SCHOOL OF OPEN LEARNING
University of Delhi

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

SEMESTER-I (2019)

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

## CORE-COURSE

| 1. Business Organisation and Management |
| 2. Financial Accounting |

*Compulsory*

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

- Environmental Science

*Compulsory*

## MODERN INDIAN LANGUAGE (MIL)

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

Subjects in Lieu of MIL

1. Economics: Principles of Microeconomics I
2. Political Science: Globalising World

*Choose any One*
Course Objective

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

Course Learning Outcomes

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

CO1: understand dynamics of business organisations and management practices with respect to stakeholders.
CO2: understand varied perspectives related to business environment and entrepreneurship.
CO3: analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment.
CO4: analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.
CO5: appreciate the change in working pattern of modern organisations.

Course Contents

Unit I: Introduction to Business Organisations and Management

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

Unit II: Business Environment and Entrepreneurship

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

Unit III: Planning and Organizing

Planning- meaning of project, strategic and operations planning; Decision-making- process and techniques; Organizing- orderly division of labor & specialization; Organisational structures and organograms- staffed/manned structures-traditional and modern.
Unit IV: Directing and Controlling
Motivation- needs (including Maslow’s theory), incentives, rewards, equity and two factor theory (Herzberg); Leadership and followership- meaning and importance; Organisation-wide leadership; Communication- meaning and importance; determinants of effectiveness; Principles of controlling; Relationship between planning, organizing, directing & controlling; Financial, quality and operating standards/controls.

Unit V: Salient Developments and Contemporary Issues in Management
Subaltern management ideas from India; Diversity & inclusion, democracy and sociocracy at work; Freelancing; Flexi-time and work from home; Co-sharing/co-working.

References

Additional Resources

Note: Latest edition of readings may be used.

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

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

Keywords
Management Functions, Organisation Structure, Social Entrepreneurship, Motivation, Diversity.
2. FINANCIAL ACCOUNTING

Course Objective

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

Course Learning Outcomes

After completing the course, the student shall be able to:
- CO1: build an understanding of theoretical framework of accounting and be able to prepare financial statements.
- CO2: explain and determine depreciation and inventory value
- CO3: develop understanding of accounting for hire purchase transactions and lease transactions
- CO4: understand branch and departmental accounting
- CO5: develop the skill of preparation of trading and profit and loss account and balance sheet using computerized accounting or prepare accounts for dissolution of a partnership firm

Course Contents

Unit-I: Introduction


Unit-II: Depreciation accounting and inventory valuation

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

(Relevant accounting Standards as applicable).

Unit-III: Accounting for hire purchase and lease transactions
Hire Purchase Accounting: Calculation of Interest, Partial and Full Repossession, profit Computation (Stock & Debtors System only) Lease Transactions: Concept, Classification of leases – an overview

(Relevant accounting Standards as applicable).

**Unit-IV: Branch and departmental accounting**

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

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

**Unit-V: Computerized accounting system**

**Practical lab**

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

**OR**

**Unit-V: Accounting for partnership firm**

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

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

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

**Notes**

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

**References**

• Lt Bhupinder, Principles of Financial Accounting, Cengage
• Monga, J. R. *Financial Accounting: concept and Applications*. Mayur publication, New Delhi

**Additional Resources**


Note: Latest edition of readings may be used.

**Teaching Learning Process**
Theory and numerical with examples, Practical Lab Lectures.

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

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


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 groundwater resources; Floods, droughts, and international & inter-state conflicts over water
Week 5
Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

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

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

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

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

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

Week 12
Sustainable Development Goals: India’s National Action Plan on Climate Change and its major missions
Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

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

Week 15-16
Practical/project
- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the 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
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 ज्ञानकारी विकसित करता
राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना
विशिष्ट काविताओं के अंतर्जन-विक्षेपण के माध्यम से कविता संबंधी समझ विकसित करता

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी
आधुनिक आवरणकलाओं के अनुरूप राष्ट्रभाषा, राजभाषा और संपर्क-भाषा की ज्ञानकारी प्राप्त होगी

Unit 1

हिंदी भाषा

क. आधुनिक भारतीय भाषाओं का उद्धरण 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 संघावली. संपा श्यामसुंदरदास. काशी नागरी प्रकारिणी संस. उन्नतोवां संस्करण से 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 संघावली, संपा. आचार्य विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, दिल्ली– 1998)
कविता संख्या - 409, 411, 412, 413

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

Unit 4

आधुनिक हिंदी कविता

जयशंकर प्रसाद - हिमालि तुंग श्रृंग से
नागाजून - वादल को घरते देखा है
रघुवीर सहाय - कला क्या है

References

रामचंद्र शुक्ल - हिंदी साहित्य का इतिहास
हजारीप्रसाद द्विवेदी - हिंदी साहित्य की भूमिका
संपा. डॉ. नगेन्द्र - हिंदी साहित्य का इतिहास
हिंदी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह
Additional Resources:

रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संवेदनशास्त्र का विकास
आचार्य विभवानाथ प्रसाद मिश्र - भूषण ग्रंथावली

Teaching Learning Process

व्याख्यान, समूहिक चर्चा, वीडियो आदि
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 समूहिक चर्चा, विशेष व्याख्यान एवं अंतरराष्ट्रीय 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 सामाजिक जालवाबी 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) : संस्कृत परिचय  
(घ) हिंदी साहित्य का इतिहास (आधुनिक काल) : संस्कृत परिचय  

Unit 2  

भक्तिकालीन कविता :  

(क) कवीर : संपा. ध्यानमुन्दर दास, कवीर यंगावली, नागरी प्रचारिणी सभा, काशी, आजीविकाओं संस्करण, सं. 2054 धि.  
पोधा पढ़ि पढ़ि जग मुआ ...  
कस्तुरी कुंदकित बही ...  
यह तन विष की बेलरी, गुरू अमृत की खान ...  
सत समुद्र की भास्वि कर्क ...  
सार्व पैरा चाहिए ...  
सत्सुगु हजारों रेडिकर ...  

(ख) तुससी : 'रामचरितमानस' से केवल प्रसंग
रीतिकालीन कविता

(क) बिहारी : 
बतरस लालच लाल की ...
या अनुरागी चित की ...
सदप्तानि-सी सससुरुः ...

(ख) धनानंद :
धनानंद वंधावली : संपा. विश्वनाथ प्रसाद मिश्र ; वाणी वितान व सुजानहित पद : 1, 2, 3

Unit 4

आधुनिक कविता

सुनद्रा कुमारी वैहाल : 'बालिका का परिचय'

लिखाया : तोड़कौंत भांजर

References

रामचंद्र भुकल - हिंदी साहित्य का इतिहास
हजारीप्रसाद हिंदेवी - हिंदी साहित्य की भूमिका
संपा. डॉ. नगेन्द्र - हिंदी साहित्य का इतिहास
हिंदी साहित्य के इतिहास पर कुछ छोट्स - डॉ. राकाल सिंह

Additional Resources:

रामस्वरूप बचूदेवी - हिंदी साहित्य और संवेदना का विकास
विश्वनाथ त्रिपाठी - हिंदी साहित्य का सरल इतिहास
Teaching Learning Process

व्याख्यान सामूहिक चर्चा

1 से 3 सताह    - डकाई - 1
4 से 6 सताह    - डकाई - 2
7 से 9 सताह    - डकाई - 3
10 से 12 सताह   - डकाई - 4
13 से 14 सताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरराष्ट्रीय 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-विशेषण 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

कवीर :

• गुरु गोपिन्द दोऊ बड़े ...
• निदर किलेरे साहियो...
• माता नेट पुंज ब्रह्म भर्या...
• पाहू हूँ हरे जिले ...

सुरदास :

• मैं भव भव भव भक्त चितरो...
• ऊँचे जन न भए दस-धृशी...
Unit 3

इकाई -3 : रौतिकालीन हिंदी कविता

(क) बिहारी :

• मेरी भव बाधा हरी...
• कलक कलक ते सी गुनी...
• थोड़े ही गुन रोज़... 
• कहत नदिया रोज़ बिजल...

(ख) घनानंद :

• अति सुधो सबनेह को मारग...
• राखे रूप की रौत अनुप...

Unit 4

इकाई -4 :आधुनिक हिंदी कविता

• मैथिलीशरण गुप्त - नर हो न निराश करो...
• सुभिवशननदन पन्नु - आह! घरती फिरता देती है...

References

1. कवियर - हजारी प्रसाद दिवेदी
2. तुलसी कविय मीमांसा - उदयभानु सिंह
3. हिंदी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसान सिंह
4. हिंदी साहित्य का सरल इतिहास - विश्वनाथ शिवादी

Additional Resources:

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

सीखने की इस प्रक्रिया में हिंदी साहित्य और हिंदी कविता का महत्वपूर्ण प्रदान करता है। कालक्रम से विशाली युगबींध को ठीक से जान सकेंगे। छात्र कविता के माध्यम से उनके निरंतर मानवतावादी इशिकोण को देखने लगेंगे। हिंदी भाषा आज तेजी से वैश्विक रूप से रही है। ऐसे में कविता की भूमिका और भी अधिक महत्वपूर्ण हो जाती है। साहित्य के आरंभ से ही कविता ने समाज और समाज को प्रभावित किया है और मानवीय आदरण को संतुलित करने में महत्वपूर्ण भूमिका निभाई है। अतः शिक्षण में हिंदी कविता छात्रों के इशिकोण को और भी अधिक परिपक्व करेगी। प्रस्तुत पाठ्यक्रम को निम्नलिखित संसाहों में विभाजित किया जा सकता है:

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 सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

साहित्य, कविता, भाषा साँदर्भ, चित्र, इतिहास, किताब
Punjabi

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

(Punjabi Novel, Nātak atū Vihārak 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. टांकी शेख दिव्याराम, 1993, पैरह-छाल, अचानक पथकतात्त्व, टिली (Dalip Kaur Tiwana, 1993, Pairh-Chaal, Arsee Publishers, Delhi.)
   1.1 नाटक दी पथकतात्त्व, इतिहासकार खोले पंजांबी ताल्लुक द योक्त्र इतिहास
      (Vishā-Parībhashā, Visheshstāvan atū Punjabi Novel dā Sankhep Itihās)
   1.2 दिष्ट-बांहट खोले अत्यस्त-उत्तम अधिकृत
      (Vishā-Vastu atū Ålochnatmak Adhiyan)
   1.3 भाट्र-विकास
      (Pātar-chitrānn)
   1.4 विज्ञान-वन्यजीव
      (Bīrīntak-Jugtān)
   1.5 संस्कृत पुस्तक राहे भूमिका
      (Sankhep Uttarān Wāle Prashan)

2. अज्मर रोड, 1984, कानूनात्त्व भाषा, ताल्लुक गिर्न भाषा, अधिकृत
   (Ajmer Rode, 1984, Kāṇṇātā Māru, Nānak Singh Pustak Mālā, Amritsar.)
   2.1 ताल्लुक दी पथकतात्त्व, खोले जो जूह नाटक इतिहासकार
      (Nātak di Parībhasā, Tatt te Roopākārak Visheshstāvan)
   2.2 इतिहासकार पिच्छोकरस
      (Itīhāsak Pichhokharh)
   2.3 ताल्लुक तेंदुआ
      (Naslee Bhēd-Bhāv)
   2.4 ताल्लुक-कस्त
      (Nāt-Kalā)
   2.5 तेंदुआ जे अघाड़ा
      (Udešte Ādarsh)
   2.6 भाषाई दिगम्बर
      (Punjabi Dāispārā)
3. विश्लेषण भाषाली (Vihārak Punjabi)  
3.1 संधेपं दे विश्लेषण वलय (Sankhep te Visthār Rachnā)  
3.2 विश्लेषण सीमा, परिभाषा दे संध्व (Istree Ling, Puling te Vachan)  
3.3 संध्व दे संख्या अंकन (Lagān te Lagān Akhar)  
3.4 विश्लेषण संध्व दे विश्लेषण वलय अनुवाद (Angrezi ton Punjabi jān Hindi ton Punjabi vich Anuvād)

**Suggested Readings:**

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

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

**Teaching Plan**

<table>
<thead>
<tr>
<th>तार (Week)</th>
<th>विषय (Subject)</th>
<th>इलाह-हित (Sub-Topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>विश्लेषण, संध्व-चाल</td>
<td>संध्व दी परिभाषा, विश्लेषण नि परिभाषा संध्व द संध्व-चाल (Novel di Paribhāshā, Visheshṭāvān ate Punjabi Novel dā Sankhep Ithās)</td>
</tr>
<tr>
<td>2</td>
<td>विश्लेषण</td>
<td>परिभाषा (Path de prahat)</td>
</tr>
<tr>
<td>3</td>
<td>विश्लेषण</td>
<td>परिभाषा (Vishā- Vastu)</td>
</tr>
<tr>
<td>4</td>
<td>विश्लेषण</td>
<td>अलोचनात्मक अध्याय (Ālochnātmak Adhiyan)</td>
</tr>
<tr>
<td>5</td>
<td>विश्लेषण</td>
<td>पतार-चित्रन (Pātar-chitrann)</td>
</tr>
<tr>
<td>6</td>
<td>विश्लेषण</td>
<td>बिष्णुद्रव सङ्गात अपि संधेपं देओ देरे पृथ्व (Bīrtāntak-Jugtān ate Sankhep Uttarān Wāle Prashan)</td>
</tr>
<tr>
<td>7</td>
<td>विश्लेषण-2 (कामागता मारु)</td>
<td>तत्तदली परिभाषा, उद दे दुर्भाचित विश्लेषण (Nātak di Paribhāshā, Tatt te Roopākārak Visheshṭāvān)</td>
</tr>
<tr>
<td>No.</td>
<td>Topic</td>
<td>Details</td>
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</tr>
<tr>
<td>8</td>
<td>दिवाली-2 Unit-2</td>
<td>दिवालीभय विषयकः (Ithāsak Pichhokarh)</td>
</tr>
<tr>
<td>9</td>
<td>दिवाली-2 Unit-2</td>
<td>पथ दी प्रवृत्ति (Pāth di pardht), समस्त कैसे-काम (Naslee Bhed-Bhāy)</td>
</tr>
<tr>
<td>10</td>
<td>दिवाली-2 Unit-2</td>
<td>तत्त्व-वल्ल (Nāt-Kalā)</td>
</tr>
<tr>
<td>11</td>
<td>दिवाली-2 Unit-2</td>
<td>उद्धेक्षण उे अद्वैत (Udeśh te Ādarsh)</td>
</tr>
<tr>
<td>12</td>
<td>दिवाली-2 Unit-2</td>
<td>पूनहों दंडकिमेल (Punjabī Dāisporā) मेंषेप उद्योग वाले प्रभाव (Sankhep Uttarān Wāle Prashan)</td>
</tr>
<tr>
<td>13</td>
<td>दिवाली-3 (दिवाली भाषा) Unit-3 (Vihārak Punjabi)</td>
<td>मंबेप दे दिवाली जनपाद (Sankhep te Visthār Rachhā)</td>
</tr>
<tr>
<td>14</td>
<td>दिवाली-3 Unit-3</td>
<td>दिवाली सिंह, पुलिंग दे बाहर (Istreec Ling, Puling te Vachan)</td>
</tr>
<tr>
<td>15</td>
<td>दिवाली-3 Unit-3</td>
<td>सज़ा उे सज़ा भोग (Lagān te Lagān Akhar)</td>
</tr>
<tr>
<td>16</td>
<td>दिवाली-3 Unit-3</td>
<td>अनग्रेजी तौ पूनहों तं तीत्र तौ पूनहों हिंदी अद्वैत (Angrezi ton Punjabī jān Hindi ton Punjabi vich Anuvād)</td>
</tr>
<tr>
<td>17</td>
<td>अभिभाषण (Abhiās)</td>
<td>मंबेप मतिमि दी लेखकिय (Samuche syllabus de duhrāi)</td>
</tr>
</tbody>
</table>

**प्रति**
- युवीबहिनी अवकाशित वेद्यें घों वर्ष दे प्रेक्षणम् भक्तिम् सवा-सवा विषय उच्चश्री भा मवकते है।
- भूमिकात तं कट भ्राह्मण न विने मतिमि हिंदी दिवाली विषय वेद्यें देखत टेस्ट, पूनहों वेद्यें, वारंौं दिवाली भा असहितमेंद दिंते नाह।

**टेस्ट**
- University akādmiic całender ate college de progrāman anusār smay-sārni vich tabdili aa skdi hai.
- Mulānkan liy prāhāy ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.
Semester: I/II
Core - MIL (Punjabi) - 1B
Modern Punjabi Prose and Functional Punjabi
(Adhunik Punjabi Vartak ate Viharak Punjabi)

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. निपंच विख्येत
(Sidhântak Paripekh)
1.1 बाउद्ध: भविष्यम अवा उंड
   (Vârtak : Paribhâšhâ ate Tatt)
1.2 बाउद्ध मैत्री दे गुरु-जीवन
   (Vârtak Shaileen de Gunn-Lachhann)
1.3 भानाच्छ बाउद्ध ल विख्येत उ विख्येत
   (Punjabi Vârtak da Nikâs te Vikâs)
1.4 भानाच्छ दे नैचर बाउद्ध : यूंजीम अवा भाउद्ध
   (Purâtan ate Nâveen Vârtak : Vangiân ate Antar)
1.5 मैथेय बौद्ध दे भूपल
   (Sankhep Uttarân Wâle Prashan)
2. भविष्यत वेदै. 2017. रांग दे रांगीङे. चेन्दुल भूपल, सुनिश्चित.
   (Parminder Sodhi, 2017 Rab de Dâkiye, Chetnâ Parkâshan Ludhiânnâ.)
2.1 भानाच्छ दुस्मना अवाचीमेत
   (Alochnâtmak Adhiyan)
2.2 बाउद्ध विख्येतस्वाँ
   (Vârtak Visheshťavân)
2.3 विख्येत दामर


3. विघरक पुनजी

**Vihārak Punjabi**

3.1 विघरक पुनजी : ताट, धार्मिक भाग विठ्ठिया
   (Viākarān Shrāṇṇīān Nāv, Parhnāv te Kiriyā)

3.2 महरा दे विघरक पुनजी
   (Swar te Vīyanjan Dhunīān)

3.3 महरा देवा
   (Sankhep Rachnā)

3.4 विघरक विठिया
   (Report Likhani)

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

**Suggested Readings:**
Bṛāhlī, Bootā Singh (Dr.), 2012, Punjabi Viākarān : Sidhānt ate Vīhār, Chetnā Parkāshān, Ludhiānā.
Dhimān, Harbans Singh (Dr.), 2009, Vihārak Punjabi Bhāshā ate Viākarān (Bhag I), Manpreet Parkāshān, Delhī.
Gill, Mahinder Kaur (Dr.), 2013, Vihārak Punjabi, Manpreet Parkāshān, Delhī.

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

**Teaching Plan**

<table>
<thead>
<tr>
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<th>धारा-विषय  (Sub-Topic)</th>
</tr>
</thead>
</table>
| 1            | विघरक-1 (निम्नलिखित परिपक्व)  
Unit-1 (Sidhāntak Paripekh) | विघरक : मराठी अदंत उदाहरण  
(Vārtak : Paribhāshā ate Tatt) |
| 2            | विघरक-1  
Unit-1 | विघरक मैली शीर्ष-संख्या  
(Vārtak Shailee de Gunn-Lachhann) |
| 3            | विघरक-1  
Unit-1 | पृथ्वी विघरक एवं विघरक दे विघरक  
(Punjabi Vārtak da Nikās te Vikās) |
| 4            | विघरक-1  
Unit-1 | धारा-विषय : ताट-भाग  
(Purātan ate Nāveen Vārtak : Vangīān ate Antar) |
| 5            | विघरक-1  
Unit-1 | संवेदन तुड़दूर द्वारा पृथ्वी  
(Sankhep Uttarān Wāle Prashan) |
<p>| 6            | विघरक-2 (वेश दे इमची) | पत्र ही पुढ़ू अदंत आदेशयुक्त अवश्यक |</p>
<table>
<thead>
<tr>
<th>Unit-2 (Rab de Dākiye)</th>
<th>(Pāth di prahat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 हिवारी-2</td>
<td>घठ ली पढ़ु भटे अफ़्लोज़ियुब अटिभित (Pāth de prahat ate Ālochnātmak Adhiyan)</td>
</tr>
<tr>
<td>Unit-2</td>
<td></td>
</tr>
<tr>
<td>8 हिवारी-2</td>
<td>घठ ली पढ़ु भटे एडवीज़ दिसेमन्फ़र्ट (Pāth de prahat ate Vārtak Visheshīvān)</td>
</tr>
<tr>
<td>Unit-2</td>
<td></td>
</tr>
<tr>
<td>9 हिवारी-2</td>
<td>विषा वस्तु (Vishā Vastu)</td>
</tr>
<tr>
<td>Unit-2</td>
<td></td>
</tr>
<tr>
<td>10 हिवारी-2</td>
<td>मेजी पाक (Shailec Pakh)</td>
</tr>
<tr>
<td>Unit-2</td>
<td></td>
</tr>
<tr>
<td>11 हिवारी-2</td>
<td>संक्षेप टिप्पणी दासे प्रमाण (Sankhep Uttarān Wāle Prashan)</td>
</tr>
<tr>
<td>Unit-2</td>
<td></td>
</tr>
<tr>
<td>12 अभिविषम (Abhiās)</td>
<td>घठ ली युक्तियाँ (Pāth di dohrae)</td>
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<tr>
<td>Unit-3 (Vihārak Punjābi)</td>
<td></td>
</tr>
<tr>
<td>13 हिवारी-3 (दिवारब धरारी)</td>
<td>विविधतात मूर्तीश्च : लाह भटे पर्याप्त (Viākarann Shreniān : Nāy ve Parhnān)</td>
</tr>
<tr>
<td>Unit-3</td>
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</tr>
<tr>
<td>14 हिवारी-3</td>
<td>विधिवा, भंडर वा विशेषन क्षेत्र (Kiriyā, Swar te Viyanjan Dhuniān)</td>
</tr>
<tr>
<td>Unit-3</td>
<td></td>
</tr>
<tr>
<td>15 हिवारी-3</td>
<td>संक्षेप स्थर (Sankhep Rachnā)</td>
</tr>
<tr>
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<td>16 हिवारी-3</td>
<td>रिपोर्ट हिभिदी (Report Likhanni)</td>
</tr>
<tr>
<td>Unit-3</td>
<td></td>
</tr>
<tr>
<td>17 अभिविषम (Abhiās)</td>
<td>घठ ली युक्तियाँ (Pāth di dohrae)</td>
</tr>
</tbody>
</table>


test:

- प्रुमहीनसमिति सन्नति सचिव अभीविषक ब्रह्म ने ब्राह्म दे ब्रह्मात्मा अभिविषक मान-मान दिक्षित उपचारी आ गवती है।
- भुवानाक छुटी पढ़ुए न चुंबे महेर्मद हिभिदी टिटिपिनिक बलाम टेलर सेट, पुस्तकामित, नाय विहिबिषक भटे अग्रिमिलेंट दिइंडे नाथ।

Note:

- University akādmic calander ate college de progrāman anusār smay-sārni vich tabdili aa skdi hai.
- Mulānkan līy prāhāy ja chuke syllabus vichon tutorial classān daurān test, presentation, group discussion ate assignment ditte jān.
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. **मिन्दूर निकालें**
   **(Sidhântak Paripekh)**
   1.1 सेवा नाट : परिभाषा दें उड़
     (Lok-Nâṭ : Paribhasha Te Tatt)
   1.2 सेवा-नाट वर्तनाल
     (Lok-Nâṭ Paramparâ)
   1.3 नाट-वल्ल भग्गे नाट मंचन
     (Nâṭ-Kalâ ate Nâṭ Manchann)
   1.4 पौनाची सेवा-नाट ईंटीजीनूँ
     (Punjâbi Lok-Nâṭ Vangccâন)
   1.5 खेल-नाट भग्गे आपूर्तिक रत्नब
     (Lok-Nâṭ ate Ādhunik Nâṭak)

2. **मेहरें मिच्च (ःः), 2011, सेवा-नाटकी : नाट-श्रृङ्खला, मिलालेख, टिस्टी.**
   (Pehle Châर – Pehle Châर)
   (Rawail Singh (Dr.), 2011, Lok-Nâtki : Nâṭ-Roop, Shilâlekh, Delhi.)
   2.1 विखेजत अधिभीत
     (Vishecet Adhian)
   2.2 सेवा नाट नगाउँ
     (Lok Nâṭ Jugtan)
   2.3 मंचन विच्छी
     (Samvâd Vidhi)
   2.4 नाट लक्ष्य
     (Naat Kala)

3. **विहारक पौनाची**
   (Vihârak Punjâbi)
3.1 मार्क, विषयनत, स्थान भेजे मलाकर (Swar, Viyanjan, Lagān te Lagākhar)
3.2 अन्दरित्न पैशन (Anndditthā Paerā)
3.3 सिखा उ रचना (Ling te Vachan)
3.4 मलाकरल्पना अकिनल्लहुल्प मलाक (Samānārthak te Vipritārthak Shabad)

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

Suggested Readings:
Dhiman, Harbans Singh (Dr.), 2009, Vihārak Punjabi Bhāshā ate Viākaran (Bhag I), Manpreet Parkāshan, Delhi.
Gill, Mahinder Kaur (Dr.), 2013, Vihārak Punjabi, Manpreet Parkāshan, Delhi.
Rajinderpal Singh (Dr.) and others, 2011, Lokdhārā ate Ādhunikātā: Roopāntaran ate Punar Mulānkan, Publication Bureau, Punjabi University, Patiala.

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

<table>
<thead>
<tr>
<th>तप (Week)</th>
<th>विषय (Subject)</th>
<th>विषय-विशेष (Sub-Topic)</th>
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<td>लेख-राट : परिपक्क उ दैव (Lok-Nāt : Paribhasha Te Tatt)</td>
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<td>लेख-राट परिपक्क (Lok-Nāt Parmparā)</td>
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<td>राट-ब्रह्म अंहे राट भाव (Nāt-Kalā ate Nāt Manchann)</td>
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<td>पर्ह दी परहु (Pāth di prahat)</td>
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<td>पर्ह दी परहु (Pāth di prahat)</td>
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<td>8</td>
<td>विषय-2 Unit-2</td>
<td>हिमचल परिपक्क (Vishegat Adhian)</td>
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<td>विषय-2 Unit-2</td>
<td>लेख राट तुलाउ (Lok Nāt Jutgan)</td>
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<tr>
<td>No.</td>
<td>Unit</td>
<td>Lecture</td>
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<td>10</td>
<td>दिव्यवाच-2</td>
<td>नाट बदल</td>
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<tr>
<td>11</td>
<td>दिव्यवाच-2</td>
<td>मंडल दिव्य</td>
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</tr>
<tr>
<td>13</td>
<td>दिव्यवाच-3 (विहरक पंजाबी)</td>
<td>मदव, विभिन्न, लखण्ड, पजान, पम वत अधिभव</td>
</tr>
<tr>
<td>14</td>
<td>दिव्यवाच-3</td>
<td>आन्दिठ्ठा पारā</td>
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<tr>
<td>15</td>
<td>दिव्यवाच-3</td>
<td>हिंदु उ बाहन</td>
</tr>
<tr>
<td>16</td>
<td>दिव्यवाच-3</td>
<td>महतक दे दिव्यविवकास चिनत</td>
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- Mulākan liy prāhay 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-TAMPML-101-A
Semester: II-TAMPML-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 Tolkäppiyam 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 5Hrs. Assignments / Presentation-5 Hrs

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

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

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

Structure of B.A. (Programme)

Indian Language under CBCS Core Course (Compulsory): Tamil

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

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

Semester: I- 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 Eḻudināl Enna? (15 Marks)
2. Alavāṇa Ilakkaṇam (15 Marks)
3. Eḻuttiyal (15 Marks)
4. Colliyal (15 Marks)
5. Toḍariyal (15 Marks)

References:

Compulsory Readings:


Additional Resources:

2. Athithan, A., 2013, Tamil Ilakkana Iyal, Chennai: NCBH.


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