjabi) - 1C
Punjabi Folk-Drama and Functional Punjabi

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

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

1. सिद्धांतक परिपेक्ष
   (Siddhântak Paripekh)
   1.1 सेव लाट : परिभाषा देए उंड
   (Lok-Nât : Paribhasha Te Tatt)
   1.2 सेव-लाट भंधक
   (Lok-Nât Paramparâ)
   1.3 लाट-व्रज भंध-लाट मंडर
   (Nât-Kalâ ate Nât Manchann)
   1.4 पौनाची सेव-लाट सैलीरीज़
   (Punjâbi Lok-Nât Vangcân)
   1.5 सेव-लाट भंध आपुलिण-लाट
   (Lok-Nât ate Âdhunik Nâtak)

2. कृष्ण गिंग (Dr.), 2011, सेव-लाटबी : लाट-नूप, गिरिज़, टिलिते. (पहिले चँच - Pehle Châr)
   (Rawail Singh (Dr.), 2011, Lok-Nâtki : Nât-Roop, Shilâlekhe, Delhi.)
   2.1 विशेषाद अभियोजन
       (Vishegât Adhian)
   2.2 सेव लाट सुराञी
       (Lok Nât Jugtan)
   2.3 मंडर कियो
       (Samvâd Vidhî)
   2.4 लाट िज़ा
       (Naat Kali)

3. विहारक पौनाची
   (Vihârak Punjabi)
3.1 मेघ, विफोल, लक्ष्मि अंद्रेम समाप्ति
   (Swar, Viyanjan, Lagān te Lagākhar)
3.2 अन्नदिथ (vernā)
   (Anndithā Pācārā)
3.3 दिन उ दस्तश
   (Ling te Vachan)
3.4 महत्त्वपूर्व ए दिनीवासंह अष्टब
   (Samānārthak te Vipritārthak Shabad)

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

Suggested Readings:
Dhimān, Harbans Singh (Dr.), 2009, Vīhārak Punjabi Bhāṣā at Vīkāran (Bhag I), Manpreet Parkāshan, Delhi.
Gill, Mahinder Kaur (Dr.), 2013, Vīhārak Punjabi, Manpreet Parkāshan, Delhi.
Rajinderpal Singh (Dr.) and others, 2011, Lokdhārā at Ādhunikā : Roopāntaran at Punar Mulānkann, Publication Bureau, Punjabi University, Patialā.

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

<table>
<thead>
<tr>
<th>शाखा (Week)</th>
<th>विषय</th>
<th>विषय - विषय (Sub-Topic)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>दिवसी-1 (निम्नतंद मनिन्द्रम)</td>
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<td>लेख रूप : भविष्योऽदृश्य (Lok-Nāṭ : Paribhasha Te Tatt)</td>
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<td>2</td>
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<td>दिवसी-1 (निम्नतंद मनिन्द्रम)</td>
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<td>लेख-रूप भविष्यत (Lok-Nāṭ Parampara)</td>
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<td>दिवसी-1 (निम्नतंद मनिन्द्रम)</td>
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<td>लेख-रूप भविष्यत (Lok-Nāṭ Parampara)</td>
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<td>4</td>
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<td>दिवसी-1 (निम्नतंद मनिन्द्रम)</td>
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<td>लेख रूप पारशुराम (Punjabi Lok-Nāṭ Vangeeān)</td>
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<td>5</td>
<td>1</td>
<td>दिवसी-1 (निम्नतंद मनिन्द्रम)</td>
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<td>लेख रूप पारशुराम (Punjabi Lok-Nāṭ Vangeeān)</td>
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<td>दिवसी-2 (निम्नतंद मनिन्द्रम)</td>
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<td>लेख-रूप भविष्य (Lok-Nāṭ at Ādhunik Nāṭak)</td>
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<tr>
<td>7</td>
<td>2</td>
<td>दिवसी-2 (निम्नतंद मनिन्द्रम)</td>
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<td>दिखास अपितम (Pāṭh di prahat)</td>
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<td>8</td>
<td>2</td>
<td>दिवसी-2 (निम्नतंद मनिन्द्रम)</td>
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<td>दिखास अपितम (Pāṭh di prahat)</td>
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<tr>
<td>9</td>
<td>2</td>
<td>दिवसी-2 (निम्नतंद मनिन्द्रम)</td>
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<td>दिखास अपितम (Pāṭh di prahat)</td>
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</tbody>
</table>
| 10 | विवादी-2  
    | Unit-2  | सप्त बलग (Naat Kala) |
| 11 | विवादी-2  
    | Unit-2  | मंदवड दियी  
    |       | (Samvād Vidhi) |
| 12 | अभिधारण (Abhiās)  
    |       | भग दी पहार  
    |       | (pāṭh de duhrāin) |
| 13 | विवादी-3  
    | (Vihaāk Punjābī)  
    | Unit-3  | महत, दिस्मर्न, कर्म जैसे स्वयंभू  
    |       | (Swar, Viyanjan, Lagān te Lagākhar) |
| 14 | विवादी-3  
    | Unit-3  | आहंका पैल  
    |       | (Anuddithā Paerā) |
| 15 | विवादी-3  
    | Unit-3  | हिंदु ए बचन  
    |       | (Ling te Vachan) |
| 16 | विवादी-3  
    | Unit-3  | महानशक्ति ए विधवारतूत्सव संगठ  
    |       | (Samānārthak te Vipritārthak Shabad) |
| 17 | अभिधारण (Abhiās)  
    |       | भग दी पहार  
    |       | (Pāṭh di dohrāe) |

रेट :  
- धृतिबद्धता साधन किये जाने वाले प्रश्नों और पुरुषों का अनुसन्धान समीक्षा किया जाएगा।  
- भूमिका दर्शन एवं बदले गये पदकए दिशे मोदीवा विभिन्न भागों का वेलेट पोल, पूर्वोत्स्वत, नवोद विश्वास के \  
  अभिचित्रित किया गया।

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

Courses for the Programme

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

Structure of B.A. (Programme)

Indian Language under CBCS Core Course (Compulsory): Tamil

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

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

Semester: I-TAMPNIL-101-A
Semester: II-TAMPNIL-201-A

Paper -I: History of Indian Language (Tamil)

Total Credit: 6x6 = 36

Credit: 5+1                               Maximum Marks: 75

Course objectives:

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

Course learning outcomes:

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

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

References:

Compulsory Readings:


Additional Resources:


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

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

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

Keywords: Dravidian Languages- Tamil Language- Dialects of Tamil
DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI-110007

Structure of B.A. (Programme)

Indian Language under CBCS Core Course (Compulsory): Tamil

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

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

Semester: I- TAMPNIL-101-B
Semester: II- TAMPNIL-201-B

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

Credit: 5+1 Maximum Marks: 75

Course objectives:

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

Course learning outcomes:

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

Unit of the course

1. Eppadi Eḻudiṇāl Enṇa? (15 Marks)
2. Alavāṇa Ilakkaṇam (15 Marks)

3. Eluttiyal (15 Marks)

4. Colliyal (15 Marks)

5. Toḍariyal (15 Marks)

References:

Compulsory Readings:


Additional Resources:


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

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

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

Keywords: Tamil Grammar- Morphology- phrase and word structure- Syntax.
Subjects in Lieu of MIL

1. Economics – (Principles of Microeconomics I)

Principles of Microeconomics I (PD11)
Discipline Specific Elective (DSE)   Credit: 6

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

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

Unit 1
Introduction

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

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

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

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities
Unit 2
Consumer Theory

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

Unit 3
Production and Costs

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

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

Unit 4
Perfect Competition

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

Welfare: allocative efficiency under perfect competition.

References


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