

St. Stephen's College Delhi 110007 India

19th Sept. 2022

Self-Declaration

St. Stephen's College, University of Delhi, Delhi, would like to confirm that the curriculum for under-graduation and post-graduation programmes followed has been as per the Choice Based Credit System framework which was implemented by the University of Delhi in 2015-16 and the Learning Outcomes-based Curriculum Framework - Choice Based Credit System (LOCF-CBCS), which was implemented by University of Delhi from 2018-20 for various under-graduate and post-graduate programmes.

The number of courses offered by the College as Core Courses, Skill Enhancement Courses, Discipline-Specific Elective Courses, Ability Enhancement Core Courses, and General Elective Courses across all programmes during the last five years are as follows:

Year	No. of Courses Offered
2016-17	474
2017-18	485
2018-19	476
2019-20	475
2020-21	457

The syllabi for all courses offered by the College across all programmes for the years 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21 are as per the Syllabi of University of Delhi for the respective programmes. The links for the syllabi for programmes offered during the years 2016-21 have been attached herewith.

rembright

Professor John Varghese Principal

St. Stephen's College University of Delhi Delhi 110007

CRITERION 1

SUPPORTING DOCUMENT

1.1 Syllabus copy for all courses offered by the Institution across all programs for the year 2016-17, 2017-18, 2018-19, 2019-20, 2020-21



Syllabus for all Courses offered by the institution across all Programs

1. B.A. Programme

Course Link under CBCS

For Economics courses: http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Prog.%20Eonomics.pdf

For English courses: http://www.du.ac.in/du/uploads/Syllabus_2015/BAProgEnglish.pdf

For Hindi courses: http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Prog.%20Hindi.pdf

For History courses: http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Prog.%20History.pdf

For Philosophy courses: http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Prog.%20Philosophy.pdf

For Political Science courses:

http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Prog.%20Political%20Science.pd f

For Physical Education courses: <u>http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Prog.%20with%20health%20Edu</u> cation%20&%20Sports%20Sciences%20Syllabus.pdf

For Urdu courses: http://www.du.ac.in/du/uploads/Syllabus_2015/30112015_Urdu%20A,%20B%20and%20 C.pdf

Course Link under LOCF-CBCS

For Economics courses: http://du.ac.in/uploads/RevisedSyllabi1/Annexure-171.%20%28BA%20%28Prog%29%20Economics%29.pdf

For English courses: http://du.ac.in/uploads/RevisedSyllabi1/03092019/03092019-ENG-Final%20Draft%20%20-%20Syllabus%20of%20English%20for%20B.A.%20B.pdf

For Hindi courses: http://du.ac.in/uploads/Revi_syll_19082019/22082019_B.A.%20Programme%20Hindi.pdf

For History courses: http://du.ac.in/uploads/RevisedSyllabi1/03092019/03092019-HISTORY-BA%20History%20Hons%20&%20PROGRAMME%20--%201ST%20SEMESTER%20PAPERS.pdf http://du.ac.in/uploads/RevisedSyllabi1/05022020-

BA%20History%20Hons%20&%20PROGRAMMEPROGRAMME%20IN%20HISTORY %20--%202nd%20SEMESTER%20PAPERS-1January%202020.pdf

http://du.ac.in/uploads/RevisedSyllabi1/080920_BA%20HISTORY%20HONS%20&%20 BA%20PROG%20HISTORY-3rd%20sem.pdf

http://du.ac.in/uploads/RevisedSyllabi1/15012021_BA%20Histoty%20Programme%20%2 84th%20Semester%29.pdf

For Philosophy courses: <u>http://du.ac.in/uploads/RevisedSyllabi1/Annexure-</u> 158.%20%28B%20A%20Prog%20Philosophy%20Syllabus%29.pdf

For Political Science courses: http://du.ac.in/uploads/RevisedSyllabi1/03092019/03092019-POL-2.%20Political%20Science%20BA%20Prog%20SEM%20I%20August.pdf

http://du.ac.in/uploads/RevisedSyllabi1/05022020-2.%20Political%20Science%20BA%20Prog%20Semester%20II%20January%202020.pdf

http://du.ac.in/uploads/RevisedSyllabi1/080920_Political%20Science%20BA%20Prog%20 Semester%20IV%20Jan%202021.pdf

For Physical Education courses: <u>https://www.ststephens.edu/LOCF/sports-syallabus.pdf</u>

https://www.ststephens.edu/LOCF/sports-syallabus.pdf

For Urdu courses: http://du.ac.in/uploads/RevisedSyllabi1/Annexure-166.%20%28B.A%20Prog%20Urdu%29.pdf

2. B.A. Hons. Economics

Course Link under CBCS http://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economic s.pdf

Course Link under LOCF-CBCS http://du.ac.in/uploads/RevisedSyllabi1/Annexure-170%20%28B.A.%20%28Hons.%29%20Economics%29.pdf

3. B.A. Hons. English

Course Link under CBCS http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf

Course Link under LOCF-CBCS

http://du.ac.in/uploads/RevisedSyllabi1/03092019/03092019-ENG-Final%20consolidated%20Syllabus%20of%20BA%28H%29%20Eng.%20Sem%201%20d raft%20syllabus%20Post%20Oversight%20Committee%20_23%20August,%202019_.pdf

http://du.ac.in/uploads/RevisedSyllabi1/090920_Consolidated%203-4%20semester%20English%20syllabus.pdf

4. B.A. Hons. History

Course Link under CBCS

http://www.du.ac.in/du/uploads/Syllabus_2015/BA%20Hons.%20History.pdf

Course Link under LOCF-CBCS http://du.ac.in/uploads/RevisedSyllabi1/03092019/03092019-HISTORY-BA%20History%20Hons%20&%20PROGRAMME%20--%201ST%20SEMESTER%20PAPERS.pdf

http://du.ac.in/uploads/RevisedSyllabi1/05022020-BA%20History%20Hons%20&%20PROGRAMMEPROGRAMME%20IN%20HISTORY %20--%202nd%20SEMESTER%20PAPERS-1January%202020.pdf

http://du.ac.in/uploads/RevisedSyllabi1/080920_BA%20HISTORY%20HONS%20&%20 BA%20PROG%20HISTORY-3rd%20sem.pdf

http://du.ac.in/uploads/RevisedSyllabi1/15012021_BA%20Hons.%20History%20%284th %20Semester%29.pdf

5. B.A. Hons. Philosophy

Course Link under CBCS http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf

Course Link under LOCF-CBCS

http://du.ac.in/uploads/Revi_syll_19082019/19082019_BA%20Hons%20Philosophy%20B ooklet.pdf

6. B.A. Hons. Sanskrit

Course Link under CBCS http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf

Course Link under LOCF-CBCS http://du.ac.in/uploads/RevisedSyllabi1/Annexure-163.%20%28Sanskrit%29%20Hons._.pdf

7. B.Sc. Hons. Chemistry

Course Link under CBCS http://www.du.ac.in/du/uploads/Syllabus_2015/B.Sc.%20Hons.%20Chemistry.pdf

Course Link under LOCF-CBCS

http://du.ac.in/uploads/Revi_syll_19082019/19082019_B.%20Sc%20Hons%20Chemistry %20%2023July%202019.pdf

8. B.Sc. Hons. Mathematics

Course Link under CBCS

http://www.du.ac.in/du/uploads/Syllabus_2015/B.Sc.%20Hons.%20Mathematics.pdf

Course Link under LOCF-CBCS

http://du.ac.in/uploads/RevisedSyllabi1/Annexure-74.%20%28B.Sc.%28Hons%29Maths%20%28REVISED%29.pdf

9. B.Sc. Hons. Physics

Course Link under CBCS http://www.du.ac.in/du/uploads/Syllabus_2015/BSc-Hons-Physics.pdf

Course Link under LOCF-CBCS http://du.ac.in/uploads/RevisedSyllabi1/24072019_BSc_hons_physics_2019July15.pdf

10. B.Sc. Physical Science (Chemistry)

Course Link under CBCS

For Physics courses: http://www.du.ac.in/uploads/Syllabus_2015/Physics-in-BSc-Programme.pdf

For Mathematics courses: http://www.du.ac.in/uploads/Syllabus_2015/B.Sc.%20Prog.-Physical%20Sciences%20Applied%20Physical%20Sciences.pdf

Course Link under LOCF-CBCS

For Physics courses: <u>http://du.ac.in/uploads/RevisedSyllabi1/24072019_BSc_Phys_Sci_Physics_2019July15.pd</u>

For Chemistry courses: <u>http://du.ac.in/uploads/Revi_syll_19082019/19082019_B.Sc%20Physical%20Science%20</u> <u>18%20July%202019%20%281%29.pdf</u>

For Mathematics courses: http://du.ac.in/uploads/RevisedSyllabi1/Annexure-75.%20%28B.Sc.%28Physical%20Science%29%28REVISED%29.pdf

11. B.Sc. Physical Science (Computer Science)

Course Link under CBCS

For Physics courses: http://www.du.ac.in/uploads/Syllabus_2015/Physics-in-BSc-Programme.pdf

For Computer Science courses: http://www.du.ac.in/uploads/Syllabus_2015/B.Sc.%20Prog.%20Comp%20Science.pdf For Mathematics courses: http://www.du.ac.in/uploads/Syllabus_2015/B.Sc.%20Prog.-Physical%20Sciences%20Applied%20Physical%20Sciences.pdf

Course Link under LOCF-CBCS

For Physics courses: <u>http://du.ac.in/uploads/RevisedSyllabi1/24072019_BSc_Phys_Sci_Physics_2019July15.pd</u> <u>f</u>

For Computer Science courses: http://www.du.ac.in/uploads/RevisedSyllabi1/Annexure-84.%20(BSc-Phy-Sc-).pdf

For Mathematics courses: http://du.ac.in/uploads/RevisedSyllabi1/Annexure-75.%20%28B.Sc.%28Physical%20Science%29%28REVISED%29.pdf

12. M.A. Economics

Course Link under LOCF-CBCS http://econdse.org/wp-content/uploads/MA-Handbook-1.pdf

13. M.A. English

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/MA-ENGLISH-2019-20.pdf

14. M.A. History

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/MA-HISTORY.pdf

15. M.A. Philosophy

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/MA-Philosophy.pdf

16. M.A. Sanskrit

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/MA-SANSKRIT.pdf

17. M.Sc. Chemistry

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/M.Sc.-Chemistry.pdf

18. M.Sc. Mathematics

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/M.Sc.-Mathematics.pdf

19. M.Sc. Operation Research

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/M.Sc.-Operations-Research.pdf

20. M.Sc. Physics

Course Link under LOCF-CBCS https://www.ststephens.edu/syllabi-pg/M.Sc-Physics.pdf **Choice Based Credit System (CBCS)**

UNIVERSITY OF DELHI

DEPARTMENT OF ECONOMICS

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

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

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

Course	*Cree	dits
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4 = 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice		
and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary	y)	
Two papers from each discipline of choice		
including papers of interdisciplinary nature	. .	
Optional Dissertation or project v Semester	work in place of one e	lective paper (6 credits) i
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
Tota	l credit= 120	Total = 120
Institute should evolve a Interest/Hobby/Sports/NCC/NSS/related	system/policy courses on its own.	about ECA/

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

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

B.A. Economics

Semester I	Semester II	
Core Economics I: Principles of	Core Economics II: Principles of	
Microeconomics-I	Microeconomics-II	
Semester III	Semester IV	
Core Economics III: Principles of	Core Economics IV: Principles of	
Macroeconomics-I	Macroeconomics-II	
Semester V	Semester VI	
Discipline Specific Elective I	Discipline Specific Elective II	
One of the following:	One of the following:	
 i. DSE 1: Economic Development and Policy in India–I ii. DSE 2: Money and Banking iii. DSE 3: Environmental Economics 	 iv. DSE 3: Economic Development and Policy in India–II v. DSE 4: Economic History of India 1857-1947 vi. Public Finance 	





दिल्ली विश्वविद्यालय University of Delhi

> परिषद शाखा / Council Branch-I कमरा संख्या / Room No.- 212 नया प्रशासनिक खंड / New Administrative Block, दिल्ली / Delhi-110007 दरभाष / Telephone-27001155

Ref. No. CNC-I/ A.C.(1)Res/2017/

Dated : 22.08.2017

Enclosed please find herewith Academic Council Resolution No. 6-3 dated 20-23 June, 2017 and Executive Council Resolution No. 8-3 dated 03.07.2017/14-15.07.2017 alongwith appendix for information and necessary action at your end.

Yours faithfully. Section Officer (Council-I)

The Head Department of English, University of Delhi, Delhi-110007.



UNIVERSITY OF DELHI

ACADEMIC COUNCIL RESOLUTION NO. 6-3 DATED: 20-23 June, 2017

Resolution No. 6-3

 $\underline{6/}$ The Council considered and accepted the following recommendations of the Standing Committee on Academic Matters made at its meeting held on 09.06.2017 and recommended to the Executive Council for approval. The Council also recommended that the consequential amendments to the relevant Ordinance of the University be made accordingly.

6-3/ Resolved that the recommendations of the Faculty of Arts made at its meeting held on 18.07.2016 regarding revision of syllabus of B.A. (Hons.) English. English for B.A./B.Com./B.Sc. Programme and English for B.A.(H)/B.Com.(H)/B.Sc.(H) under Choice Based Credit System (CBCS) by the Department of English be accepted with minor modifications as placed at (Appendix-6).

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परिषद शाखा- (/ Council Branch-I दिल्ली विभवतित्यालय/Upiversity of Delhi चिल्ली प्रियत (Dubri- HUME)



University of Delhi

E.C. Resolution No. 8-3 Dated: 03.07.2017/14-15.07.2017

- **8**/- The Executive Council approved the following recommendations made by the Academic Council at its meeting held on 20th to 23rd June 2017.
 - <u>8-3</u> The Executive Council approved the recommendations of the Faculty of Arts made at its meeting held on 18.07.2016 regarding revision of syllabus of B.A. (Hons.) English, English for B.A./B.Com./B.Sc. Programme and English for B.A. (Hons.)/B.Com (Hons.)/B.Sc. (Hons.) under Choice Based Credit System (CBCS) by the Department of English be accepted as placed at Appendix-XII.



DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007

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11



Structure of BA Honours English

English for BA/ BCom/BSc Programme

and

English for BA(H)/BCom(H)/BSc (H)

under Choice Based Credit System (CBCS)

Syllabus applicable for students seeking admission to the

BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) and under CBCS w.e.f. the academic year 2015-16

WEERS WASSOF

Structure of B. A. Honours English under CBCS

Core Course

Paper Titles	Pa	age No
Sem I		
1. Indian Classical Literature	-	4
2. European Classical Literature	-	4
Sem II		
3. Indian Writing in English	-	5
4. British Poetry and Drama: 14th to 17th Centuries	-	б
Sem III		
5. American Literature	-	7
6. Popular Literature	-	8
7. British Poetry and Drama: 17th and 18th Centuries	-	8
Sem IV		
8. British Literature: 18th Century	-	9
9. British Romantic Literature	-	10
10. British Literature: 19th Century	-	[]
Sem V		
11. Women's Writing	-	11
12. British Literature: The Early 20th Century	-	12
Sem VI		
13. Modern European Drama	-	13
14. Postcolonial Literatures	-	14

Discipline Centric Elective (Any four)

Papers 1-6 will be offered in the 5th semester and Papers 7-13 will be offered in the 6th semester. Students will choose 2 in each semester from at least 4 to be offered by each college.

Paper Titles

1.	Modern Indian Writing in English Translation	-	15	
2.	Literature of the Indian Diaspora	-	16	
З.	British Literature: Post World War II	-	16	
4.	Nineteenth Century European Realism	-	17	
5.	Literary Criticism	-	18	
6.	Science fiction and Detective Literature	-	18	
7.	Literature and Cinema	-	19	
8.	World Literatures	-	20	
9.	Literary Theory	-	21	
10	Partition Literature	-	22	
11	Research Methodology	-	23	
12	. Travel writing	-	24	
13	. Autobiography	-	25	

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MJUNE M

Generic Elective (Any four)

Paper Titles

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1.	Academic Writing and Composition	-	26
2.	Media and Communication Skills	-	26
3.	Text and Performance	-	28
4.	Language and Linguistics	-	30
5.	Contemporary India: Women and Empowerment	-	31
6.	Language, Literature and Culture	-	32
7.	Readings on Indian Diversities and Literary Movements*	-	34

*This course has been added instead of Gender and Human Rights

Ability Enhancement Course (Compulsory)

Paper Titles

1.	English/MIL.	Communication	-	35
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Skill Enhancement Course (Any two)

3

Paper Titles

l.	English Language Teaching	-	37
2.	Soft Skills	-	3.7
3.	Translation Studies	-	38
4.	Creative Writing	-	39
5.	Business Communication	-	39
6.	Technical Writing	-	40

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Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF HINDI

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



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

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

Course	*Credits		
	Paper+ Practical	Paper + Tutorial	
I. Core Course	12X4 = 48	12X5=60	
(12 Papers)			
Two papers – English			
Two papers – MIL			
Four papers – Discipline 1.			
Four papers – Discipline 2.			
Core Course Practical / Tutorial*	12X2=24	12X1=12	
(12 Practicals)			
II. Elective Course	6x4=24	6X5=30	
(6 Papers)			
Two papers- Discipline 1 specific			
Two papers- Discipline 2 specific			
Two papers- Inter disciplinary			
Two papers from each discipline of choice			
and two papers of interdisciplinary nature.			
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6	
(6 Practical/ Tutorials*)			
Two papers- Discipline 1 specific			
Two papers- Discipline 2 specific			
Two papers- Generic (Inter disciplinary	y)		
Two papers from each discipline of choice			
including papers of interdisciplinary nature	2.		
Ontional Dissertation or project y	work in place of one el	lective naner (6 credits) in (
Semester			
III. Ability Enhancement Courses			
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4	
(2 Papers of 2 credits each)			
Environmental Science			
English Communication/MIL			
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8	
(Skill Based)			
(4 Papers of 2 credits each)			
· · · · · · · · · · · · · · · · · · ·			
Tota	l credit= 120	Total = 120	
Institute should evolve a	avatom/nalia-	about ECA/	

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

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

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

सी.बी.सी.एस.

(चयन-आधारित क्रेडिट पद्धति)

बी.ए.⁄बी.कॉम. (प्रोग्राम) पाठ्यक्रम

सेमेस्टर-1		
1.1	हिंदी भाषा और साहित्य का इतिहास (Core Course-1)	
1.2	हिंदी योग्यता संवर्द्धक पाठ्यक्रम Language-MIL/English Comm. (AECC)	
	सेमेस्टर-2	
2.1	हिंदी कविता (मध्यकाल और आधुनिक काल) (Core Course-2)	
2.2	आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – क/ ख/ ग Language-MIL/English-1	
	सेमेस्टर-3	
3.1	हिंदी कथा साहित्य (Core Course-3)	
3.2	हिन्दी कौशल-संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One)	
	(क) रचनात्मक लेखन	
	अथवा	
	(ख) भाषा शिक्षण	
	अथवा	
	(ग) कार्यालयी हिंदी	
	सेमेस्टर-4	
4.1	अन्य गद्य विधाएँ (Core Course-4)	
4.2	आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – क/ ख/ ग	
	Language-MIL/English-2	
4.3	हिन्दी कौशल संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One)	
	(क) भाषायी दक्षता	
	अथवा	
	(ख) विज्ञापन और हिंदी भाषा	
	अथवा	
	(ग) कम्प्यूटर और हिंदी भाषा	

	सेमेस्टर-5		
5.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1)		
	(क) हिंदी भाषा का व्यावहारिक व्याकरण		
	अथवा		
	(ख) हिंदी का मौखिक साहित्य और उसकी परम्परा		
	अथवा		
	(ग) हिंदी रंगमंच		
5.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One)		
	(क) अनुवाद : व्यवहार और सिद्धांत		
	अथवा		
	(ख) जनपदीय साहित्य		
	सेमेस्टर-6		
6.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-2)		
	(क) साहित्य चिंतन		
	अथवा		
	(ख) कोश विज्ञान : शब्दकोश और विश्वकोश		
	अथवा		
	(ग) विशेष अध्ययन : एक प्रमुख साहित्यकार		
6.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One)		
	(क) अस्मितामूलक अध्ययन और हिंदी साहित्य		
	अथवा		
	(ख) हिंदी सिनेमा और उसका अध्ययन		

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF HINDI

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

- **1.** Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
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Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

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	Paper+ Practical	Paper + Tutorial	
I. Core Course	12X4 = 48	12X5=60	
(12 Papers)			
Two papers – English			
Two papers – MIL			
Four papers – Discipline 1.			
Four papers – Discipline 2.			
Core Course Practical / Tutorial*	12X2=24	12X1=12	
(12 Practicals)			
II. Elective Course	6x4=24	6X5=30	
(6 Papers)			
Two papers- Discipline 1 specific			
Two papers- Discipline 2 specific			
Two papers- Inter disciplinary			
Two papers from each discipline of choice			
and two papers of interdisciplinary nature.			
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6	
(6 Practical/ Tutorials*)			
Two papers- Discipline 1 specific			
Two papers- Discipline 2 specific			
Two papers- Generic (Inter disciplinary	y)		
Two papers from each discipline of choice			
including papers of interdisciplinary nature	2.		
Ontional Dissertation or project y	work in place of one el	lective naner (6 credits) in (
Semester			
III. Ability Enhancement Courses			
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4	
(2 Papers of 2 credits each)			
Environmental Science			
English Communication/MIL			
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8	
(Skill Based)			
(4 Papers of 2 credits each)			
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Tota	l credit= 120	Total = 120	
Institute should evolve a	avatom/nalia-	about ECA/	

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

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

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(CHOICE BASED CREDIT SYSTEM)

बी.ए. (प्रोग्राम) प्रयोजनमूलक हिंदी पाठ्यक्रम (2015-2016 से लागू)

दिल्ली विश्वविद्यालय, दिल्ली

सेमेस्टर - I

1.1 हिंदी भाषा : अनुप्रयोग के क्षेत्र	(Core Discipline-1)
1.2 हिंदी भाषा योग्यता संवर्द्धक पाठ्यक्रम	(Language - MIL/English Comm., AECC)
सेमेस्टर - II	
2.1 हिंदी भाषा : कार्यालयी लेखन	(Core Discipline-2)
2.2 आधुनिक भारतीय भाषा : भाषा और साहित्य क/ख/ग (Language - MIL/English-1)	
सेमेस्टर - III	
3.1 प्रयोजनमूलक हिंदी : अनुवाद और अनुवाचन (Core Discipline-3)	
3.2 कौशल संवर्द्धक पाठ्यक्रम	(Skill Enhancement Course, Any One)
(क) लेखन कौशल : विस्तार एवं संभावनाएं	
अथवा	
(ख) वब पत्रकारिता	
सेमेस्टर - IV	
4.1 हिंदी अनुप्रयोग : तकनीकी संसाधन एवं उपल	करण (Core Discipline-4)

4.2 आधुनिक भारतीय भाषा - हिंदी गद्य : उद्भव और विकास - क/ख/ग (Language MIL/English-2)

- 4.3 कौशल संवर्द्धक पाठ्यक्रम (Skill Enhancement Course, Any One)
 - (क) हिंदी शिक्षण

अथवा

(ख) पारिभाषिक शब्दावली एवं कोश विज्ञान

सेमेस्टर - V

- 5.1 विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1, Any One)
 - (क) मनोरंजन-उद्योग और हिंदी

अथवा

- (ख) हिंदी के विविध रूप
- 5.2 सामान्य ऐच्छिक पाठ्यक्रम (Generic Elective-1, Any One)
 - (क) कम्प्यूटर और हिंदी

अथवा

(ख) विज्ञापन, बाज़ार और हिंदी

सेमेस्टर - VI

- 6.1 विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-2, Any One)
 - (क) सृजनात्मक लेखन : सिद्धांत और व्यवहार

अथवा

- (ख) विज्ञान, तकनीक, प्रोद्योगिकी और हिंदी
- 6.2 सामान्य ऐच्छिक पाठ्यक्रम (Generic Elective-2, Any One)
 - (क) हिंदी में कार्टून, डबिंग और ग्राफिक बाल कथाएँ

अथवा

(ख) जनमाध्यम और हिंदी

Revised

demic Council d:19.07.2016 ution No.-10

हिंदी-विभाग दिल्ली विश्वविद्यालय



अनिवार्य हिंदी परीक्षा

Compulsory Hindi in Test (स्नातक स्तर के विद्यार्थियों के लिए)

चयन-आधारित क्रेडिट पद्धति (जुलाई, 2016 से आरंभ)

परीक्षा-योजना तथा पाठ्यक्रम

सेमेस्टर-। : जुलाई 2016 - दिसंबर, 2016 सेमेस्टर- ॥ : जनवरी 2017 - मई, 2017

स्नातक समिति की बैठक में दिनांक 13 अक्तूबर, 2015 को स्वीकृत एवं संस्तुत।



1

हिंदी विभाग दिल्ली विश्वविद्यालय

2

दिल्ली विश्वविद्यालय के किसी भी पाठ्यक्रम के स्नातक स्तर के विद्यार्थियों के लिए एक प्रश्न पत्र 'अनिवार्य हिंदी परीक्षा' का रखा गया है। इस संबंध में अधिनियम V 2 (ए) तथा परिशिष्ट III को देखा जा सकता है। यह पाठ्यक्रम नॉन क्रेडिट किन्तु क्वालिफाइंग पाठ्यक्रम है। उन सभी भारतीय विद्यार्थियों को यह पाठ्यक्रम अनिवार्यत: उत्तीर्ण करना होगा जिन्होंने 8वीं कक्षा तक हिंदी की परीक्षा उत्तीर्ण नहीं की है। ऐसे अभ्यर्थियों को इस पाठ्यक्रम को उत्तीर्ण किए बिना स्नातक स्तर की उपाधि नहीं दी जाएगी। इस पाठ्यक्रम में शिक्षण व्यवस्था 4+1 पीरियड प्रतिसप्ताह के अनुसार होगी। 4 कक्षाएँ एवं 1 ट्यूटोरियल रहेगा। पाठ्यक्रम सेमेस्टर सिस्टम के अनुसार होगा। पूरा पाठ्यक्रम दो सेमेस्टर में पढाया जाएगा।

यह अनिवार्यता उपयोगिता पर आधारित है। हिंदी भारत की राजभाषा के साथ-साथ संपर्क भाषा भी है। उसकी आवश्यकता जीवन के सभी संदर्भों में होती है। यह पाठ्यक्रम उन विद्यार्थियों के लिए अनिवार्य होगा जो भारतीय नागरिक हैं और जिन्होंने हिंदी में आठवीं कक्षा तक की भी योग्यता अर्जित नहीं की है। इसका लक्ष्य विद्याधियों को कम से कम उस स्तर के हिंदी ज्ञान से सम्पन्न करवाना है, जिसके आधार पर वे अपने व्यावहारिक जीवन में हिंदी भाषा का सफलतापूर्वक प्रयोग कर सकें। इस लक्ष्य की प्राप्ति के लिए पाठ्यक्रम का बल हिंदी भाषा शिक्षण पर अधिक है। पाठ्यक्रम को रोचक बनाने के लिए कुछ ऐसी रचनाओं का भी समावेश किया गया है, जिनसे विद्यार्थियों को हिंदी भाषा सीखने में सुगमता हो।



Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF HISTORY

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- **3.** Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
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Course	*Crea	lits
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4 = 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice		
and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary	y)	
Two papers from each discipline of choice		
including papers of interdisciplinary nature	2.	
Ontional Dissertation or project y	work in place of one el	lective naner (6 credits) in (
Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
· · · · · · · · · · · · · · · · · · ·		
Tota	l credit= 120	Total = 120
Institute should evolve a	avatom /n alia	about ECA/

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

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

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

Structure of B.A (Programme) History

Core Courses-4

- 1. History of India from the Earliest Times upto 300 CE
- 2. History of India from C.300 to 1206.
- 3. History of India from C. 1206 to 1707
- 4. History of India from 1707 to 1950

Discipline Specific Elective (DSE) Any Two

- 1. Patterns of Colonialism in the World: 15TH TO 19 Centuries.
- 2. National liberation Movements in 20th Century World.
- 3. Some Aspects of European History: C.1780-1945.
- 4. Patterns of Capitalism in Europe: C.16^{TH Century} to early 20th Century
- 5. Paper-5: Some Aspects of Society & Economy of Modern Europe: 15 18 Century
- 6. Political History of Modern Europe: 15 th-18th Century

Generic Elective (Inter-Disciplinary) Any Two

- 1. Women Studies in India.
- 2. Women in Politics & Governance.
- 3. Some Perspectives on Women's Rights in India.
- 4. Gender and Education in India.
- 5. History of Indian Journalism: Colonial &Post Colonial Period.

Paper 6.CULTURES IN THE INDIAN SUBCONTINENT

- 1. Ability Enhancement Elective Course (AEEC) Any Four
- 2. Historical Tourism: Theory & Practice
- 3. Museums & Archives in India
- 4. Indian History & Culture
- 5. Ethnographic Practices in India: Tradition of Embroidery; TextileMaking, Knitting, Handicrafts
- 6. An Introduction to Archaeology
- 7. Documentation & Visual Culture
- 8. Orality and Oral Culture in India



Ref. No. CNC-I/2016-17/

दिल्ली विश्वविद्यालय University of Delhi

> परिषद शाखा / Council Branch-I कमरा संख्या / Room No.- 212 नया प्रशासनिक खंड / New Administrative Block,

> > दिल्ली / Delhi-110007

दूरभाष / Telephone-27001075 Dated: 20th September, 2016

NOTIFICATION

The Academic Council at its meeting held on 19-20 July 2016 made the following resolutions:

 $\frac{7.7}{7.8}$ The Council in principle accepted the recommendations of the Standing

- Committee regarding the syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Hons.) History under the Choice Based Credit System, syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Programme) History under the Choice Based Credit System, subject to the following:
 - 1. The Head, Department of History would incorporate the suggestions made by the members of the Academic Council.
 - Contents of various courses need to be elaborated, wherever applicable.
 Books in Hindi medium and from other ladies and
 - 3. Books in Hindi medium and from other Indian authors relevant to the contents of the various courses be added.

The Council decided to record that the Department concerned shall bear the responsibility for the contents of the syllabus.

Further, the Council authorized the Vice-Chancellor to take appropriate action in the matter including accord of approval to the syllabus of B.A. (Hons.) History and B.A. (Programme) History after the compliance of above suggestions.

Following this, the Committee of Courses, Department of History at its meetings held on 12.08.2016, 17.08.2016 and 18.09.2016 revised the syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 incorporating the suggestions made by the members of the Academic Council.

The Vice-Chancellor on 19.09.2016 approved the same for implementation with immediate effect.

{Revised syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 details are uploaded on the Delhi University website <u>www.du.ac.in</u> under Study at DU →Courses/Syllabi: http://du.ac.in/du/index.php?page=cbcs-syllabus (Faculty of Social Sciences/History)}

REGISTRAR



Revised BA Programme History CBCS Syllabus 2016

As approved by the Academic Council on 19th July, 2016 [Item No. 4.03.8; A.C – 19.07.2016]

Revised BA ProgrammeHistory CBCS Courses 2016

Core Courses:

CC I: History of India from earliest times up to c. 300 CE CC II: History of India, c. 300 to 1200 CC III: History of India, c. 1200-1700 CC IV: History of India, c. 1700-1950

Discipline Specific Electives:

DSE I: Cultural Transformations in Early Modern Europe-I (1500-1800) DSE II: Capitalism and Colonialism-I (16th to mid19th Century) DSE III: Issues in World History-I (the 20th Century) DSE IV: Cultural Transformations in Early Modern Europe-II (1500-1800) DSE V: Capitalism and Colonialism-II (mid19th to 20th century) DSE VI: Issues in World History-II (the 20th Century)

Generic Electives

GE I: Women in Indian History GE II: Gender in the Modern World GE III: Cultural Diversity in India GE IV: Environmental Issues in India GE V: Inequality and Difference GE VI: Delhi through the Ages

Skill Enhancement Courses

SEC I: History and Tourism SEC II: Introducing Indian Art SEC III: An Introduction to Archaeology SEC IV: Archives and Museums SEC V: Crafts and Artisans: Living Traditions SEC VI: Popular Culture SEC VII: Body and Healing in India

History course to be offered in lieu of MIL: Cultural Diversity in India (GE III)

Sequence of Revised CBCS BA (Programme) Courses (2016 onwards)

Semester	Core	Discipline Specific Elective - Any Two	Skill Enhancement Courses - Any Four	Generic Elective - Any Two
Semester 1	Core 1 History of India from earliest times to c. 300 CE			
Semester 2	Core 2 History of India, c. 300-1200			
Semester 3	Core 3 History of India, c. 1200-1700		Paper 1: History and Tourism	
Semester 4	Core 4 History of India, c. 1700-1950		Paper 2: Introducing Indian Art OR Paper 3: An Introducion to Archaeology	
Semester 5		Paper 1: Cultural Transformations in Early Modern Europe- I (1500-1800) OR Paper 2: Capitalism and Colonialism- I (16th to mid 19thCentury OR Paper 3: Issues in World History- I (the 20th Century)	Paper 4: Archives and Museum OR Paper 5: Crafts and Artisans: Living Traditions	Paper 1: Women in Indian History OR Paper 2: Gender in the Modern World OR Paper 3: Cultural Diversity in India
Semester 6		Paper 4: Cultural Transformations in Early Modern Europe- II (1500-1800) OR Paper 5: Capitalism and Colonialism- II (mid 19th to 20th Century) OR Paper 6: Issues in World History- II (the 20th Century)	Paper 6: Popular Culture OR Paper 7: Body and Healing in India	Paper 4: Environmental Issues in India OR Paper 5: Inequality and Difference OR Paper 6: Delhi through the Ages

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PHILOSOPHY

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

- **1.** Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
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 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
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 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
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Course	*Crea	lits
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4 = 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice		
and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary	y)	
Two papers from each discipline of choice		
including papers of interdisciplinary nature	2.	
Ontional Dissertation or project y	work in place of one el	lective naner (6 credits) in (
Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
· · · · · · · · · · · · · · · · · · ·		
Tota	l credit= 120	Total = 120
Institute should evolve a	avatom /n alia	about ECA/

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

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CHOICE BASED CREDIT SYSTEM

B.A. (PROGRAMME) PHILOSOPHY

	1	1	1	1	
	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
Ι	English/MIL-1				INDUCTIVE LOGIC
	DSC – 1 A • LOGIC				
	DSC -2 A				
П	MIL/English – 1				FUNDAMENTAL OF INDIAN PHILOSOPHY
	DSC 1 B • ETHICS				
	DSC 2 B				
III	English/MIL-1		ETHICAL DECISION MAKING		TECNOLOGY AND ETHICS
	DSC 1 C • INDIAN PHILOSOPHY				
	DSC 2 C				
IV	MIL/English – 1		Yoga Philosophy		PHILOSOPHICAL THOUGHT OF AMBEDKAR
	DSC 1 D WESTERN PHILOSOPHY				
	DSC 2 D				
v				DSE 1 A, 2A, 1 B & 2 B 1. Philosophy of Religion	
				 Applied Ethics Social and Political philosophy 	
		4. Feminism5. Aesthetics		 Feminism Aesthetics 	
VI				 Buddhism Jainism Vedic value system Greek Philosophy 	

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF POLITICAL SCIENCE

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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CHOICE BASED CREDIT SYSTEM (CBCS):

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

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Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice		
and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary	y)	
Two papers from each discipline of choice		
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Ontional Dissertation or project y	work in place of one el	lective naner (6 credits) in (
Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
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CHOICE BASED CREDIT SYSTEM

B.A (Programme) POLITICAL SCIENCE

LIST OF PAPERS AND COURSES

- A) **DISCIPLINE SPECIFIC CORE COURSE (4)**
- 1. Paper I- Introduction to Political Theory
- 2. Paper-II Indian Government and Politics
- 3. Paper-III- Comparative Government and Politics
- 4. Paper-IV- Introduction to International Relations
- B) <u>CORE/ FOUNDATION (Compulsory)</u> (4)
 - ENGLISH (2)
 - MIL (2)
- c) Ability Enhancement (Compulsory) (2)
 - ENGLISH/MIL (Communication)
 - ENVIRONMENTAL SCIENCE
- D) Ability Enhancement (Elective) Skill Based (4)
 - 1) Legislative Support
 - 2) Public Opinion and Survey Research
 - 3) Democratic Awareness Through Legal Literacy
 - 4) Conflict and Peace Building Peace
- E) Discipline Specific Elective Course(2)
 - 1) Themes in Comparative Political Theory
 - 2) Administration and Public Policy: Concepts and Theories
 - 3) Democracy and Governance
 - 4) Understanding Globalization
- F) <u>Generic Elective -2 (Interdisciplinary): (2)</u>
- 1) Reading Gandhi
- 2) Human Rights Gender and Environment

Choice Based Credit System

B.A PROGRAMME POLITICAL SCIENCE

S.No	SEMESTER-I	COURSE	PAPER	
1.1	Subject-I Political Science-1	Discipline Specific Core	Introduction to Political Theory	DSC I A
1.2	Subject-II(Any Other)	Discipline Specific Core		DSC II A
1.3	ENGLISH	CORE (COMPULSORY)		CC
1.4	ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE	Ability Enhancement (Compulsory)		AEEC
	SEMESTER-II			
2.1	Subject-I Political Science-2	Discipline Specific Core	Indian Government and Politics	DSC I B
2.2	Subject-II(Any Other)	Discipline Specific Core		DSC II B
2.3	MIL	CORE (COMPULSORY)		CC
2.4	ENGLISH/MIL(Communication) / ENVIRONMENTAL SCIENCE	Ability Enhancement (Compulsory)		AECC
	SEMESTER-III			
3.1	Subject-I Political Science-3	Discipline Specific Core	Comparative Government and Politics	DSC I C
3.2	Subject-II(Any Other)	Discipline Specific Core		DSC II C
3.3	ENGLISH	CORE(COMPULSORY)		CC
3.4	Skill Based-1	Ability Enhancement (Elective)	Legislative Support	AEEC (1)
	SEMESTER-IV			
4.1	Subject-I	Discipline Specific Core	Introduction to	DSC I D

	Political Science-4		International	
			Relations	
4.2	Subject-II(Any Other)	Discipline Specific Core		DSC II D
4.3	MIL	CORE(COMPULSORY)		CC
4.4	Skill Based-2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AEEC (2)
	SEMESTER-V			
5.1	Skill Based-3	Ability Enhancement (Elective)	Democratic Awareness ThroughLegal Literacy	AEEC (3)
5.2	Discipline Specific Elective Course-I Political Science	A)Themes in Comparative Political Theory		DSE- 1A
		B) Administration and Public Policy: Concepts and Theories		
5.3	Discipline Specific Elective Course-II	From Second Discipline/ Subject		DSE- 2A
5.4	Generic Elective-I (Interdisciplinary) Any One	Reading Gandhi		GE-I
		From Second Discipline/Subject Based		
	SEMESTER-VI			
6.1	Skill Based-4	Ability Enhancement (Elective)	Peace and Conflict Resolution	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science	A) Democracy and Governance		DSE- 1B
		B) Understanding Globalization		
6.3	Discipline Specific Elective Course-II	From Second Discipline/ Subject		DSE- 2B

6.4	GenericElective(Interdisciplinary) Any One	-11	Human Rights Gender and Environment	GE-II	
			From Second Discipline Based		

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

FACULTY OF INTER-DISCIPLINARY AND APPLIED SCIENCES

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

- **1.** Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
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Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Course	*Crea	lits
	Paper+ Practical	Paper + Tutorial
I. Core Course	12X4 = 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
II. Elective Course	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice		
and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary	y)	
Two papers from each discipline of choice		
including papers of interdisciplinary nature	2.	
Ontional Dissertation or project y	work in place of one el	lective naner (6 credits) in (
Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
· · · · · · · · · · · · · · · · · · ·		
Tota	l credit= 120	Total = 120
Institute should evolve a	avatom/nalia-	about ECA/

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

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

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

CHOICE BASED CREDIT SYSTEM

Syllabus for B.A. Programme with Physical & Health Education

(40 Credits Programme)

Discipline Specific Core Courses (DSC) 24 Credits				
SEMESTER-I	SEMESTER-II			
Core Physical Education (DSC-I): Introduction to	Core Physical Education (DSC-II): Fitness,			
Physical Education in the Contemporary Context	Wellness & Nutrition			
06 Credits	06 Credits			
+ Other Discipline DSC's	(As per students choice)			
SEMESTER-III	SEMESTER-IV			
Core Physical Education (DSC-III): Health	Core Physical Education (DSC-IV): Posture,			
Education, Anatomy and Physiology	Athletic Care and First Aid			
06 Credits	06 Credits			
+ Other Discipline DSC's	(As per students choice)			
Discipline Specific	Flectives (DSF)			
	12 Credits			
SEMESTER-V	SEMESTER-VI			
Discipline Specific Electives (DSE-I)	Discipline Specific Electives (DSE-II)			
Opt any one of the Following:-	Opt any one of the Following:-			
DSE (i) Sports for All	DSE (i) Media and Careers in Physical Education			
DSE (ii) Sports Psychology	DSE (ii) Balanced Education			
DSE (iii) Sports Administration & Management	DSE (111) Measurement and Evaluation			
06 Credits each	06 Credits each			
+ Other Discipline DSE's	(As per students choice)			
Skill Enhancemen	<u>it Courses (SEC)</u>			
	04 Credits			
SEMESTER-V	SEMESTER-VI			
Skill Enhancement Courses (SEC-1)	Skill Enhancement Courses (SEC-II)			
Opt any one of the Following:-	Opt any one of the Following:-			
SEC (i) Weilness & Fitness SEC (ii) Menagement of Acrohice & Crown Training	SEC (i) Yoga Skills			
SEC (ii) Management of Aerobics & Group Training	SEC (ii) Sports Journalism			
SEC (III) whonsuc reisonanty Development	SEC (III) Sports industry & Marketing			
02 Credits each	02 Credits each			
+ Other Discipline SEC's	(As per students choice)			

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF URDU

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses

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

Course	*(Credits	
			==
* I. Core Course	Paper- Practical	Paper + Tutoria	1
(12 Papers)	12X4=48	12X5=60	
Two papers - English			
Two papers - MIL	•		
Four papers - Discipline 1			
Four papers - Discipline 2			
Core Course Practical / Tutorial*	12302 24		
(12 Practicals)	12A2=24	12X1=12	
		·	
II. Elective Course	6	.v	
(6 Papers)	0x4=24	6X5=30	
Two papers- Discipline Lengoific			
Two papers- Discipline 2 specific			
Two papers- Inter disciplinary			
Two papers from each discipling of a	hoice	•	
and two papers of interdisciplinary ha	nonce	•	
Elective Course Practical / Tutorial			
(6 Practical/ Tutorials*)	0 A 2=12	6X1 = 6	
Two papers-Discipline 1 specific	u.		
Two papers- Discipline 2 specific			
Two papers- Generic (Inter discip)	lin or a		
Two papers from each discipling of ch	uniary)		
including papers of interdisciplinary p	ioice	*	
 Optional Dissertation on participation 		·	
Semester	fect work in place of one	elective paper (6 credits) in	6 th
III Ability Enhancement C			
1. Ability Enhancement Courses	0.57.5		
(2 Papers of 2 credite analy)	2 X 2=4	2 X 2=4	
Environmental Science			
(English Communication /ATT)			
2. Ability Enlighcommet-Plant	4.36.00 ~	· · · · ·	
(Skill Based)	4 X 2=8	4 X 2=8	
(4 Paners of 2 credite moth)			
(*************************************		. ·	
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ĩ	otal credit= 120	Total = 120	

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Core I	Papers				
B.A. (Prog.) &	B.Com (Prog.)				
MÖDERN INDIAN I	ANGUAGES (MIL)				
Semest	ert [/]]				
Core - MI	L Urdu A				
- Study of Modern Urd	lu Prose and Poetry I				
Core- MIL Study of Medane Had	Urdu B				
Core- MIL	- 1)rdu C				
Urdu N	Visab I				
Semestě	r: 11//N				
Core - MI	L Urdu A				
Study of Modern Fiction- Novel, Short Story					
Core-MIL Urdu B					
Core- MIL 11rdn C					
. Urdu N	isab II				
DISCIPLINE SPEC	IFIC CORE (DSC)				
Semester: 1	Semester :: 11				
DSC - I	DSC - II				
Study of Modern Poetry	Study of Modern Prose				
Semester : 111	Semester : IV				
DSC - III	DSC - IV				
Study of Classical Poetry	Study of Classical Prose				
-					

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Economics Courses

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

Executive Council

Date:

No:

No:

CONTENTS

Discipline Core Courses	
Principles of Microeconomics I (PD11)	1
Principles of Microeconomics II (PD21)	2
Principles of Macroeconomics I (PD31)	4
Principles of Macroeconomics II (PD41)	5
Discipline Elective Courses	
Environmental Economics (PDE51)	7
Money and Banking (PDE52)	8
Economic Development & Policy in India I (PDE53)	9
Public Finance (PDE61)	11
Economic Development & Policy in India II (PDE62)	12
Economic History of India (PDE63)	14
Generic Elective Courses	
Principles of Microeconomics (PGE51)	16
Issues in Economic Development (PGE52)	17
Principles of Macroeconomics (PGE61)	
The Indian Economy (PGE62).	20
Skill Enhancement Courses	
Understanding Economic Survey and Union Budget (PS31)	22
Research Methodology (PS41)	23
Data Analysis (PS51)	24

DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007



Structure of BA Honours English English for BA/ BCom/BSc Programme and English for BA(H)/BCom(H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education

SEMESTER 1

Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A. English Discipline and Generic Electives (GE)

Syllabus applicable for students seeking admission to the BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF w.e.f. the academic year 2019-20

SEMESTER I				
CORE COURSE	CORE 1	Indian Classical Literature		
	CORE 2	European Classical Literature		
ABILITY ENHANCEMENT COURSE COMPULSORY(AECC)	AECC1	AECC English		
GENERIC ELECTIVE	GE 1	Academic Writing and Composition		
	GE 2	Media and Communication Skills		
	GE 3	Text and Performance: Indian Performance Theories and Practices		
	GE 4	Language and Linguistics		
	GE 5	Readings on Indian Diversities and Literary Movements		
	GE 6	Contemporary India: Women and Empowerment		
	GE 7	Language, Literature and Culture		
	GE 8	Comic Books and Graphic Novels		
	GE 9	Cinematic Adaptations of Literary Texts		
	GE 10	Indian English Literatures		
	GE 11	Bestsellers and Genre Fiction		
	GE 12	Culture and Theory		
	GE 13	Marginalities in Indian Writing		
	GE 14	The Individual and Society		
	GE 15	Text and Performance: Western Performance Theories and Practices		
	GE 16	Literature and the Contemporary World		

Structure of B. A. Honours English under LOCF

CORE COURSE

Paper	Titles	Page
Sem I		
1.	Indian Classical Literature	5
2.	European Classical Literature	8

GENERIC ELECTIVE (GE) COURSE

(Any four for Honours students (Semesters 1,2,3,4) and any two for B.A/B.Com Programme students(Semesters 5,6))

Paper Titles

Page

1.	Academic Writing and Composition	11
2.	Media and Communication Skills	13
3.	Text and Performance: Indian Performance Theories and	
	Practices	16
4.	Language and Linguistics	19
5.	Readings on Indian Diversities and Literary Movements	21
6.	Contemporary India: Women and Empowerment	23
7.	Language, Literature and Culture	27
8.	Comic Books and Graphic Novels	30
9.	Cinematic Adaptations of Literary Texts	33
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11.	Bestsellers and Genre Fiction	37
12.	Culture and Theory	39
13.	Marginalities in Indian Writing	41
14.	The Individual and Society	45
15.	Text and Performance: Western Performance	
	Theories and Practices	47
16.	Literature and the Contemporary World	50

AECC

Paper Title: AECC English52-56Unit 1: IntroductionUnit 2: Language of CommunicationUnit 2: Language of CommunicationUnit 3: Speaking SkillsUnit 3: Speaking SkillsUnit 4: Reading and UnderstandingUnit 5: Writing SkillsB. A. & B. COM. PROGRAMME(CORE ENGLISH LANGUAGE)57-74

Note for Visually Impaired Students

For visually impaired students to be able to take some of these papers, a number of supplementary readings are offered. These are to be read/discussed in connection with the texts in the classroom, so as to create a sustainable and diverse model of inclusive pedagogy. For visually impaired students, this set of readings will also be treated as primary, and may be examined as such. The supplementary readings may be used as theorizations or frameworks for understanding the course.

For purposes of assessment/ evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/ forms of knowledge on the same texts.

हिंदी विभाग दिल्ली विश्वविद्यालय दिल्ली



<u>बी.ए. (प्रोग्राम) पाठ्यक्रम</u>

चयन-आधारित क्रेडिट पद्धति (LOCF)

(जुलाई, 2019 से आरंभ)
सी.बी.सी.एस.

(चयन-आधारित क्रेडिट पद्धति)

(LOCF)

<u>बी.ए. (प्रोग्राम) पाठ्यक्रम</u>

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

4.3	हिन्दी कौशल संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One)
	(क) भाषायी दक्षता BAPHSEC04
	अथवा
	(ख) विज्ञापन और हिंदी भाषा BAPHSEC05
	अथवा
	(ग) कम्प्यूटर और हिंदी भाषा BAPHSEC06
	सेमेस्टर-5
5.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1)
	(क) हिंदी भाषा का व्यावहारिक व्याकरण BAPHDSE01
	अथवा
	(ख) हिंदी का मौखिक साहित्य और उसकी परम्परा BAPHDSE02
	अथवा
	(ग) हिंदी रंगमंच BAPHDSE03
5.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम(Generic Elective; Any One)
	(क) अनुवाद : व्यवहार और सिद्धांत BAPHGE01
	अथवा
	(ख) जनपदीय साहित्य BAPHGE02
	सेमेस्टर-6
6.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-2)
	(क) साहित्य चिंतन BAPHDSE04
	अथवा
	(ख) कोश विज्ञान : शब्दकोश और विश्वकोश BAPHDSE05
	अथवा
	(ग) विशेष अध्ययन : एक प्रमुख साहित्यकार
	■ कबीर BAPHDSE06
	■ तुलसीदास BAPHDSE0601
	 प्रेमचंद BAPHDSE0602
	 निराला BAPHDSE0603
6.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One)
6.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One) (क) अस्मितामूलक अध्ययन और हिंदी साहित्य BAPHGE03
6.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One) (क) अस्मितामूलक अध्ययन और हिंदी साहित्य BAPHGE03 अथवा

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 1ST SEMESTER PAPERS

B.A. HISTORY HONOURS

DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's ancient past – from prehistoric times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss he landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Course Content:

Unit I: Reconstructing ancient Indian history

[a] The Indian subcontinent: landscapes and environments

[b] Sources of historical reconstruction (up to 600 BCE)

[c] Changing historiography

[d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers

[a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern

[b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy

[c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production

The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

Unit IV: The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

Unit V: Cultures in transition up to c. 600 BCE

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

a) North India

b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India.(Teaching Time: 2weeks Approx.)

• Allchin, B., and R. Allchin.(1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters- 1 & 2.)

- Arunachalam, B. (2013). "Geography and Environment" in *Prehistory of India, A Comprehensive History of India*, vol. 1, Part 1.New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)
- Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices.(**Teaching Time: 3weeks Approx.**)

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking. (Chapters 3, 4 & 5.)
- Chattopadhyaya, U. C. (1996). "Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*, vol. 27(3), pp. 461-476
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman.(Chapter 2, pp. 58-93.) (Available in Hindi)
- Neumayer, Erwin. (2014). "Rock Paintings of the Mesolithic Period" in Shonaleeka Kaul (Ed.). *Cultural History of Early South Asia: A Reader*. Delhi: Orient Blakswan. Pp. 55-88.

Unit III. This unit seeks to understand the beginnings of organized food production in the pre-historic times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women.(**Teaching Time: 3 weeks Approx.**)

- Allchin, B., and R. Allchin.(1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 5.)
- Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press. PP. 41-116.
- Singh, Upinder.(2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 3, pp. 94- 131.) (Available in Hindi)

Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied.(**Teaching Time: 3 weeks Approx.**)

- Allchin, B., and R. Allchin.(1997).Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113-222)
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261)
- Lahiri, Nayanjot, ed. (2000).*The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132-181.) (Available in Hindi)
- Thaplyal, K. K. and Sankata Prasad Shukla.(2003). Sindhu Sabhyata (सिंधु सभ्यता). Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363

Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period.(**Teaching Time: 3 weeks Approx.**)

- Allchin, Bridget and Raymond.(1982).*The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229-346.
- Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
- Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (Also available in Hindi)
- Sharma, R.S. (1983).*Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22- 88) (Also available in Hindi)

- Singh, Upinder.(2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter V, pp. 182-255.) (Also available in Hindi)
- Thapar, Romila.(1984).*From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press. (PP. xi xliii.)

Suggested Readings:

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States.* Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D.K. (2006).*The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India*: A Comprehensive History of *India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). Prehistory, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). The Indus Civilization. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)
- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Moorti, U.S. (1994).*Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Neumayer, E. (1993).*Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.
- Pathak, V. S.(1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2015).*Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.

- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010).*The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.

Teaching Learning Process:

Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline the ways in which various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiographical changes reflected in the assigned readings.

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

Keywords:

Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.

Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to a more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history - social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but interlinked history of humanity is therefore the prime objective of this Course.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Course Content:

Unit-I: Evolution of humankind and Palaeolithic cultures

- a. Comprehending prehistory and history: issues and interpretative frameworks
- b. Environmental context of human evolution
- c. Biological evolution of hominins
- d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic

- a. Mesolithic as a transitional stage in prehistory
- Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic

- a. Debating the origins of food production climate change; population pressure; ecological choices; cognitive reorientations
- b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
- c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age

Note: Rubrics b, c and d are to be based on any one case study:

Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).

- a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution' and 'State'
- b. Ecological context of early civilizations
- c. Aspects of social complexity: class, gender and economic specialization
- d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium

Unit-VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I:This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Hominines.(**Teaching Time: 3 weeks Approx.**)

- Bogucki, P. (1999).*The Origins of Human Society*. Wiley-Blackwell 1999, Chapter 2, pp. 29-77.
- Carr, E.H. (1961/1991). "The Historian and his facts", in E.H. Carr, *What is History*? Penguin Modern Classics (2ndEdn.), pp.7-30.
- Childe, V.G. (1942/1971). "Archaeology and History", Chapter 1, in V.G. Childe, *What Happened in History*? Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). *The People of the Earth: An Introduction to World Pre-history*. (15thedn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- कार, E.H.(1976).'इतिहासकर और उसके तथ्य', E.H. कार, इतिहास क्या है? में अध्याय 1, मेकमिलन पब्लिकेशन (हिन्दी अनुवाद, 1976).
- चाइल्ड,V.गॉर्डन,इतिहास का इतिहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड,V.गॉर्डन. (2019) औजारों का इतिहास (अनुवाद सुशील कुमार), दिल्ली: गार्गी प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
- मजूमदार, D.N तथा गोपाल शरण, प्रागितिहास, दिल्ली विश्वविद्यालय, हिन्दी माध्यम कार्यान्वन निर्देशलय.

Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals.(**Teaching Time: 3 weeks Approx.**)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127-159.
- Price, T.D. (1991). "The Mesolithic of Northern Europe", Annual Review of Anthropology, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef.* Oxbow Books, pp. 185-222

- Zvelebil, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press1989, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life.(**Teaching Time: 3 weeks Approx.**)

- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019).*The People of the Earth: An Introduction to World Pre-history*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Hodder, I. (2007). "Catalhoyuk in the context of Middle Eastern Neolithic", *Annual Review of Anthropology*, Vol. 36, 2007, pp. 105-120.
- Price, T.D. and O. Bar-Yosef.(2011). "The Origins of Agriculture: New Data, New Ideas", An Introduction to Supplement 4. *Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007).*Patterns in Prehistory: Humankind's First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit IV. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world.(**Teaching Time: 3 weeks Approx.**)

- Childe, G. (1950). "The Urban Revolution, "*The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978).*The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East.* San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008).*Ancient Civilizations* (3rdedn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Mesopotamia

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999)."The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006).*China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

OR

Egypt

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt,* New York: Knopf/Random House, pp. 285-299.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History*. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Wilkinson, T. (2010). *The Rise and Fall of Ancient Egypt: The History of a Civilisation from 30,000 BC to Cleopatra*. London: Bloomsbury Publishing, pp. 13-114.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt*. New York: Oxford University Press (Ed.) pp. 10 27.

Unit V. This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millenium BCE. (**Teaching Time: 1 week Approx.**)

- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE, vol. II,* (Ed.) S.J. de Laeted. London: Routledge, pp. 37-43.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.

Unit VI: This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. (Teaching Time: 1 week Approx.)

- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Seventh Century B.C.* Paris, London: Routledge: UNESCO.
- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). "How the Iron Age Began", *Scientific American*, Vol. 237, No, 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). "The Coming of Iron", in A.Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.

SUGGESTED READINGS:

- Bar-Yosef, O, and F. Valla. (1990). "The Natufian culture and the origins of the Neolithic in the Levant", *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). 'Post-Pleistocene adaptations' in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). "Origins of Food Production", Annual Review of Anthropology, 2 (1973), pp.271-310.
- Fried, M. (1978). "The State, the Chicken, and the Egg; or, What Came First" in R. Cohen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.

- James, T.G.H. (1979, 2005).*The British Museum's Concise Introduction to Ancient Egypt* British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). Ancient Egypt. Anatomy of a Civilisation. London: Routledge.
- Kumar, R. (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9 183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.
- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams. D. (2002).*The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man*, New Series, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*. London and New York: Routledge, pp. 1-154.
- Service, E. (1973). Origins of the State and Civilization. The Process of Cultural *Evolutions*: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37–43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", MDIA, Issue Title: Subsistence and Sustenance, Vol.15, no. 1, 2005Ann Arbor, Publishing, University of Michigan Library

url:http://hdl.handle.net/2027/spo.0522508.0015.103.

- Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990, Vol.33, No. 1, Feb., 1992, pp. 109-139.*

- Yoffee, Norman. (2004).*Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकिन, फ्योदोर. (2019). प्राचीन विश्व इतिहास का परिचय, Delhi: Medha Publishing House.
- राय, U.N. (2017). विश्व सभ्यता का इतिहास, दिल्ली: राजकमल प्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is a history of a region/s relatively unfamiliar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

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

Keywords:

Human Evolution, Pleistocene, Hominines, Hunter-gatherers, bands, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Domestication, Neolithic Revolution, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'State', Kingship, Bronze Age.

GE I

Delhi through the Ages: The Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi's Early Pasts: Indraprastha, Lalkot Unit II: From settlements to cityscape – Understanding the Many cities of Delhi Unit III: Delhi's 13th and 14th Century settlements

Case study of any two: 1) Dehli-ikuhna's masjid-ijami '(old Delhi/Mehrauli), 2)

Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad **Unit IV: Shajahanabad:** Qila Mubarak (Red Fort) as a site of power and the morphology of the city.

Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of 'decline'.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. (Teaching Time: 2 weeks Approx.)

- Richard J. Cohen, "An Early Attestation of the Toponym Dhilli", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). Ancient Delhi, Delhi: Oxford University Press

Unit 2: This unit will study the proverbial 'seven cities of Delhi', focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces.(**Teaching Time: 3 weeks Approx.**)

- Ali, Athar. (1985). "Capital of the Sultans: Delhi through the 13th and 14th Centuries", in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Habib, Irfan. (1978). 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review* vol. 4, pp. 287-303.
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE" in Albrecht Fuess and Jan Peter Hartung.(eds.).*Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal.(Ed.).*Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.

Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips.(**Teaching Time: 3 weeks Approx.**)

• Flood, Finbarr B. (2008). "Introduction" in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii

- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- Pinto, Desiderios.j.. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112-124.
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" RES: Anthropology and Aesthetics, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' *IESHR*, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre.(Teaching Time: 3 weeks Approx.)

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i Amm and ChihilSutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "'The Mighty Defensive Fort': Red Fort At Delhi Under Shahjahan -- Its Plan And Structures As Described By Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18^{th} century. The 'decline' in the authority meant turbulence, perhaps, in the city, but it

also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people.(**Teaching Time: 4 weeks Approx.**)

- Alam, Muzaffar. (2013) "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp.xiii-lxiv
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city" *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: MunshiramManoharlal Publishers.
- RaziuddinAquil, (2017) "Violating Norms of Conduct" in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

SUGGESTED READINGS:

- Anthony Welch, 'A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi', *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). "Delhi Walled: Changing Boundaries" in James D. Tracy, *City Walls: the Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the 'Twilight'", in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen Blake. (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739.* Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, S. Nurul. (1991). "The Morphology of a Medieval Indian City: A Case study of Shahjahanabad", in Indus Banga, (Ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.

- Hasan, Zafar. (1922). A Guide to Nizamu-d Din. New Delhi: Memoirs of the Archaeological Survey of India #10
- Matsuo, Ara. (1982). "The Lodi Rulers and the Construction of Tomb-Buildings in Delhi". *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) "Expenditure on Buildings under Shahjahan–A Chapter of Imperial Financial History." *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb.* New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *An Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) Delhi: Ancient History, Delhi: Social Science Press

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

Keywords:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation

GE II Science, Technologies and Humans: Contested Histories

Course Objective

This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of 'modern origins of science in western societies'. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures that shaped the nature of Scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of 'dual use' technologies.
- Define various initiatives taken by government for promotion of science and technology.

Course Content

Unit 1: Science, technology and Society

- a. Revisiting 'Scientific Revolution'
- b. Colonialism and Science

Unit 2: Contested 'Scientific' heritage

- a. Decimal and Zero
- b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges

a. Mitigating uncertainties: Popular saying and predictions

b. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics

- a. Generic Medicines
- b. Industrial Disasters

Unit 5: Science and the nation making

- a. Atomic Power
- b. Policies and Institutions
- c. Homi Jehangir Bhaba, MeghnadShaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (**Teaching Time: 3 weeks Approx.**)

- Pati, Biswamoy& Harrison, Mark. (2001). Introduction in BiswamoyPati& Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*. New Delhi: Orient Longman. pp. 1-24/36.
- मुले, गुणाकर. (२००५). भारतीयइतिहासमेंविज्ञान. दिल्ली:यात्रीप्रकाशन. (अध्याय: विज्ञानऔरसमाज; पृष्ठ११-29, ज्योतिषकाआरम्भऔरविकास; पृष्ठ४१-49, वैदिकगणितकीसमीक्षा; पृष्ठ५0--66).
- Bernel, J D. (1969). Science in History Vol, I: The Emergence of Science. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. *Journal of Early Modern History*, Vol. 21, No.5., pp. 445-458
- Habib, S Irfan and Raina, Dhruv. (2007). "Introduction" in S Irfan Habib & Dhruv Raina.(Eds.).*Social History of Science in Colonial India*. Delhi: Oxford University Press. pp. XII-XL. (Revised version published as S Irfan Habib &Dhurv Raina, 'Introduction' in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII-XL.)

Unit-2: Student will understand the politics associated with appropriation of 'Scientific' heritage through the case study of the decimal and Zero. It will also suggest that 'superior' technology may not always be economically viable and thus socially marginalised.(**Teaching Time: 3 weeks Approx.**)

- Nanda, Meera. (2016). Nothing that is: Zero's Fleeting Footsteps, in idem, *Science in Saffron: Skeptical Essays on History of Science*. Delhi: Three Essays Collective. pp. 49-92.
- Kumar, Ravindra. (2012). Composite Culture: Portrayal in Architecture, in B L Bhadani, ed., *Medieval India 3: Researches in the History of India*. Delhi: Manohar. pp. 47-75. (Also available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

Unit-3: This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. (**Teaching Time: 3 weeks Approx.**)

- Kumar, Mayank. (2013). Traditional Notions of Monsoon, in Mayank Kumar, *Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. Delhi: Manohar. pp. 105-118.
- कुमार, मयंक. (२०१५). मानसून से सामंजस्यबनाता समाज: सन्दर्भ राजस्थान. प्रतिमान, अंक-३(संख्या-३), पृष्ठ, ६०२-१६.
- Grove, Richard. (1996). Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature. *Modern Asian Studies*, Vol. 30 (No.1), pp. 121-143.

Unit-4: This unit will make an attempt to convey that science and technology need to be carefully historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science.(Teaching Time: 3 weeks Approx.)

- Mazumdar, Pradip. (2017). The Generic manoeuvre. *Economic and Political Weekly*, Vol. LII(No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007)."Are we prepared for another Bhopal?" in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.530-43. (Also available in Hindi)

Unit-5: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and associated institutions and their contribution in nation making.(**Teaching Time: 2 weeks Approx.**)

• Kosambi, D. D. (2016). Atomic Energy for India, in Ram Ramaswamy, ed., *D.D.Kosambi: Adventures into the unknown*: Gurgaon: Three Essays Collective. pp. 59-70.

- Marshal, Eliot. (2007). Is the Friendly Atom Poised for a Comeback? in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.544-49. *Available in Hindi also*
- Banerjee, Somaditya. (2016). MeghnadShaha: Physicist and Nationalists. *Physics Today*, Vol. 69(No.8), pp. 39-44.
- Wadia, Spenta R. (2009). Homi Jehangir Bhaba and the Tata Institute of Fundamental Research. *Current Science*, Vol.96(No.5), pp. 725-33.
- Krishna, V.V. (2013). Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment. *Economic and Political Weekly*, Vol. 48, No.16, pp. 15-19.

SUGGESTED READINGS:

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII(No.9), pp. 45-47
- Chaterjee, Santimay. (1994). MeghnadShaha: The Scientist and the Institution maker. *Indian Journal of History of Science*, Vol.29(No.1), pp. 99-110.
- Habib, Irfan. (2008). *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika(Also available in Hindi).
- Qaisar, A J. (1982). *Indian Response to European Technologyand Culture AD 1498*-1707. Bombay: Oxford University Press.
- Rahman, A. (1979). Science and Culture in India: A socio-Historical Perspective, in B D Nag Chaudhuri, ed., *New Technological Civilisation and Indian Society*. New Delhi: Indian Institute of Advanced Study and Indus Publishing Company. pp.27-41.
- Science, Technology and Innovation Policy 2013, Government of India, India. (<u>http://www.dst.gov.in/sites/default/files/STI% 20Policy% 202013-English.pdf</u>) Available in Hindi also : (<u>http://www.dst.gov.in/sites/default/files/STI% 20Policy% 202013% 20Hindi.pdf</u>).
- Zimmerman, F. (1987). Monsoon in Traditional Culture, in Jay S. Fein and Pamela L. Stephens, eds., *Monsoon*. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:

The Fugitive A movie featuring Harrison Ford.

The Effects of the Atomic Bomb on Hiroshima and Nagasaki(<u>https://www.youtube.com/watch?v=3wxWNAM8Cso</u>

and

https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5 &index=5

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

Keywords:

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

B.A. PROGRAMME IN HISTORY DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I History of India from the earliest times up to c. 300 CE

Course Objectives:

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

Learning Outcomes:

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

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

Course Content:

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

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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

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

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

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

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

• Ratnagar, Shereen.(2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika.

- Allchin, Bridget and Raymond Allchin. (1997). Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक.
 नईदिल्ली: पियरसन.
- थपलियाल, के. के. औरसंकटाप्रसादशुक्ल. (2003). सिन्धुसभ्यता. लखनऊ: उत्तरप्रदेशहिंदीसंस्थान, संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld (ताम्रपाषाणसेसम्बंधितअध्याय)

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

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

Unit V. This unit shall familiarize the students with major social transformations that unfolded from

roughly c. 600 BCE to c. 200 BCE. (Teaching Time: 2 weeks approx.)

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

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

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

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

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

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

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

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

Suggested Readings:

• Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.

- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century.* New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Ray, Niharranjan. (1975). *Maurya and Post-Maurya Art: A Study in Social and Formal Contrasts.* New Delhi: Indian Council of Historical Research.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

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

In lieu of MIL (Semester I/II) Also offered to students of B.Com. programme

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:

After the successful completion of the course, the student will be able to:

- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

- **Unit I: Tellings:** Myths, tales and folklore
- Unit II: Performance as communication: Theatre, puppetry and music
- Unit III: Processions as display: Yatra, barat&julus
- Unit IV: Sporting: Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I.: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,
folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). "A Santhal Myth, Five Elements" in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). "Peasant Perception of Bhutas, Uttara Kannada." in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166
- Ramanujan, A. K. (1997). "'A Flowering Tree': A Woman's Tale." *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). "The Folk Hero and Class Interests in Tamil Heroic Ballads." *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). "From Oral Tradition to "Folk Art": Reevaluating Bengali Scroll Paintings." *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. (Teaching Time: 4 weeks approx.)

- Rani, Varsha. (2014). "The unforgettable magic of the Ramnagar Ramlila." Indian Horizons vol. 61 no.2, pp. 12-27.
 * The Ramnagar Ramlila <u>https://www.youtube.com/watch?v=AiAgXRHZRDw</u>
- Jain, Jyotindra. (1998). "The Painted Scrolls of the Garoda Picture Showmen of Gujarat." *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh." *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19

* For illustrations <u>https://www.sahapedia.org/tag/shadow-puppetry</u>

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. (**Teaching Time: 4 weeks approx.**)

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
 * A clipping <u>https://timesofindia.indiatimes.com/videos/news/explained-the-significanceof-puris-jagannath-yatra/videoshow/65095341.cms</u>
- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds: National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. (Teaching Time: 4 weeks approx.)

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the Sahapedia An open online resource on the arts, cultures and heritage of India <u>https://www.sahapedia.org/tag/dashavatara</u>
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Artscalled "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

Available in English https://wepa.unima.org/en/india/

Available in Hindi at https://wepa.unima.org/en/india/

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1, Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). "Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100 Marks

Keywords:

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 2nd SEMESTER PAPERS

SEMESTER 2 PAPERS: BA HISTORY HONOURS

CORE PAPERS

II	History of India – II	5+1
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1

GE PAPERS

Semester II GE	GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times Or	5 +1
	GE Course IV: The World After 1945 Or	
	GE Course V: History and Culture: Representations in Texts, Objects & Performance	

AECC PAPERS				
Semester II AECC II		English / Hindi/ MIL Communication Or Environmental Sciences	4	

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 3rd SEMESTER PAPERS

SEMESTER 3 PAPERS: BA HISTORY HONOURS

1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY Core Papers

III Sem Core Papers	History of India – III (c. 750-1200 CE)	5+1
	Rise of the Modern West – I	5+1
	History of India – IV (c. 1200-1500)	5+1

GE Papers

III Sem GE III	Politics of Nature Or	5 - 1
Papers	Making of Post-Colonial India (c. 1950-1990)	5+1

SEC Papers

III Sem SEC I Papers	Understanding Heritage Or	
	Archives and Museums Or	4
	Historian's Craft	

2 SEMESTER-WISE DISTRIBUTION OF COURSES

Semester	Core Courses	Discipline Specific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses		
3	History of India III – (c. 750-1200 CE)						
	Rise of the Modern West – I		GE III Papers	SEC I Papers			
	History of India IV (c. 1200-1500)						

4th Bemesta

दिल्लीविश्वविद्यालय UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

Executive Council

Date:

No:

No:

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

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Core Course IV

History of India, c. 1700-1950

Course Objectives:

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

Learning Outcomes:

After the successful completion of this Course, the students will be able to:

- Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.
- Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation.
- Delineate and explain the ideological, institutional, and political formations of the anticolonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

Course content:

Unit I.	India in the 18th century- Background and Debates			
Unit II.	Expansion and consolidation of British power: Special reference to Bengal, Mysore, Maratha and Punjab			
Unit III.	Making of the British Colonial Economy:			
	[a] Land revenue settlements;			
	[b] Commercialisation of agriculture;			
	[c] Deindustrialisation;			

[d] Drain of wealth

Unit IV. The Revolt of 1857: Causes, nature and consequences

Unit V Social and Religious Reform Movements in Colonial India:

[a] Overview of reformist and revivalist movements in the 19th cent

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- [b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);
- [c] Peasant and tribal movements: an overview

Unit VI. Growth of the National Movement, 1858-1947:

- [a] Early nationalism and foundation of the Indian National Congress;
- [b] A critique of colonialism (moderates, extremists and militant nationalists);
- [c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

Unit VII. Development of Communalism and the Partition of India:

- [a] An overview of the growth of communalism;
- [b] Towards Freedom and Partition

Unit VIII. Independent India: Making of the Constitution: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. (Teaching Time: 2 weeks approx.)

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 1-138.
- Bayly, C.A. (1990). *An Illustrated History of Modern India 1600-1947*. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP, pp. 38-69.
- Lakshmi Subramanian. (2010). *History of India*, 1707-1857. Hyderabad: Orient Blackswan, pp. 1-98.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 2-79.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल. (Ed). (1987). आधुनिकभारतकाइतिहास, Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 1-44.

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. (Teaching Time: 2 weeks approx.)

- Bandyopadhyay, Sekhar. (2004) *From Plassey to Partition*. Delhi: Orient Longman, pp. 1-65.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge, pp. 20-53.



- Chaudhary, Latika et al. (Eds.). (2016). *A New Economic History of Colonial India*. London: Routledge, pp. 33-51.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman, pp. 39-125.
- ग्रोवर, बी. एल. (1995). आधुनिकभारतकाइतिहास. New Delhi: S. Chand & Co.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. (Teaching Time: 2 weeks approx.)

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 82-138.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha, pp. 21-96.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge, pp. 264-314.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 53-69.
- Chaudhary, Latika (et. al. eds.). (2016). *A New Economic History of Colonial India*. London: Routledge, pp. 52-66.
- Sarkar, Sumit. 2014. *Modern Times: India 1880s-1950s: Environment, Economy and Culture*. Ranikhet: Permanent Black, pp. 106-216.
- भट्टाचार्य, सब्यसाची (2008).आधुनिकभारतकाआर्थिकइतिहास. दिल्ली: राजकमल.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतकः आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल, (ed.). (1987). आधुनिकभारतकाइतिहास Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 92-95 and 104-178.

Unit IV. This unit elaborates the various aspects of the Revolt of 1857 and understand its impact on colonial rule and the Indian society. **(Teaching Time: 1 week approx.)**

- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 169-183.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge, pp. 264-314, 55-62.
- Pati, Biswamoy. (Ed.). (2007). The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities. London: Routledge, pp. 1-15; 111-128.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 70-77.



अध्यक्ष / Head इतिहास विभाग Department of History बिल्मे क्षिमें University दिल्ली-110007 / Delhi-110007

- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History. Mumbai: Popular Prakashan, pp. 93-126.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल, (Ed). (1987) आधुनिकभारतकाइतिहास.Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 238-280.

Unit V. This unit discusses the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman, pp. 139-168; 342-47; 353-356.
- Joshi, V.C. (1975). *Rammohun Roy and the process of modernization in India*. Delhi: Vikas. relevant chapters.
- O'Hanlon, Rosalind. (2012). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India*. Cambridge: Cambridge University Press, pp. 3-14; 105-134.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 346-360.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.
- शुक्ल, आर॰एल. (Ed.). (1987). आधुनिकभारतकाइतिहास (हिन्दीमाध्यमकार्यानवयनिदेशालय. Delhi: Delhi University, pp. 190-212.

Unit VI. This unit explores the long-term development of institutions, ideologies and different groups and individuals that shaped the political fields of the anti-colonial nationalist movement in the nineteenth and twentieth centuries. (Teaching Time: 2 weeks approx.)

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan, pp. 37-298.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 279-404.
- Chandra, Bipan. (1989). India's Struggle for Independence. Delhi: Penguin, pp. 170-310.
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. New Delhi: Anthem Press (Second edition). ("Introduction" and Ch.4).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 86-101.
- Amin, Shahid. (1984). "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22." in Ranajit Guha, (Ed.). *Subaltern Studies III*. Delhi: OUP, pp. 1-61.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 260-302.





- सरकार, सुमित (2009). आधुनिकभारत. Delhi: राजकमल, relevant chapters.
- बंद्योपाध्याय, सेखर (2012). प्लासीसेविभाजनतक : आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.

Unit VII. This unit critically situates the political and social contexts that led to communal mobilization and its impact on the sub-continent's social and political fabric. (**Teaching Time: 2** weeks approx.)

- Sarkar, Sumit. (1983). *Modern India 1885-1947*, Delhi: Macmillan, pp. 355-390 (relevant sections)
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press, pp. 1-22.
- Chandra, Bipan.(2008). *Communalism in Modern India*. New Delhi: Har Anand, pp. 50-96; 238-324 (all other chapters and relevant as suggested reading).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP, pp. 135-156.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman, pp. 257-302.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 223-258.
- सरकार, सुमित (2009) आधुनिकभारत. Delhi: राजकमल, relevant chapters.

Unit VIII. This unit situates the process of making the constitution as an attempt to decolonize Indian society and its political practices. **(Teaching Time: 2 weeks approx.)**

- Chandra, Bipan. (2000). IndiaSince Independence. Delhi: Penguin Books, pp. 38-85.
- Guha, Ramachandra. (2007). India after Gandhi: The History of the World's Largest Democracy. Delhi: Macmillan, pp. xi-126
- Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press, pp. 1-144.
- Hasan, Mushirul. (2012). "India's Partition: Unresolved Issues." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 313-339.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 436-465.

SUGGESTED READINGS:

Bahl, Vinay. (1988). "Attitudes of the Indian National Congress towards the working class struggle in India." in K. Kumar, (Ed.). *Congress and Classes: Nationalism, Workers, and Peasants*. New Delhi: Manohar, pp.1-33.

• Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader*. New Delhi: Oxford University Press.





- Bhargava, Rajeev. (Ed.). (2009). *Politics and Ethics of the Indian Constitution*. New Delhi: OUP.
- Brown, Judith. (1972). Gandhi's Rise to Power, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). Nationalism and Colonialism in Modern India, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers.
- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*, Mumbai: Popular Prakashan, pp. 62-90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books.
- Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books.
- Hasan, Mushirul, (1993). *India's Partition: Process, Strategy and Mobilisation*. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). *A Concise History of India*, Cambridge: University Press.
- Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
- Pandey, Gyanendra. (2001). *Remembering Partition*, Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*, New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). *Caste in Modern India: A Reader, Vols. I & II*, Delhi: Permanent Black.
- Sarkar, Sumit. (2014). *Modern Times: India 1880s-1950s: Environment, Economy and Culture*. Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
- Stein, Burton. (1998). *A History of India*. New Delhi: Oxford University Press, pp. 239-366.
- चन्द्र, बिपन. (2009). आधुनिकभारतकाइतिहास. Delhi: Oriental BlackSwan.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level

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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:

Colonialism, Land Revenue Settlement, deindustrialisation, Drain of wealth, commercialisation, nationalism, Gandhi, anti-colonial movement, caste question, Phule, Ambedkar, Partition, Constitution.



SEC III

History and Archaeology

Course Objectives

This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Describe various stages of development of archaeology as a discipline.
- Discuss the methods of excavations.
- Explain various dating methods employed by the archaeologists.
- Identify and contextualize the past objects found during explorations and excavations of sites.
- Interpret aspects of past societies.
- Analyse the role of institutions and individuals in the development of Indian archaeology.
- Undertake projects related to the search of places related to the epics, Sangama texts and the Buddhist tradition.

Course Content:

Unit 1: Defining Archaeology: Aims and methods; Understanding its origins and Development; Variety of archaeological evidence; Survey and excavation of sites and features; Stratigraphy.

Unit 2: Origin and development of archaeology in India; Role of archaeologists and institutions.

Unit 3: Exploring human experience through archaeology in India: Environment, Technology and Subsistence patterns; Society, Trade and Art.

Unit 4: Problems of Correlating Textual Materials and Archaeological Evidence: the epics, Sangama texts and the Buddhist tradition.

Unit 5: Visit to a museum, an archaeological site, report preparation and presentations are part of this course.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:



अध्यक्ष / Head इतिहारा निमाग Seathered of History Seathered of Selfui Section of Selfui दिल्ली— I 10007 / Delty-110007 **Unit 1:** This unit defines archaeology, its aims and methods. Unit also traces its origins in India. Student will be taught variety of archaeological evidence and Stratigraphy. (**Teaching Time: 4 Weeks Approx.**)

- Bahn, Paul.(1996). *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Renfrew, Colin and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.
- Wheeler, Sir Mortimer. (1954). *Archaeology from the Earth*. London: Oxford University Press.
- ओझा, रामप्रकाश (1978). पुरातत्वविज्ञान. लखनऊ: प्रकाशनकेंद्र.
- पाण्डेय, जयनारायण. (2015). पुरातत्वविमर्श. इलाहाबाद: प्राच्यविद्यासंसथान.
- ह्वीलर, सरमोर्टीमर. (1954). पृथ्वीसेपुरातत्व. पटना: बिहारहिंदीग्रन्थअकादमी.

Unit II: This unit deals with the origin and development of archaeology in India. It also examines the role of archaeologists and institutions in India. (Teaching Time: 4 Weeks Approx.)

- Chakrabarti, Dilip K. (2003). Archaeology in the Third World: A History of Indian Archaeology Since 1947. Delhi: D. K. Printworld Ltd.
- Lahiri, Nayanjot. (2012). *Marshalling the Past: Ancient India and its Modern Histories*. Delhi: Permanent Black (Chs.10-12).
- Ray, H. P. (2007). Colonial Archaeology in South Asia: The Legacy of Sir Mortimer Wheeler. Delhi: OUP ("Introduction", Ch.2, and Ch.6).
- Singh, Upinder. (2005). *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chs.1-2, Ch.4, Chs.9-10).

Unit III: This unit teaches students how to explore human experience through archaeology in India. It also teaches role of environment, technology in understanding the subsistence patterns and art through archaeological investigation. **(Teaching Time: 4 Weeks Approx.)**

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking (Relevant matters can be found in all chapters).
- Chakrabarti, D. K. (1999). *India: An archaeological History, Palaeolithic beginnings to Early Historic Foundations*. Delhi: OUP (Relevant matters can be found in all chapters).
- Renfrew, Colin, and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.

Unit IV: This unit examines the problems of correlating textual materials and archaeological Evidence with specific reference to the epics, Sangama texts and the Buddhist tradition. (Teaching Time: 4 Weeks Approx.)

- Champakalakshmi, R. (1975-76). "Archaeology and Tamil Literary Tradition." *Puratattva* vol. 8, pp. 110-112.
- Chattopadhyaya, B. D. (1975-76). "Indian Archaeology and the Epic Traditions." *Puratattva* vol. 8, pp. 67-72.
- Maloney, Clarence. (1975). "Archaeology in South India: Accomplishments and Prospects." in Burton Stein, (ed.). *Essays on South India*. Delhi: Munshiram Manoharlal, pp. 1-40.
- Singh, Upinder. (1996). "Sanchi: The History of the Patronage of an Ancient Buddhist Establishment." *Indian Economic and Social History Review* vol. 33 no.1, pp. 1-35.
- Thapar, Romila. (2010). "Puranic Lineages and Archaeological Cultures." Ancient Indian Social History: Some Interpretations. Second edition. Delhi: Orient BlackSwan, pp. 214-37.

Suggested Readings

- Archaeological survey of India Publications on Archaeological Sites.
- Chakrabarti, D. K. (2006). *The Oxford Companion to Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century.* Delhi: Oxford University Press.
- Deo, Sushma G. (2000-2002). "Computer Applications in Archaeology at the Deccan College." *Bulletin of the Deccan College Research Institute* vol. 60/61, pp. 137-42.
- Guha, Sudeshna. (2015). Artefacts of History: Archaeology, Historiography and Indian Pasts. Delhi: Sage India.
- Hall, Martin and Stephen W. Silliman (Eds.). (2006). *Historical Archaeology*. Malden: Blackwell Publishing.
- Ray, H. P. and Carla M. Sinopoli (Eds.). (2005). *Archaeology as History in Early South Asia*. Delhi: Aryan Books International.
- एल्टिंग, ऍम., ऍफ़. फोल्सम. (2008). पुरातत्वविज्ञानकीकहानी.दिल्ली: भारतज्ञानविज्ञानसमिति.
- Websites: <u>https://www.harappa.com/</u> <u>https://www.sahapedia.org/</u>

Teaching Learning Process:

Lecture and discussion method, problem- solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, around an archaeological site, an institution or an eminent archaeologist. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the



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Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students. Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100 Marks

Keywords:

Archaeological evidence, Antiquarianism, Artefact, Ecofact, Survey, Excavation, Stratigraphy, Tool-technology, Alexander Cunningham, Prehistoric art, John Marshall, Mortimer Wheeler, Archaeological Survey of India.



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SEC IV

Archives and Museum

Course Objective:

The aim of this course is to make the students familiar with the structure and functioning of both, archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

Learning Outcomes:

Upon successful completion of course students will be able to:

- Examine these two repositories of history from close quarters.
- Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.
- Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course.

Course Content:

- **Unit I: Definition of Archives and Museum:** types digital, virtual, crafts, media; difference between archives, museum and library
- Unit II: History of development of archives and museums in India with one case study each
- Unit III: Collection, documentation, preservation
- Unit IV: Museum presentation and exhibition

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I: This unit defines Archives and Museum. It also elaborates on the types of archives and museums which includes; digital, virtual, crafts, media. It also tells the difference between archives, museum and library. (Teaching Time: 4 Weeks Approx.)

• Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen (Ed.). *India: A National Culture*. New Delhi:Sage.

Unit-II: This unit examines the history of development of archives and museums in India with one case study each. (Teaching Time: 4 Weeks Approx.)

- Bhattacharya, Sabyasachi. (2018). Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858-1947. Delhi: Oxford University Press.
- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen, (ed.). *India: A National Culture.* New Delhi:Sage.

Unit-III: This unit elaborates upon distinct characteristics of collection. It also examines the concerns which govern its documentation and preservation. (Teaching Time: 4 Weeks Approx.)

- Agrawal, O. P. (2007). Essentials of Conservation and Museology. Delhi: Sundeep.
- Kathpalia, Y. P. (1973). Conservation and Restoration of Archive Material. Paris: UNESCO.

Unit- IV: This unit familiarizes students with the way in which museums are organised and managed. It also examines the considerations which govern the way exhibitions in museums are managed. **(Teaching Time: 4 Weeks Approx.)**

- Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886". *Cultural Anthropology* vol. 15 no.4, pp. 492-524.
- Breckenridge, Carol. (1989). "Aesthetics and Politics of Colonial Collecting: India at World Fairs." *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216
- जैन, संजय. (2009). म्यूजियमएवंम्युज़िओलोजी: एकपरिचय. बड़ौदा: कनिकाप्रकाशन.

Suggested Readings:

- Ambrose, Timothy & Crispin Paine. (1993). Museum Basics. London: Routledge.
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
- Mathur, Saloni. *India by Design: Colonial History and Cultural Display*. Berkeley: University of California.
- Nair, S. N. (2011). Bio-Deterioration of Museum Materials. Calcutta: Agam Prakashan.
- Sengupta, S. (2004). *Experiencing History through Archives*. Delhi: Munshiram Manoharlal.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work



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Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work. Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Digital, Archives, Library, Museums, Collections, Preservation, Exhibition



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दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

No:

No:

Executive Council

Date:

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

BA PROGRAMME IN HISTORY 5th SEMESTER PAPERS

SEMESTER 5 PAPERS: B.A. History Programme

1 Credit distribution for B.A. History Programme

	CORE COURSE					
Semester	Course Code	Name of the Course	Credits			
V DSE I			5+1			
DOLI		Europe from the Middle Ages to the Renaissance (7th to 16th century)				
		Or				
		Economy and Politics: Histories of Capitalism and Colonialism-I				
		Or				
		Issues in twentieth Century World History I				
V GE I		Women in Indian History Or	5+1			
		Gender in Modern World Or				
		Culture and Everyday Life in India				
		SEC PAPERS				
V SEC III		Popular Culture Or	4			
		Language, Literature and Region in Early Modern Times				

2. BA Program Semester-wise Distribution of Courses

Semester	Core Cour- ses	Discipline Selective Courses	GE	SEC	Ability En- hancement Courses
V		Choice of DSE I-A papers	Choice of GE I pa- pers	Choice of SEC III papers	
		papers			

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 6th SEMESTER PAPERS

SEMESTER 5 PAPERS: BA HISTORY HONOURS

1. Credit Distribution of BA Honors History

Core Papers

Semester	Name of Course	Credits
VI Core	History of India – VIII (c.1857-1950)	5+1
	History of Modern Europe – II	5+1

Discipline Specific Elective III

Semeste r	Name of Course	Credits	
VI DSE III	History of the USA: Reconstruction to New Age Politics Or	5+1	
	History of the USSR: The Soviet Experience (c. 1945-1991) Or		
	History of Lain America (c. 1500-1960s) Or		
	Gender in Indian History (c. 1500-1950)		

Discipline Specific Elective IV

Semeste r	Name of Course	Credits	
VI DSE IV	History of Modern Japan (c. 1868-1950s) Or	5+1	
	History of Southeast Asia: Colonial to the Post Colonial Or		
	The Making of Contemporary India (c. 1950-1990s)		

2 SEMESTER-WISE DISTRIBUTION OF COURSES

	Se- mester	Core Courses	Discipline Spe- cific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
	VI	History of Modern Europe – II	DSE III and			
		History of India VIII (c.1857-1950)	DSE IV			

Ethical Studies (MIL-II) Core Course - (CC) Credit:6

Course Objective(2-3)

To familiarise students with basic ethical theories.

To create ethical awareness to help them in dealing with issues around them.

Course Learning Outcomes

Awareness of ethical issues and basic ethical approaches.

Improved writing skills and understanding of ethical conflict.

Unit 1 Basic Issues In Ethics

Basic Ethical Concepts: Right and Good

Theoretical and Applied Ethics

Essential Readings:

Singer, P., Applied Ethics, Oxford University Press, Oxford, 1986

Lillie, William, An Introduction to Ethics, Allied Publishers, New Delhi, 2003

Unit 2 Ethical Theories

Consequentialism (J.S. Mill)

Deontological Ethics (Kant)

Intuitionism (Joseph Butler)

Essential Readings:

Lillie, William, An Introduction to Ethics, Allied Publishers, New Delhi, 2003 Mackenzie, John.S. A Manual Of Ethics, Cosimo Classics, NewYork, 2005 Sinha, Jadunath, A manual Of Ethics, Sinha Publishing House, 1962.

Unit 3 Indian Ethics

Nishkamakarma

Purushartha

Essential Readings:

Sharma, I.C, Ethical Philosophies of India, Johnson Publishing Company, New York, USA, 1962

Sinha Jadunath, A Manual of Ethics, Central Publications, 2009

Unit 4 Applied Ethics

Euthanasia

Animal Rights

Essential Readings:

Rachels, J , The End Of Life: Euthanasia and Morality, Cambridge University Press, 1987

Singer Peter, Applied Ethics, Oxford University Press, 1986

References

J. N. Sinha (2009), A Manual of Ethics, Central Publications

Rachels, J (2011), The Elements of Moral Philosophy, McGraw Hills, USA

Sharma, I.C. (1962), Ethical Philosophies of India, Johnson Publishing Company, New York, USA.

Rachels, J (1987) The End Of Life: Euthanasia and Morality, Cambridge University Press.

Singer, P. (1986), Applied Ethics, Oxford University Press,

Lillie, William, An Introduction to Ethics, Allied Publishers, New Delhi, 2003

Additional Resources:

Meckimon, Barbara, Ethics: Theory and Contemporary Issues, Thompson and Wardsworth, USA, 2001

Vaughn, L, Bioethics: Principles, Issues and Cases, Oxford, Oxford University Press, 2012

Teaching Learning Process

Lectures, Discussion, Power Point Presentation.

Assessment Methods

Internal assessment, Projects/ presentation, University Examination

Keywords

Morality, Ethics, Right, Good, EthicalTheories, Niskamakarma, Purushartha, Euthanasia, Animal Rights,

Ethics (DSC 2) (CC (II)) Core Course - (CC) Credit:6 Course Objective(2-3)

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1 Introduction to Ethics

- 1. Introduction to Moral Philosophy
- 2. The development of Morality (from Convention to Reflection)
- 3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp,1-12.

2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.

3. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp,51-71.

4. Taylor, Paul. W.(1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction,pp,3-12.

Unit 2 **Theories of Ethics**

1. J.S. Mill and Utilitarianism.

- 2. Immanuel Kant and Duty, Categorical Imperative and Good will.
- 3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utillitarianism, London, in Mary Warnock. Ed.1962.

2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.

3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.

4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-9, "The Standard as Pleasure", pp,166-177.

5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-16, "Virtue", pp,287-290.

6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

- 1. The theories of punishments
- 2. Euthanasia
- 3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.

2. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.

3. Rachel, James.(1989), The Right Things to Do, 6th Ed., Mc Grew Hill Publications, Chapter-16, "Do Animals Have Rights?, pp,134-146.

Unit 4 Indian Ethics
- 1. Puruṣārthas
- 2. Niskāmakarma (Bhagvadgītā)
- 3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson

2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, tokyo, Chapter-7, "The Eight Fold Path", pp, 129-137.

3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI,"Indian Ethics", pp,365-369.

4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Kavayalaya Publishers: Mysore. Chapter-9, pp,65-68.

Suggested Readings:

1.Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers 2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

References

Given above in each unit

Additional Resources:

- Hartmann, N. (1950) Moral Phenomena, New Macmillan.
- Taylor, P.W., Problems of Moral Philosophy: An Introduction to Ethics, Dickenson Publishing Co. Inc. Belmont, California.
- Lillie, W., An Introduction to Ethics, Methuen & Co. Ltd. London, 1948 ·
- Shelly Kagan, (1998) Normative Ethics, Westview Press.
- Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

Keywords

• Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma, Bhagvadgītā, Euthanasia, Punishment, Ahimsa. Imperatives, Moral

Indian Philosophy (DSC 3) (CC (III)) Core Course - (CC) Credit:6

Course Objective(2-3)

(i)The learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. As Indian Philosophy projects another type of aspect of life which has not been explored by the student before. It brings personal growth and unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Course Learning Outcomes

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Unit 1 Indian Philosophy: An Overview:

1. General Characteristics of Indian Philosophy

Recommended Readings:

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter 1 General Introduction pp 1-24.

2. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2,"Aim of Indian Philosophy", pp,19-24.

Unit 2 Theory of Knowledge (Nyāya–Vaiśeşika)

- 1. Perception (*Pratyakşa*)
- 2. Inference (*Anumāna*)
- 3. Testimony (*Śabda*)
- 4. Comparison (*Upamāna*)

Recommended Readings:

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta ,Chapter 5 The Nyaya Philosophy pp 161 - 201.

Unit 3 Theories of Causation:

- 1. Buddhism (*Pratītyasumatpāda*)
- 2. Asatkāryavāda (Nyāya- Vaiśesika)
- 3. Satkāryavāda (Samkhya --Yoga)

Recommended Readings:

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy, Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.

2 Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter -2, pp-17-33

3 Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp151 - 157

4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter-3,pp,132-135.

Unit 4 Theories of Reality:

- 1. Buddhism Anatmavāda
- 2. Jainism Anekāntavāda, Syādvāda
- 3. Nyāya–Vaiśeşika Self World and God

4. Śamkara – Parā – Aparā distinction, Nature of Brahmana (Mundaka Upanisad) Aphorism 1

Recommended Readings:

1.Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.

2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.

3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-5, "The Nyaya Philosophy", pp,201-227.

4. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3,pp-6-17

5. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass.(MLBD)

6. Mundaka Upanisad Apph. I

References

Additional Resources:

- Hiriyanna, M. (1994) Outlines of Indian Philosophy, Delhi: MLBD Publishers.
- Hiriyanna, M. (2015) The Essentials of Indian Philosophy, Delhi: MLBD Publishers
- <u>Radhakrishnan, S.</u> (1929) <u>Indian Philosophy, Volume 1</u>. Muirhead Library of Philosophy (2nd ed.) London: George Allen and Unwin Ltd.

Teaching Learning Process

(i) Focus to be on richness of Indian philosophical tradition, cultural context and identifying those concepts that can appeal to Western and global audience. (ii) Field visits to historical places, cultural sites and making case studies on them so as to establish empirical relevance of the subject. (iii) Promotion of developing philosophical perspective on contemporary sociopolitical and economic issues.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

• Brahman, Śamkara, Parā vidya, Aparā vidya, World, God, Self, Syadvada, Pratyakṣa, Anumāna, Śabda, Upamāna, Pratītyasumatpāda, Asatkāryavāda, Satkāryavāda, Anātmavāda, Anekāntavāda, Syādvāda, Brahmana

Introduction to Indian Philosophy (MIL) (MIL-III) Core Course - (CC) Credit:6

Course Objective(2-3)

•The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on interactive learning where students will engage themselves. The course will help the students in

understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

•Make students gain familiarity with, and clear understanding of, the major concepts within Indian philosophical studies.

• Increase students understanding of Indian Philosophical systems and their philosophy.

•Improved critical reading of the texts, their rational and logical understanding, and writing abilities.

•Exposure to various Indian texts .

• Finally it will give a holistic development of their personality

Course Learning Outcomes

• Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainaism, Samkhya ,Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.

In the unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya -Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

• Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

Unit 1: Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed.Calcutta: University of Calcutta.

• Raju, P.T. 1985. *Structural Depths of Indian Thought*. Albany (New York): State University of New York Press.

•SurendranathDasgupta, A History of Indian Philosophy, Vol.1, Delhi: MotilalBanarsidass Publishers Private Limited, 2004, pp.67-77.

Unit 2 Indian Epistemology

- 1. Carvaka Epistemology
- 2. Nyaya Theory of Perception

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed.Calcutta: University of Calcutta.

• Datta, D.M. 1972. The Six Ways of Knowing. Calcutta: University of Calcutta Press.

•SurendranathDasgupta, A History of Indian Philosophy, Vol.1, Delhi: MotilalBanarsidass

Unit 3 Indian Metaphysics

1. Four-fold Noble Truths, Doctrine of Dependent Origination and Momentariness of Buddhism

2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed.Calcutta: University of Calcutta.

• Sharma, C.D. 2000. A Critical Survey of Indian Philosophy. Delhi: MotilalBanarasidass

1. The Vedic Primordial Quest

Raimundo Pannikkar (ed. & trans). 2006. "May Peace Bring Peace' (Shanti Mantra)

Atharva Veda XIX,9-15,14". In *The Vedic Experience: Mantramanjari, P.* 305. Delhi:Motilal Banarasidass.

2. The Upanishadic Query: The Immanent and the Transcendent, Isa Upanishad, Verses 1 to 11

S. Radhakrishnan (ed. & trans). 1987. "Isa Upanishad", In*The Principal Upanishadas*, 567-575. New Delhi: Harper Collins Publishers India.

3. "The Moral Question and the Subtlety of Dharma"

Gurucharan Das. 2012. "Draupadi's Courage." In *The Difficulty of Being Good*, 33-53.New Delhi: Penguin Books.

References

As above

Additional Resources:

Suggested Readings

- Organ, Troy Wilson. 1964. The Self in Indian Philosophy. London: Mounton& Co.
- Pandey, SangamLal. 1983. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: DarsanPeeth.

• Paul S. and Anthony J. Tribe.2000. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.

• Stcherbatsky, Theodore. 1970. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana.

• Koller, John M. 1977. <u>Skepticism in Early Indian Thought</u>. *Philosophy East and West* 27(2): 155-164

Teaching Learning Process

Teaching-Learning Process

The B.A (MIL) Introduction to Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment Methods

Assessment methods

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, seminars, preparation of reports. The wide range of assessment tasks aim to break the monotony of having a single assessment method. Students will strictly follow the course policies.

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

•Four Assignments/ Projects: 10% each

•Three in-class quizzes/oral tests: 5% each

•Paper Presentations: 5%

• Final exam: 10%

•Attendance and participation 5%

Keywords

Keywords

Shruti and Smriti, Idealism, Materialism, Realism, Self, Brahman, Maya, Dualism, Preyas, Shreyas and Nihsreyas, Anekantavada, Syadvada, Karma, Jnana, Bhakti, Pratityasamutpada, Nirguna and Saguna Brahman, Jivaetc

Introduction to Logic (MIL) (MIL-I) Core Course - (CC) Credit:6

Course Objective(2-3)

As a foundational discipline, logic exercises skills and habits that are pertinent to virtually every other human endeavour -- academic or otherwise. The cognitive skills developed through a training in basic logic can help one to become a clearer, more persuasive thinker or communicator. The principles of logic helps one to construct cogent arguments in both speech and writing. Informal fallacies enables one to understand the flaws in the arguments which we use in our day to day life.

Course Learning Outcomes

Learning outcomes of this course are as follows: 1. To learn identifying different types of arguments as well as their premises and conclusions. 2. To be able to evaluate arguments and identify mistakes in reasoning. 3. To learn how to prove the validity and invalidity of arguments using method of Rules and Fallacies and also by Truth Table method. 4. To develop the overall reasoning skills of the students which are useful in various competitive exams.

Unit 1 BASIC CONCEPTS

- 1.1 Propositions and Arguments,
- 1.2 Deduction and Induction

1.3 Validity, Truth and Soundness

Essential Reading

Chapter 1 of Irving Copi, Introduction to Logic, (Delhi: Pearson, 2014, 2017), 14th ed, 2-33.

Unit 2 CATEGORICAL PROPOSITIONS

2.1 The components of Categorical Propositions

- 2.2 Quality, Quantity and Distribution
- 2.3 The Traditional Square of Opposition
- 2.4 Conversion, Obversion and Contraposition
- 2.5 Translating Ordinary Language Statements into Standard form of Categorical Propositions.

Essential Reading

Chapter 5 and chapter 7 (7.3) of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 164-188 and 249-257.

Unit 3 CATEGORICAL SYLLOGISMS

3.1 Standard form, Mood and Figure

3.2 Rules and Fallacies

Recommended Reading

Chapter 6 of Irving Copi, Introduction to Logic, (Delhi: Pearson, 2014, 2017), 14th ed, 205-238.

Unit 4 PROPOSITIONAL LOGIC

- 4.1 Symbols and Translation
- 4.2 Truth Functions (Logical Connectives)

4.3 Truth Tables for Statements & Statement-Forms

4.4 Truth Tables for Arguments & Argument-Forms

4.5 Indirect Truth Tables (*Reductio Ad Absurdum*)

Recommended Reading

Chapter 8 of Irving Copi, Introduction to Logic, (Delhi: Pearson, 2014, 2017), 14th ed, 287-333.

References

Copi, Irving. *Introduction to Logic*, Delhi: Pearson, 2012. (Hindi translation of this text is also available)

Additional Resources:

- 1. Hurley, Patrick, Introduction to Logic, Wadsworth: Delhi, 2007.
- 2. Sen, Madhucchanda, LOGIC, Delhi: Pearson, 2008.
- 3. Chakraborti, Chhanda, *Logic: Informal, Symbolic and Inductive*, Delhi:Prentice-Hall of India Private Limited, 2006.

Teaching Learning Process

Lectures and Tutorials

Assessment Methods

Assignments, Presentation and Examination

Keywords

Logic, argument, premise, conclusion, truth, validity, invalidity, statement form, argument form, truth-table.

Introduction to Western Philosophy (MIL) (MIL-IV) Core Course - (CC) Credit:6

Course Objective(2-3)

Philosophy is both fascinating and frustrating. It deals with the most difficult questions of life which have always bewildered us. Philosophers have been relentlessly working to quench this thirst of the mankind by expounding theories which have broadened the base of human understanding. The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. The syllabus comprises of six philosophers grouped under two traditions of thought: Rationalism and Empiricism. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

Course Learning Outcomes

This paper seeks to do three things: 1. it will make students witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments. 2. it will enable students to have a better understanding of how a man thinks and what goes on into the making of human thought. 3. It will also make students aware that there is no place for superficial approach to the complex questions in life.

Recommended Readings:

Markie, Peter, "Rationalism vs. Empiricism", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.)

Unit 2 The concept of substance: Descartes and Spinoza

- 1. Descartes: Method of doubt, Mind-body dualism
- 2. Spinoza: Notion of Substance Descartes:

Recommended Readings:

Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6) Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).

Unit 3 Epistemology in the works of Leibnitz and Locke

1. Leibniz: Truth and Reason

2. Locke: Ideas and qualities

Recommended readings : Strickland, Lloyd.Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014 Locke, John: An Essay Concerning Human Understanding, London:Penguin Classics,1997 (Book 2)

Unit 4 The concept of ideas: Berkeley and Hume

 Berkeley : Immaterialism
 Hume: Impressions and Ideas Recommended Readings: Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).
 Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III)

References

- Markie, Peter, "Rationalism vs. Empiricism", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.),
- Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6)

- Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).
- Strickland, Lloyd.Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014
- Locke, John: An Essay Concerning Human Understanding, London:Penguin Classics,1997 (Book 2)
- Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).
- Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III)

Additional Resources:

- Copleston, F.J. History of Philosophy. USA: Image Books, 1993
- Falkenberg, R. History of Modern Philosophy, USA: Jefferson Publication, 2015
- O' Connor, D.J. A Critical History of Western Philosophy. USA: MacMillan, 1964.

Teaching Learning Process

lectures, tutorials, discussions, assignments and tests.

Assessment Methods

assignments and tests

Keywords

Rationalism, Empiricism, Knowledge, Ideas, Mind-Body, Materialism, Immaterialism, Qualities, Monads,

Logic (DSC 1) (CC (I)) Core Course - (CC) Credit:6

Course Objective(2-3)

This course primarily helps in developing ones skill in correct reasoning or argumentation. It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Course Learning Outcomes

This course

1. Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.

2. Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.

3. Helps in good scoring for a better rank in form of result

Unit 1 Basic Logical Concepts

Proposition and Sentence
 Deductive and Inductive argument
 Truth, Validity and Soundness

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 1-2.

Unit 2 Traditional Logic (A)

1.Terms and Distribution of terms

2. Categorical Propositions

3. Traditional Square of Opposition and Existential Import

4. Translating Ordinary Language Sentences into Standard form

Traditional Logic (B)

1. Immediate Inferences- Conversion, Obversion and Contraposition

2. Categorical Syllogism: Figure and Mood

3. Syllogistic Rules and Fallacies

4. Venn Diagram

Recommended Readings:

1. 1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

Unit 3

Unit 4: Symbolization
1. Types of Truth functions: Negation, Conjunction, Disjunction(Alternation), Conditional (Implication) and Bi-Conditional (Equivalence)
2. Statements, Statement forms and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016.. Ch 8.

Unit 4

Unit 5: Informal Fallacies

- 1. Fallacies of relevance
- 2. Fallacies of defective induction
- 3. Fallacies of presumption
- 4. Fallacies of ambiguity

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 4.

References

1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.

Additional Resources:

1. Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018.

Teaching Learning Process

Lectures and tutorial as per University norm is essential.

Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.

Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies

Modern Western Philosophy (DSC 4) (CC (IV)) Core Course - (CC) Credit:6

Course Objective(2-3)

The objective of the course is to

a. Understand the core philosophical ideas of Western traditions and the problems that led to the empiricist and rationalist uprising in philosophy.

b. Learning about various positions on metaphysical monism, dualism and pluralism.

c. Knowledge of the Copernican Revolution brought forth by Kant, in the examination of the conditions which makes knowledge possible.

Course Learning Outcomes

- This course will enable students to think outside the box of the prevalent philosophical orthodoxies.
- The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.

Unit 1 Introduction to Western Philosophy with reference to Rationalism and Empiricism.

Recommended Readings

Scruton Roger, From Descartes to Wittgenstein A short history of modern philosophy.London: Routledge & Kegan Paul 1981 (chapter 1 & 2)

Unit 2 Rationalism

- 1. Descartes: Cogito Ergo Sum, Mind body Dualism
- 2. Spinoza: Concepts of Substance
- 3. Leibnitz : Theory of Monads

Recommended Readings

Descartes, R. (1647), Meditations Concerning First Philosophy, Meditation II, Harper Torch Books.

Spinoza, B (1677), Ethics, Penguin Classics

Leibniz, G. W. (1991), Monadology : An Edition for Students, University of Pittsburgh Press; 1 edition

Unit 3 Empiricism

- 1. Locke- Critique of Innate Ideas, Ideas and Qualities
- 2. Berkeley: Critique of Locke's theory of Material substance
- 3. Hume: Theory of Causation

Recommended Readings

Locke, J. (1706) An Essay Concerning Human Understanding, London,. CH. XXIII Berkeley, G. (1985), The Principles of Human Knowledge G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24. Hume,D. (1748), An Enquiry Concerning Human Understanding (Oxford World's Classics) Unit 4 Kant: Classification of Propositions, Possibility of synthetic a priori.

Recommended Readings

Kant Immanuel , Critique of Pure Reason (The Cambridge Edition of the Works of Immanuel Kant) : Kant, Paul Guyer, Allen W. Wood: Books,(1999)

References

- Descartes, R. (1647), Meditations Concerning First Philosophy, Meditation II, Harper Torch Books.
- Locke, J. (1706) An Essay Concerning Human Understanding, London,. CH. XXIII
- Berkeley, G. (1985), The Principles of Human Knowledge G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.

Additional Resources:

- Moore, B. (2011) Philosophy: The Power of Ideas, New Delhi: TMH.
- O'Conor, D. J. (1964) A Critical History of Western Philosophy, New York: Macmillan.
- Stegmuller, W. (1969), Main Currents in Contemporary German, British and American Philosophy, , Dordrecht: D. Reidel Publishing.
- Thomson, G. (1992) An Introduction to Modern Philosophy, California:Wadsworth Publishing.
- Titus, S. and Nalan. (1994) Living Issues in Philosophy, London: OUP.
- Scruton Roger, From Descartes to Wittegenstein A short history of modern philosophy.London: Routledge & Kegan Paul 1981 (chapter 1& 2)

Teaching Learning Process

Textual readings, Power Point Presentations, Group Discussion

Assessment Methods

Internal Assesment

Assignment/Test

Keywords

Rationalism, Empiricism, Subjective Idealism, Cogito Ergo Sum, Interactionism, pre-established harmony, Monism, Dualism, Parallelism

Aesthetics (DSE (IX)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

This course is for the undergraduate students pursuing a BA (P) course with Philosophy as one of the two main disciplines. The course is focused upon a comprehension of the Philosophy of art in relation to creativity, communication, culture and aesthetic experience.

Course Learning Outcomes

Course Learning Outcomes: The course with its inter-disciplinary content, and with the curriculum that offers an insight into art and culture, will ensure students with a foundational basis to find a career in the fields of art and media.

Unit 1 Nature and Meaning of Aesthetics

1 .Introduction to Aesthetics: Philosophy of Art and Beauty

2 .Definitions of art (Art as Significant Form with specific reference to Art as Intuition, Art as Communication, Art as Expression)

Recommended Readings:

Saxena, S K, Art and Philosophy: Seven Aestheticians (Pragati Publications, 1995). Chapter on 'Langer'

Shyamala Gupta, Art, Beauty and Creativity ,(DK Printworld: New Delhi, 1999). Chapters 1,4,7,8,9 .

Ghosh, R. K., Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan Black and White, 2006) Relevant sections for Art and Communication

Unit 2 Identity of a work of Art

1. Art as product and art as process

2.Art and emotion; Susanne Langer on "art as symbol of human emotion"

3. Aesthetic Delight with reference to Indian context.

Recommended Readings:

• Paul Valery, 'The Idea of Art' in Aesthetics by Harold Osborne(London: Oxford University Press,1972).

•' Form of Feeling': The Aesthetic Theory of Susanne K Langer' by Sam Reese in Music Educators Journal ,Vol. 63, No. 8 (Apr., 1977), pp. 44-49 • Online Source:

https://www.jstor.org/stable/3395285

• Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, 1997). Chapter-1

Unit 3 Art and Aesthetic Experience

Concepts of Rasa and Disinterestedness in relation to Aesthetics Explicated

Recommended Readings:

• 'Disinterestedness and Desire in Kant's Aesthetics' in The Journal of Aesthetics and Art Criticism, Paul Guyer (Vol. 36, No. 4 (Summer, 1978), pp. 449- 460

• Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, 1997). Chapters-1 and 5

Unit 4 Art, Religion, and Spirituality: Indian View

1. Ananda Coomaraswamy

- 2. Sri Aurobindo
- 3. Rabindranath Tagore.

Recommended Readings:

• Coomaraswamy, A. K, The Transformation of Nature in Art, (Sterling Publishers, 1995) • Ghosh, R. K. ,Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and

Freedom, (Delhi: Sundeep Prakashan (Black and White, 2006)

• Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor.

Practical

This course is for the undergraduate students pursuing a BA (P) course with Philosophy as one of the two main disciplines. The course is focused upon a comprehension of the Philosophy of art in relation to creativity, communication, culture and aesthetic experience.

References

Recommended Readings:

- Saxena, SK, Art and Philosophy: Seven Aestheticians (Pragati Publications, 1995).
- Coomaraswamy, A. K, The Transformation of Nature in Art (Sterling Publishers, 1995).
- Ghosh, R. Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom, (Sandeep Prakashan (Black and White Delhi 2006).
- Gupta, S. Art Beauty and Creativity, (Delhi: D.K Printers, 1999).
- Gupta, S. Saundarya Tatva Mīmāmsā, (Seema Sahitya Bhavan, 1993).
- Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar, 1997)
- Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor

Additional Resources:

- Aldrich, V.C, Philosophy of Art, (Prentice Hall, 1963)
- Gnoli,R. Aesthetic Experience according to Abhinavagupta, (Artibus Asiae Publishers, 1957).
- Hanfling, O. ed. Philosophical Aesthetics: An Introduction, (Blackwell, 1999)
- Coomaraswamy, A.K, The Dance of Shiva (Fourteen Indian Essays with an Introductory Preface by Romain Rolland), (Munshiram Manoharlal Publishers: Delhi, This edition, 2012)

Teaching Learning Process

Teaching Learning Process Since it is a study of arts and beauty, students need to bring to class room discussions and in their assignments, a reference to artistic experience. Visit to museums and galleries etc. discussions about literature , music and cinema will add value to understanding of Aesthetics.

Assessment Methods

Assessment Methods

75% end of semester exams plus 25% of the Internal Assessment, as per University mandate.

Keywords

• Keywords, Art, Aesthetics, Emotions, Art and Identity, Form of Art, Experienc, Rasa, Disinterestedness

Analytic Philosophy (DSE (X)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The Course entitled "Issues in Analytic Philosophy" is a DSE option for students pursuing a B.A. Program degree with philosophy as one of their core subjects. It aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century. As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept. Its familiar tools are <u>formal logic</u>, conceptual analysis, and, mathematics.

Course Learning Outcomes

The method and methodology of Analytic Philosophy allows it to register a presence in diverse domains of thought including epistemology, phenomenology, metaphysics, ethics, political philosophy and feminist discourse. The course, "Issues in Analytic Philosophy" seeks to help students understand its terminology and method via its workings in certain interconnected sub traditions such as metaphysics and epistemology, philosophy of mind and philosophy of language.

Unit 1 Metaphysics

A brief general survey of Analytic philosophy and its primary concerns and questions: philosophical analysis, the linguistic turn, logical positivism, language and its relation to Reality, Common sense philosophy, Logical Analysis, meaning and naming.

Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1,2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

Unit 2 Epistemology

Recommended Reading

1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993

2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 PHILOSOPHY OF MIND

Recommended Readings

Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell, 4th edn., 2009, Part IV, Chapter 27
 What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 PHILOSOPHY OF LANGUAGE

Recommended Reading

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap), Analytic Phil *www.ditext.com/carnap/elimination.html*

References

Essential Readings

1) Martinich, Aloysius, and David Sosa. *Analytic Philosophy: An Anthology*. Chichester, West Sussex: Wiley-Blackwell, 2012.

2) Russell, Bertrand Arthur William. The Problems of Philosophy. Oxford: Oxford UP, 1980.

Additional Resources

- Ayer, A. J. Language, Truth and Logic. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy. Bertrand Russell*. London: Oxford University Press, 1912.
- Schwartz, Steve. A Brief History of Analytic Philosophy: From Russell to Rawls. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy*?Cambridge, UK: Cambridge University Press, 2008.

Teaching Learning Process

Traditional Lectures and Tutorials

Assessment Methods

As per University guidelines

Keywords

logic, metaphysics, knowledge, knowing, thinking, positivism, meaning, protocol sentences, metaphysics, analysis, mathematical logic

Applied Ethics (DSE (V)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The objective is to make students aware of Ethical tools that must be used to resolve moral and ethical issues around us.

Improving analytical and writing skills.

Course Learning Outcomes

The course shall give a vision that merges the social with ethical understanding of choices.

The issues in human lives that touch each one of us must be synergised for all and this course makes that outcome a good possibility.

Unit 1 An Introduction to Moral Philosophy and Applied Ethics.

Essential Readings:

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 2 Issues, Rights and Concerns

1. Issues of life and Death (Euthanasia and Suicide, Theories of Punishment)

- 2. Organ Transplantation
- 3. Concerns (Surrogacy, Cloning)

Essential Readings:

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

Careless thought costs lives: The Ethics of transplant by Janet Radcliffe Richards, Oxford University Press, 2012

Unit 3 Environmental Ethics

- 1. Nature as Means or End.
- 2. Respect to animals and ecology

Essential Reading:

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 4

Media and Cyber Ethics

Media Ethics

Print and Cyber Media

Essential Readings:

Spinello, Richard.A., The Internet and Ethical Values, In CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp.1-28

Spinello, Richard.A., Intellectual Property in Cyberspace, In Cyber Ethics: Morality and Law in Cyberspace, Jones and Barlett Publishers, 2003, pp. 91-104.

References

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

Richards, J R Careless thought costs lives: The Ethics of transplant, Oxford University Press, 2012

Spinello, Richard.A., CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp 1-28, pp 91-104.

Additional Resources:

Dower, N., World Ethics: The New Agenda. Edinburgh: Edinburgh University Press, 2007

Teaching Learning Process

Lectures

Tutorials

Power Point Presentations

Assessment Methods

Internal assessment

University examination

Presentation

Keywords

Applied Ethics, Media Ethics, Cyber Ethics, Environmental Ethics, Organ Transplantation

Buddhism (DSE (II)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- The primary objective of this course is to advance students' critical awareness of the background to the origin, nature and classification of Buddhism.
- Comprehensive understanding of the philosophy of Indian Buddhism.

Course Learning Outcomes

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.
- have acquired a good understanding of the key doctrines of Buddhism.
- have the sound understanding of Buddhist epistemology, metaphysics, ethics and shall be able to go for further studies in the subject.

Unit 1 Introduction to Buddhism

- 1. Origin and Nature of Buddhism
- 2. Schools of Buddhism

Recommended Readings:

• Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, *Publications Division*, New Delhi, and its Hindi translation also by the Publications Divisions. Chapter-2, pp, 9-20 and Chapter-6, pp,97-138.

• Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-1 to14, pp,1-173.

Unit 2 Ethics of Buddhism

1. Five Vows

- 2. Four Noble Truth
- 3. Eight Fold Path
- 4. Brahma Viharas

Recommended Readings:

• Mahathera. Narada. (2006), The Buddha and His Teachings, *Jaico Publishing House*, Mumbai. Chapter-15 to17, pp,201-251.

• Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.

 \cdot Walpola, Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter- 2 to 5, pp,16-50.

Unit 3 Ontology of Buddhism

- 1. Paramitas
- 2. Pratītyasamutpāda

Recommended Readings:

• Mahathera. Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-25, pp,326-337.

 $\cdot\,$ Mehta, Sonia. (2017), The Problem of Meaning in Buddhist Philosophy, Krishi Sanskriti Publication, Delhi.

Chapter-3, pp,17-33

Unit 4 Doctrines of Buddhism

- 1. Karma and Rebirth
- 2. Nirvana

3. Anatmavada (No Soul theory with special reference to the debate between Miland and Nagsen)

Recommended Readings:

• Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai.Chapter-18 to 36, pp,252-426.

• Walpola Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter- 6, pp,51-66.

References

Recommended Readings:

- Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, *Publications Division*, New Delhi, and its Hindi translation also by the Publications Divisions.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka.

- Mehta, Sonia. (2017), The Problem of Meaning in Buddhist Philosophy, Krishi Sanskriti Publication, Delhi.
- Walpola, Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York.

Additional Resources:

Suggested Readings

- Bhatta, J. (1971), Nyayamanjari ed. S.N. Shukla, Varanasi: Chowkhamba Vidyabhavan.
- Pande, G.C. (1957), Studies in the Orgins of Buddhism, Allahabad University, Allahabad.
- Halbfars, W. (1999), Karma, Apurva and "Nature" causes: observation on the growth and limits of the theory of Samsaras", O' Flabearty.
- Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.
- Sarao, K.T.S. (2003), "Anatman/Atman (No-self/self)", Encyclopedia Buddhism, Memillan, New York.
- Kamla, J. (1983), The Concept of Pancsila in Indian Thought, P. V. Institute: Varanasi.
- Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Assessment Methods

As per University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%

Keywords

Pancsila, Four Noble Truth, Eight Fold Path, Paramitas, Brahma Viharas, Pratītyasamutpāda, Nirvana, Anatmavada

Feminism (DSE (VIII)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitisation and develops a wholistic approach towards education.

Course Learning Outcomes

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

Unit 1 Understanding Feminism

Recommended Reading

*Adichie, Chimamanda Ngozi. We Should All Be Feminists. London: Fourth Estate, 2014.

Unit 2 Gender and Patriarchy

Recommended Reading

*Nicholson, Linda. "Gender." In *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young 289-297. Oxford: Blackwell Publishers, 1998.

* Bhasin, Kamla. What is Patriarchy. New Delhi: Kali for Women, 1993.

Essay format available on:

https://dullbonline.wordpress.com/2017/08/30/what-is-patriarchy-by-kali-for-women-1993-new-delhi-kamla-bhasin/

Unit 3 Women and Society

Recommended Reading

Sanger, Margaret. "Woman's Error And Her Debt" Chapter I and "Birth Control: A Parent's Problem or Woman's" Chapter VII. In *Woman and the New Race*. New York: Brentano's Publishers, 1920.

Essay format available on:

https://wwnorton.com/college/history/america-essential-learning/docs/MSanger-Woman_and_New_Race-1920.pdf

*Goldman, Emma. "Marriage & Love." In *Anarchism & Other Essays*, 233-242. New York: Gordon Press Publishers, 1914.

Essay format available on:

https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays

Unit 4 Women, Body and Image

Recommended Reading

*Wolf, Naomi. "The Beauty Myth". In *The Beauty Myth*, 9-19. New York: Harper Collins, 1991.

E-book available on:

https://www.academia.edu/25264021/The_Beauty_Myth_-_Naomi_Wolf

*Silvers, Anita, "Disability". In A Companion to Feminist Philosophy, Blackwell Companion to Philosophy, edited by Alison M. Jaggar and Iris Mrion Young, 330-340. Oxford: Blackwell Publishers, 1998.

*Bartrey, Sandra Lee Bartey. "Body Politics". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young, 321-329. Oxford: Blackwell Publishers, 1998.

References

Understanding Feminism

*Adichie, Chimamanda Ngozi. We Should All Be Feminists. London: Fourth Estate, 2014.

Unit 2

Gender and Patriarchy

*Nicholson, Linda. "Gender." In *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young 289-297. Oxford: Blackwell Publishers, 1998.

* Bhasin, Kamla. What is Patriarchy. New Delhi: Kali for Women, 1993

Essay format available on:

https://dullbonline.wordpress.com/2017/08/30/what-is-patriarchy-by-kali-for-women-1993-new-delhi-kamla-bhasin/

Unit 3

Women and Society

Sanger, Margaret. "Woman's Error And Her Debt" Chapter I and "Birth Control: A Parent's Problem or Woman's" Chapter VII. In *Woman and the New Race*. New York: Brentano's Publishers, 1920.

Essay format available on:
https://wwnorton.com/college/history/america-essential-learning/docs/MSanger-Woman_and_New_Race-1920.pdf

*Goldman, Emma. "Marriage & Love." In *Anarchism & Other Essays*, 233-242. New York: Gordon Press Publishers, 1914.

Essay format available on:

https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays

Unit 4

Women, Body and Image

*Wolf, Naomi. "The Beauty Myth". In *The Beauty Myth*, 9-19. New York: Harper Collins, 1991.

E-book available on:

https://www.academia.edu/25264021/The_Beauty_Myth_-_Naomi_Wolf

*Silvers, Anita, "Disability". In A Companion to Feminist Philosophy, Blackwell Companion to Philosophy, edited by Alison M. Jaggar and Iris Mrion Young, 330-340. Oxford: Blackwell Publishers, 1998.

*Bartrey, Sandra Lee. "Body Politics". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young, 321-329. Oxford: Blackwell Publishers, 1998.

Additional Resources:

*Kemp, Sandra and Judith Squires, eds. *Feminisms*.New York: OUP, 2009.

Teaching Learning Process

Lectures, tutorials, workshops and film-screenings.

Assessment Methods

As per the norms of University of Delhi.

Keywords

Sexism, gender, biological determinism, patriarchy, birth-control, marriage, beauty and body, feminist method.

Greek Philosophy (DSE (III)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The course is intended for giving a comprehensive account of Greco-Roman Philosophy to undergrad students pursuing a BA Programme course with Philosophy as one of their disciplines.

Course Learning Outcomes

This course will provide students with a seminal awareness of the Western Classical Philosophical tradition, and give them clarity on classics.

Unit 1 Socrates and the Sophists

Care of the self and Virtue.
Moral Relativism and Persuasion

Recommended Readings; Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy, (Blackwell Publishing,2003), Chapter-2, Parts I and II

Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell,2006.) Relevant chapters

Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1.,pp. 94-124

Unit 2 Plato

The ideal state
Critique of Democracy

Recommended Readings:

The Routledge Companion to Ancient Philosophy edited by James Warren and Frisbee Sheffield, (Routledge: London and New York, 2014) Part-II, Chapters 12-15

Lee, Desmond (translated), Plato: The Republic, edited by Betty Radice, (Penguin Classics, 1974) Books 8 and 9

Unit 3 Aristotle

Political Naturalism
Human nature and the nature of the state

Recommended Readings:

James Warren and Frisbee Sheffield(eds), The Routledge Companion to Ancient Philosophy (Routledge: London and New York, 2014), Part-III, Chapter-25 Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy, (Blackwell Publishing, 2003, chapter-10.

Unit 4 Epicurus and the Stoics

1. Pleasure and happiness

2. Living according to nature

Recommended Readings:

Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy, (Blackwell Publishing,2003, chapters 12 and 13 Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. chapters 31-33

Practical

An understanding of the classics and an ability to contextualise the tradition in the present times should be an interesting endeavor for the students pursuing this course.

References

Recommended

- The Routledge Companion to Ancient Philosophy edited by James Warren and Frisbee Sheffield, (Routledge: London and New York, 2014)
- Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy, (Blackwell Publishing,2003).
- Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell,2006.)
- Kerferd, G. B. The Sophistic Movement, (Cambridge: Cambridge University Press, 1981)
- Keyt, D. and Miller (Jr.), F. D. (eds.) A Companion to Aristotle's Politics. (Oxford: Oxford University Press, 1991)
- Long, A. Hellenistic Philosophy, 2nd ed. (California: University of California Press, 1986)
- Rist, J. M. Epicurus, (Cambridge: Cambridge University Press, 1972) Schofield, M. Plato: Political Philosophy, (Oxford: University Press, 2006).
- Lee, Desmond(translated), Plato: The Republic, edited by Betty Radice, (Penguin Classics, 1974).

Additional Resources:

Annas, J. The Morality of Happiness, (Oxford: Oxford University Press, 1993) Epicurus, Letter to Menoeceus, Trans. by Robert Drew Hicks (E Text: http://classics.mit.edu/Epicurus/menoec.html)

Teaching Learning Process

A comparitive study of the classical philosophical traditions of Greece and India will add a pedagogical value to this paper. Assignments or a project could be made on this comparative analysis besides the mandatory tests and assignments that are strictly according to the syllabus prescribed.

Assessment Methods

As per University rules of 75% semester exam and 25% Internal assessment.

Keywords

Sophists, Socrates, Plato, Aristotle, Epicurus, Stoics,

Jainism (DSE (VI)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

This course aims at providing students' with a comprehensive understanding of Jain Philosophy comprising:historical relevance of Jain Trithankaras, Jain epistemology, Jain metaphysics, Jain ethics and its practical relevance in todays contemporary scenario.

Course Learning Outcomes

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the historical relevance of Jain philosophy.
- have acquired a good understanding of the key doctrines/concepts of Jain tradition .
- have the sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in todays contemporary scenario and shall be able to go for further studies in the subject.

- 1. Historical relevance of tirthankars (with special reference to Mahāvirā)
- 2. The sects: Digambar and Śvetāmbar
- 3. Symbols in Jainism and their Philosophical implications

Recommended Readings:

- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-1, pp,1-19.
- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,68-70.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,169-175.

Unit 2 Jain Epistemolog

- 1. Nature and Types of Knowledge
- 2. Syādvāda
- 3. Pramāņa and Naya

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,70-77.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,175-186.

Unit 3 Jain Metaphysics

- 1. Anekāntvāda
- 2. Concept of Substance
- 3. Jīva and Ajīva
- 4. Bondage and liberation

Recommended Readings:

• Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,81-93.

- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

Unit 4 Jain Ethics

- 1. The triratna
- 2. Pañca-Mahāvrata
- 3. Practical Application of Jain Ethics

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,94-103
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya, Acharya. (2010), Anekanta: Philosophy of Co-Existence, Jain Vishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

References

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publishers, Delhi.
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi.
- Mahapragya, Acharya. (2010), Anekanta: Philosophy of Co-Existence, Jain Vishva Bharti, Ladnun-Rajasthan.

Additional Resources:

Suggested Readings

- Jain, K. (1983), The Concept of Pancsila in Indian Thought, P VInstitute, Varanasi.
- Jain, K. (1998), Aparigraha- The Humane Solution, P V Institute, Varanasi.
- Jaini, J. L. (2014), Outlines of Jainism Primary Source, Edition by F. W. Thomas.
- Jain, J. P. (2006), Art and Science of Self Realization, Radiant Publishers, New Delhi.
- Radhakrishnan, S., Moore, A. (1967), Sourcebook in Indian Philosophy, CA Princeton.
- Sharma, I C. (1965), Ethical Philosophies of India, Harper and Row, USA.
- Setia, T. Ahimsa. (2004), Anekanta and Aparigraha, Motilal Banarsidass Publishers, New Delhi.
- Sidhantacharya, Pt. Kailash Chandra Jain. (2015), Jain Dharam, Shrut Samvardhan Sansthan, Meerut.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Assessment Methods

As per University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%

Keywords

Tirthankars, Digambar, Śvetāmbar, Syādvāda, Jīva and Ajīva, Anekāntvāda, Triratna, Pañca-Mahāvrata

Philosophy of Religion (DSE (VII)) Discipline Specific Elective - (DSE) Credit:6 Course Objective(2-3)

The objective is to acquaint students with the basics of religion.

The students are then introduced to a systemic and comprehensive study of various approaches to concepts that are common across religions.

Course Learning Outcomes

Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.

Unit 1 Concepts of Religion and Dharma

1) Nature of Religion and it's relation to Philosophy of Religion.

2) The Concept of Dharma (Purva Mimansa)

Recommended Readings-

Brody, Baruch A, Readings in Philosophy of Religion, Ed. Vol 1, New Jersey, PHI, 1974

Olivelle, Patrick, Dharma: Studies in its Semantic and Cultural and Religious History MLBD, 2009

Unit 2 Challenges to Religion

- 1) "God and Evil " H.J. McCloskey
- 2) "The Ethics of Belief" W.K.Clifford

Recommended Readings-

McCloskey, H.J. God and Evil, Philosophical Quarterly, Vol.10, 1960

Meister, Chad, Philosophy of Religion, Reader, Routledge, NewYork, 2008

Unit 3 Significance of Faith, Prayer and Revelation in Religion

1) Faith, Reason and Revelation.

2) The Concept of Prayer.

Recommended Readings-

Quinn, P.L. and Taliaferro, C. ed., A Companion to Philosophy of Religion, Blackwell Publishers, 1997

Unit 4 Overview of R the concepts of Religious Diversity and Liberation

1) The Conept of Liberation: Indian Perspective

2) Religious Diversity-- Inclusivism, Exclusivism and Pluralism

Recommended Readings-

Dasgupta, S.N. Introduction to Indian Philosophy, Vol.1 Cambridge University Press, 1922-1955

Meister, Chad, Philosophy of Religion Reader, Routledge New York, 2008

References

- Brody B.A., *Readings in Philosophy of Religion*, Prentice Hall India, 1974
- Galloway, George, The Philosophy of Religion, C.Scribner's Son's, New York 1914
- Meister, Chad, Philosophy of Religion Reader, Routledge New York, 2008
- McCloskey, H.J., God and Evil, Philosophical Quarterly, Vol.10,1960
- Verma V. P., *Dharma Darshan Ke Mool Siddhant*, Hindi Madhyam, Karyanvaya Nideshalaya, 1991
- Quinn P. L. and Taliaferro. C ed. A Companion to Philosophy of Religion Blackwell Publishers1999.
- Olivelle, Patrick, *Dharma: Studies in its Semantic and Cultural and Religious* History, MLBD,2009

Additional Resources:

Teaching Learning Process

Lectures, Seminars, Paper Presentation, Field Trips, PPT

Assessment Methods

Home Assignments

Class Tests

Paper Presentation

University Examination

Keywords

God, Philosophy of Religion, Prayer, Evil, Faith, Reason, Dharma

Social and Political Philosophy: Indian & Western (DSE (IV)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

A. Understanding of the basic social and political concepts both in Western and Indian context.

B. Understanding the philosophical underpinnings of the social and political structures. C. To study different thinkers who have given their theories in understanding the society and principles of the governance.

Course Learning Outcomes

- to make students a better citizens by understanding the notion of democracy
- to know rights of Individuals and communities.
- to learn to live in cohesive manner in a multicultural setup.

Unit 1 A Study of Social and Political concepts:

- Rights
- justice
- Equality
- Democracy

References

Benn, S. I., R. S., Peters. " *chapter 4,5,7 and 15*". *In Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

Further Reading Rawls, John. "Fundamental ideas" in justice as fairness. 1971.

Unit 2 Indian Social Thinkers:

- Tagore's Cosmopolitanism
- Gandhi critique of modern civilization.
- Ambedkar's Anhillation of Caste and state
- M.N.Roy's Nationalism

References

Tagore, R. (2002a). Nationalism. New Delhi: Rupa and Co.

Parel, j. (*eds*). Gandhi Critique of modern civilization, Hind Swaraj. Chapter - 6-13th. Cambridge: Cambridge University Press, 1997.

Rodrigues, Valerian. The Essentials writing of B.R. Ambedhkar: Oxford India Paperbacks.

Ray, Sibnarayan, ed., *Selected Works of M. N. Roy, vol. 1*, (Delhi Oxford University Press, 1987).

Unit 3 Western Social and Political Thinkers:

- John Locke; state of nature, social contract, nature of state; its forms and characteristics
- Karl Marx ; dialectic materialism,

References

Nelson, Brian. Western Political Thought- 2007 Pears.

Bertell, Ollman. *Dance of Dialectic*. chapter 1 and chapter 2. University of ILLINOIS PRESS Urban Chicago.

Further Reading

Locke, John. The Second Treatise on Civil Governance, 1690.

Karl Marx and Friedrich, The Communist Manifesto. Penguin Classic.

Dunn, John. *The political thought of John Locke, Chap-1*. Cambridge: Cambridge University Press.

Unit 4 Communitarianism, Multiculturalism, Minority Rights and Feminism:

- Charles Taylor (Politics of Responsibility)
- Bell Hooks (A movement to end sexist operation.)

References

Hooks, Bell, Feminism by Oxford Reader.

Taylor, Charles, *Responsibility for self*. In Amelie Oksenburg Rorty (ed.), The Identities of Person. University of California Press. pp. 281-99 (1976).

Taylor, Charles. Multiculturalism: Examining the Politics of recognition. Princeton: Princeton University Press, 1994.

References As above

Additional Resources:

- Raphael, D.D. Problems of Political Philosophy.
- Ghoshal, U.N., A History of Indian Political ideas, Oxford University Press, 1950.
- Kabir, Humayun, *Mysticism and Humanity of Tagore*, East and West, vol. 12 nos 2-3 (september 1961)

Teaching Learning Process

Textual Reading, Group Discussion

Assessment Methods

internal assesment

(test/ assignments)

Keywords

multiculturalism, democracy, rights, justice, property, liberty, equality, fraternity, nationalism, cosmopolitanism

Vedic Value System (DSE (I)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

Course Learning Outcomes

The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help develop an understanding about the importance of the Nature (Cosmos) and help student pursuit a holistic existence.

Unit 1 Values in Vedas

1.Introduction to Vedas (classification and explaination)

2. Values in Vedas

Recommended Readings:

1. Panikkar, R. (2001), The Vedic Experience, Motilal Banarasidas Publications, New Delhi. pp,5-34.

2. Dasgupta, S. N.(2012), A History of Indian Philosophy, Vol.1, Motilal Banarasidas Publications, New Delhi. Chapter-2, pp-10-27

3. Prasad, H.S., The Centrality of Ethics in Buddhism, Exploratory Essays, MLBD, 2007, Chapter II pg. 55-77

Unit 2 Cosmic Values

1. Prithvi Sutaka (Rg Veda) hyms 47 to 60

2. The concept of Rta, Satya and dharma.

Recommended Readings:

1. Wezler, A., 'Dharma in the Veda and Dharmasastras', DHARMA(ed. Patrick Olivelle), MLBD, 2009, pg. 207 - 231

2. Atharva Veda Prithvi Sutaka, 47 to 60.

3. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,99-105.

Suggested Readings:

1. Pradhan, R.C.(2008), Philosophy, Culture and Value, I.C.P.R, Chapter-7, Concept of Rta as expounded by G.C Pnade: A Critical Evolution, pp,135-143.

Unit 3 Social Values

1. Asram system and 16 Vedic sanskaras

2. The Varna Theory: Facts and misconceptions (caste)

Recomended Readings:

1. Gupta, Shantinath,(1978), Indian Concept Of Values, Manohar.

2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-3, pp-70-86.

3. Pandey, Rajbali. (2013), Hindu Samskaras: Socio-Religious study of Hindu Sacraments, Motilal Banarasi Dass Publications, Delhi.

4. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,80-96.

5. Goyal, Pritiprabha. (2004), Bharatiya Sanskriti, Rajasthan Grathagar, Jodhpur. Chapter-2-4, pp,17-104.

6. Prasad, Rajendra, (1999), Varnadharma, Niskamakarma and Practical Morality, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.

Suggested Readings:

Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter 4-5, pp, 232-329.

Unit 4 Personal Values

1. The Purusarthas: Trivarga (purpose of life)

2. Concept of Sreyas and Preyas (Katho Upanisada Apph.2 Commentary by Sankara)

Recomended Readings:

1. Kathopanishad, Aphorism 2.

2.Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp,13-17.

3. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-9,"Idea of Purusarthas, pp,65-68.

4. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,96-99.

Suggested Readings:

1. Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter -3, pp, 192-231.

References

Additional Resources:

- Chaterjee, S. Chandra, *The Fundamentals of Hinduism*, Calcutta: University of Caluctta, 1970.
- Chennakesavan, Sarswati, A Critical Study of Hinduism, Delhi, Motilal Banarsidas, 1980.
- Devraja, N. K., *Hinduism and Modern age*, New Delhi, Jamia Nagar, 1975.
- Jingran, Saral, Aspects of Hindu Morality, Delhi, Motilal Banarsidas, 1999.
- Krishna, Yuvraj, *The Doctrine of Karma*, Delhi, Motilal Banarsidas, 1997.

- O' Flaherty, Wendy Doneger, *Karma and Rebirth in Classical Indian Traditions*, Delhi, Motilal Banarsidass, 1999.
- Potter, Karl H., *Presuppositions of Indian Philosophy*, New Delhi, Princeton Hall of India, 1965
- Prasad, Rajendra, *Varnadharma, Niskamakarma and Practical Morality*, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi, 1999.
- Radhakrishnan, S., *Indian Philosophy*, Vol I & II, New York: The Macmilan Company, 1956.
- Radhakrishnan, S.(2011) The BhagvadGita, Harper Collins.
- Radhakrishnan, S. (1960), The Hindu view of life, Unwin books, London.
- Maha Upanisad
- Gupta, Shantinath, Indian Concept Of Values, Manohar 1978
- http://www.advaita.it/library/mahaupanishad.html
- https://www.learnreligions.com/what-are-vedas-1769572

Teaching Learning Process

(i) Focus to be on richness of Indian philosophical tradition, vedic value systems, cultural context and identifying those concepts that can appeal to Western and global audience. (ii) Promotion of developing philosophical perspective on contemporary socio-political and economic issues.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

• Veda, Value, Dharma, Rta, Purusarthas, Asrama, Sanakaras, Prithvisukta, Sreyas, Preyas

Art and Film Appreciation (SEC (III)) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Art and Film Appreciation

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.
- To discern the aesthetic experience as different from art experience
- To enable a student to understand and appreciate films and other related art forms

Course Learning Outcomes

It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

Unit 1 Art and Experience

1. Meaning and Analysis

References

Satre, J.P, "The Work of Art" in Aesthetics, Harold Osborne, (London: Oxford University Press, 1972).

Hospers, John (1969) Introduction Readings in Aesthetics, Free Press.

Gupta, Shamala. Art, Beauty and creativity. (DK Printworld New Delhi 1999).

Hiryanna, M. (1997) Art Experience, Indira Gandhi National Centre for the Arts Manohar. Chapter-1.

Unit 2 Film as an Art Form

1. Documentaries, Commercial, Parallel Cinema and Web Series as New Art Form

References

Christopher, Falzon, Philosophy goes to the Movies, Routledge.

Vijaya, Mishra. (2009) Specters of Sensibility: The Bollywood Film. Routledge.

Sussane Langer. (1953) Feeling and Form, Longman Publishing House.

Arnheim, Rudolf, Film as Art, "Film and Reality" University of California Press

https://www.academia.edu/37948527/.The_Aesthetics_of_Digital_Art.pdf

https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/

Unit 3 Art, Social Values and Morality

- 1. Life art interface
- 2. Film and Cultural representation

References

Gupta, Shyamala. Art, Beauty and creativity. (DK Printworld New Delhi 1999).

Hiriyanna, *M. Art Experience*, Indira Gandhi National Centre for the Arts, Manohar.: Delhi, 1997, Chapter-7.

Clark, Kenneth. The Nude: A Study in Ideal Form. (Bollingen Series 35.2. New York: Pantheon Books, 1956).

Unit 4 Art and Communication in and through Films

References

https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/

https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel _cinema.html

References

- Harold, Osborne (1976) Aesthetics, OUP.
- Hospers, John (1969) Introduction Readings in Aesthetics, Free Press.
- Christopher, Falzon, Philosophy goes to the Movies, Routledge.
- Vijaya, Mishra. (2009) Specters of Sensibility: The Bollywood Film.

Routledge.

Additional Resources:

• Sussane Langer. (1953) Feeling and Form, Longman Publishing House.

Arnheim, Rudolf, Film as Art, "Film and Reality" University of California Press.

Teaching Learning Process

Lectures, Group Discussion, Film Screening and visit to Art Gallery.

Assessment Methods

Internal Assessment and Examination.

Keywords

Rasa, disinterestedness, Coffee house cinema, commercial cinema, documentary, web series.

Critical Thinking and Decision Making (SEC (IV)) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

This course is primarily focused to develop thinking skills. It aims at enabling a person to take decision in difficult situations. It is the ability to analyze the way one thinks and presents the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. This paper helps in developing ideas and ability to create a vision, plan for the future and anticipate and solve problems.

Course Learning Outcomes

This course

Helps in generating productive/creative ideas for further use in difficult situation.
Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution

3.Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.

4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.

5. Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.

6. Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.

Unit 1 CRITICAL THINKING- BASIC COMPONENTS:

- 1. Critical Thinking: An Introduction
- 2. Cognitive Biases
- 3. Beliefs, Claims, issues and arguments.
- 4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

2.Dewey, John, How we think. Mineola, N.Y. Dover Publications, 1997, Ch 6

Unit 2 CRITICAL THINING: A SECOND ORDER ACTIVITY:

- 1. Clear thinking.
- 2. Vagueness, Ambiguity, Generality and Definition of terms
- 3. Argumentative essays
- 4. Credibility of claims and their sources

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

Unit 3 RHETORIC AND ITS FALLACIES:

- 1. Persuasion through rhetoric
- 2. Fallacies involved in rhetoric

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5.

Unit 4 CLEAR THINKING: KEYS FOR SOLUTION

1.Identification and analysis of the problem through case studies

2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.

3. Evaluating Decision Options from Multiple Perspective.

4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Reading:

1.Case Studies from both the recommended books

2.Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch.2-5.

3. Dewey, John. How we think. Mineola, N.Y: Dover Publications, 1997, Ch.7, Ch 8.

References

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch1-4.

2. Dewey, John. How we think. Mineola, N.Y: Dover Publications, 1997, 68-14.

Additional Resources:

1. Watson, Jamie C. *Critical thinking : an introduction to reasoning well*. London/New York: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015.

2.Kallet, Mike. *Think smarter : critical thinking to improve problem-solving and decisionmaking skills*. Hoboken, New Jersey: Wiley, 2014.

3.Bloom, Benjamin S., David R. Krathwohl, and Bertram B. Masia. *Taxonomy of educational objectives : the classification of educational goals*. New York: David McKay Company, 1956.

Teaching Learning Process

With the class room teaching for basic conceptual clarity the whole syllabus should be based on case studies from all walk of life, like social, economical, political, religious, gender, environment, global perspective as well as the surrounding local issues. Project works need to be encouraged Audio visuals should also encouraged with projector for direct interactive sessions and peer understanding. Logic games, e-learning methods, theme based movies and mock tests may be conducted for better understanding and better application of the skill.

Assessment Methods

Same as university rule of 75% exam and 25% of internal assessment. Presentations based on case history and creative modules should be the evaluative procedure. Peer evaluation should be encouraged. Objective questions to test reasoning skill should be encouraged.

Keywords

Ethical Decision Making (SEC (I)) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

This course is primarily focused to develop a skill of resolving ethical dilemmas in personal and professional spaces. The paper offers us insight into the process, nature and ethics involved in the larger realm of decision making.

Course Learning Outcomes

This course would enable developing an ability to use theories of standard Ethics and reflective morality to resolve the real life issues and concerns. In other words, this course would facilitate a skill in addressing issues that ensue moral dilemmas or the 'trolley problems".

Unit 1 Ethical Theories : Traditional and Contemporary

1. Traditional Ethical Theories: Virtue Ethics, Utilitarian Ethics and Deontology

2. Contemporary Approaches: Care Ethics and casuistry Ethics

Recommended Readings:

Rachel, J., The Elements of Moral Philosophy. (Oxford: Oxford University Press, 2011). Pertinent Topics

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds. Bioethics: An Introduction to the History, Method and Practice(New Delhi: Jones and Bartlett, 2010). Chapters on 'Casuistry Ethics' and 'Care Ethics'.

Unit 2 Moral Reasoning and Addressing Dilemmas, Trolley Problem

1. Values, Dilemma and Choices

2. Responsibility, Justice & Fairness

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), Chapters 1 and 2 for this Unit.

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008). Chapter-1 for this Unit.

Unit 3 Ethical Decision Making in Inter-Personal Relations

1. Respect for self and others

2. Creating a Personal code to guide moral decisions in Professional space and Inter- Personal Relations

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013),(p.6-23 and 31-39 for this unit)

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), (p.155-175 for this unit).

Case studies and Situational role plays in Inter-personal and community Concerns.

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), Chapters4-7.

Contemporary Debates in Bioethics, (Eds) Arthur L. Caplan and Robert Arp,(UK: Wiley-Blackwell, 2014)

Nitishastra(Applied Ethics) by M P Chourasia, (Motilal Banarasidas, New Delhi., 2009). This is an excellent Hindi sourcebook.

Besides these the blogs, movies dealing with cases needing a moral resolution, ted talks, media reports etc. will be useful for deliberating on this issue.

Practical

This course addresses life issues and, hence, is one of the courses that requires a practical interface of theory and real life situations. Students need to engage with a sensitive issue and work on a project of social/ community care. So, a project work indicating a model/policy for resolving a sensitive concern should be encouraged.

References

Lisa Newton ,Ethical Decision Making: Introduction to Cases and Concepts in Ethics by Lisa Newton (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D. Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life (Harvard Business Press: Boston, 2008).

Brown, M. The Quest for Moral Foundations: An Introduction to Ethic. (University Press: Georgetown, 1996).

Josephson, M. S. Making Ethical Decisions (Josephson Institute of Ethics, 2002 Arthur

L. Caplan and Robert Arp (eds). Contemporary Debates in Bioethics (Wiley-Blackwell: U.K. ,2014)

Chourasia, M. P. Nitishastra(Applied Ethics). (Motilal Banarasidas: New Delhi. 2009). (An excellent sourcebook in Hindi).

Additional Resources:

Cohen, Stephen. The Nature of Moral Reasoning: The Framework and Activities of Ethical Deliberations, Arguments and Decision Making, (Oxford University Press, 2004).

Teaching Learning Process

This course should enable the students to develop skills to help them take decisions in a morally sticky situation or what is called a dilemma or trolley problem. Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

Assessment Methods

Same as the university mandate of 75% end of semester exam and 25% of Internal Assessment comprising of assignments etc. The assignment in this skill based course should necessarily include students working on a project that works as a planner or a code or a policy framework on a morally sensitive social or an inter-personal issue.

Keywords

Ethical Theories, Trolley Problem, Dilemmas, Case studies, Ethical Codes, Moral Reasoning, Social and Inter-Personal Ethics

Yoga Philosophy (SEC (II)) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

(i)The learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. As Indian Philosophy projects another type of aspect of life which has not been explored by the student before. It brings personal growth and unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Course Learning Outcomes

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Unit 1 Introduction to Yoga

- 1. The Definition and Essence of Yoga
- 2. Citta, citta-vritti, citta vritti nirodh

Recommended Readings:

1. Werner, K., (2014), Yoga and Indian Philosophy, Motilal Banarasi Dass Publications, Delhi, Chapter-5, "Yoga and its origin, Purspose and Relation, pp,93-118.

2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-9, "Ethics of Yoga", pp-199-206.

3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy",pp,294-301.

Suggested Readings

1. Feuersteein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices"

Unit 2 Yoga in Bhagvadgita

1.Jnana Yoga 2.Bhakti Yoga 3. Karma Yoga

Recommended Readings:

- 1. Radhakrishnan, S.(2011), The Bhagvadgita, Harper Collins.
- 2. Kaveeshwar, G. W. (1971) The Ethics of the Gita, Delhi: Motilal Banarsidas.

Unit 3 Yoga and Meditation

- 1. Jainism (Panchmahavrata)
- 2. Buddhism (Vipassana)

Recommended Readings:

1.Gopalan, S.(1974) Outlines of Jainism, John Wiley & Sons (Asia) Pt. Ltd.

2. Sobti, Harcharan Singh.(1992), Vipassana : The Buddhist Way : The Based on Pali Sources, Chapter-9, pp,84-92, Eastern Book Linkers, Delhi.

3. Sobti, Harcharan Singh.(1992), Vipassana : The Buddhist Way : The Based on Pali Sources, Chapter-11, pp,99-119, Eastern Book Linkers, Delhi.

4. Sobti, Harcharan Singh, (2003), Published by Eastern Book Linkers,

Chapter 5. "Vipassana : a psycho-spiritual analysis".

Chapter 16."Vipassana a distinct contribution of Buddhism to world culture".

Unit 4 Patanjali's Astangik Yoga Marga

Recommended Readings:

1. Dasgupta, S. N. (1930) Yoga Philosophy in Relation to Other Systems of Indian Thought, Calcutta: University of Calcutta.

2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy, The Eight Fold Means of Yoga, pp-301-308.

References

Additional Resources:

- Abhishiktananda, Swami: (1974) *Guru and Disciple*, London: Society for the Promotion of Christiona Knowledge,
- Aranya, H.: (1983) *Yoga Philosophy of Patanjali*, rev. ed.. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
- Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.
- Cleary, T. (1995) translated *Buddhist Yoga: A Comprehensive Course*, Boston, Mass: Shambhala Publications.
- Feuersteein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices", Hottm press prescott, Arizona.
- Werner, Karel. "Yoga and Indian philsophy", Motilal Banarsidass Publ., New Delhi,

Teaching Learning Process

Teachers should entice students to learn the spiritual aspect of Yoga along with the physical aspect in order to establish equilibrium between mind and body.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

• Yoga, Citta, citta-vritti, citta vritti nirodh, Astangik Yoga Marga, Patanjali, Bhakti Yoga, Karma Yoga, Jyana Yoga

Ethics (GE 2B) (GE (II B)) Generic Elective - (GE) Credit:6

Course Objective(2-3)

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1 Introduction to Ethics

- 1. Introduction to Moral Philosophy
- 2. The development of Morality (from Convention to Reflection)
- 3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp, 1-12.

2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.

3. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp,51-71.

4. Taylor, Paul. W.(1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction,pp,3-12.

Unit 2 Theories of Ethics

- 1. J.S. Mill: Utilitarianism.
- 2. Immanuel Kant: Duty, Categorical Imperative and Good will.
- 3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utillitarianism, London, in Mary Warnock. Ed. 1962.

2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.

3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.

4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-9, "The Standard as Pleasure", pp,166-177.

5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-16, "Virtue", pp,287-290.

6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

- 1. The theories of punishments
- 2. Euthanasia
- 3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.

2. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.

3. Rachel, James.(1989), The Right Things to Do, 6th Ed.,Mc Grew Hill Publications, Chapter-16, "Do Animals Have Rights?, pp,134-146.

Unit 4 Indian Ethics

- 1. Puruṣārthas
- 2. Niṣkāmakarma (Bhagvadgītā)
- 3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, pp 13-16.

2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, tokyo, Chapter-7, "The Eight Fold Path", pp, 129-137.

3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI,"Indian Ethics", pp,365-369.

4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Chapter-9, pp,65-68, Kavayalaya : Publishers: Mysore.

Suggested Readings:

1.Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers

2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

References

Additional Resources:

· Hartmann, N. (1950) Moral Phenomena, New Macmillan.

• Taylor, P.W., Problems of Moral Philosophy: An Introduction to Ethics, Dickenson Publishing Co. Inc. Belmont, California.•

- Lillie, W., An Introduction to Ethics, Methuen & Co. Ltd. London, 1948 ·
- Shelly Kagan,(1998) Normative Ethics, Westview Press.

Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

Keywords

• Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma, *Bhagvadgītā*, Euthanasia, Punishment, Ahimsa, Imperatives, Moral

Fundamental of Indian Philosophy (GE (I)) Generic Elective - (GE) Credit:6

Course Objective(2-3)

Course Objectives:

•The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy . Focus will be on interactive learning where students will engage themselves. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life ; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

•Make students familiar with, and clear understanding of, the major concepts within Indian philosophical studies.

• Increase students understanding of Indian Philosophical systems and their philosophy.

•Improved critical reading of the texts, their rational and logical understanding, and writing abilities.

•Exposure to various texts .

• Finally it will give a holistic development of their personality

Course Learning Outcomes

• Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainaism, Samkhya ,Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.
In unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya -Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

Unit 1 Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed.Calcutta: University of Calcutta.

• Raju, P.T. 1985. *Structural Depths of Indian Thought.* Albany (New York). State University of New York Press.

•Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004, pp.67-77.

Unit 2 Indian Epistemology

- 1. Carvaka Epistemology
- 2. Nyaya Theory of Perception and Inference

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed.Calcutta: University of Calcutta.

• Datta, D.M. 1972. The Six Ways of Knowing. Calcutta: University of Calcutta Press.

•Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private

Unit 3 Indian Metaphysics

1. Four-fold Noble Truths, Doctrine of Dependent Origination and Momentariness of Buddhism

2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed.Calcutta: University of Calcutta.

• Sharma, C.D. 2000. A Critical Survey of Indian Philosophy. Delhi: MotilalBanarasidass

Unit 4 Trajectories of the Philosophical

1. The Vedic Primordial Quest

Raimundo Pannikkar (ed. &trans), 'May Peace Bring Peace' (Shanti Mantra)

Atharva Veda XIX,9-15,14 The Vedic Experience: Mantramanjari, Delhi:Motilal Banarasidass Publishers Private limited, 2006, pp.305

2. The Upanishadic Query: The Immanent and the Transcendent, Isa Upanishad, Verses 1 to 11

S. Radhakrishnan, Isa Upanishad(ed. &trans), The Principal Upanishadas, New Delhi: Harper Collins Publishers India, 1987, pp.567-575.

3. "The Moral Question and the Subtlety of Dharma"

Gurucharan Das, "Draupadi's Courage" in The Difficulty of Being Good, New Delhi: Penguin Books, 2012, pp.33-53

References

Suggested Readings

- Organ, Troy Wilson. The Self in Indian Philosophy. London: Mounton & Co., 1964
- Pandey, SangamLal. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: DarsanPeeth, 1983.
- Paul S. and Anthony J. Tribe. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge, 2000

Additional Resources

- Stcherbatsky, Theodore. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Koller, John M. "Skepticism in Early Indian Thought". *Philosophy East and West* 27(2). 1977,155-164.

Teaching Learning Process

Teaching-Learning Process:

The B.A (GE) Fundamentals of Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment Methods

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

•Four Assignments/ Projects: 10% each

•Three in-class quizzes/oral tests: 5% each

•Paper Presentations: 5%

- final exam: 10%
- •Attendance and participation 5%

Keywords

Key words

Shruti and Smriti, Idealism, Materialism, Realism, Self, Brahman, Maya, Dualism, Preyas, Shreyas and Nihsreyas, Anekantavada, Syadvada, Karma, Jnana, Bhakti, Pratityasamutpada, Nirguna and Saguna Brahman, Jiva etc.

Inductive Logic (GE (IV A)) Generic Elective - (GE) Credit:6

Course Objective(2-3)

The course is designed to provide an over all view on the application of logic both in science as well as in social sciences. It also enables the learner to know about analogy, experimental method and hypotheses.

Course Learning Outcomes

- 1. This paper provides a sketch for evaluation on the basis of observation and experiment.
- 2. It helps the student learn how to move forward or how to arrive at general conclusions on the basis of individual data.
- 3. It provides a well formulated background for Scientific studies

Unit 1 Introduction to Inductive Logic and Scientific method:

1.Kinds of Reasoning: Inductive Vs Deductive.

- 2. Scientific Induction
- 3. Conceptions of Probability

4, Probability in everyday life

Recommended Readings:

 Chakraborti, Chhanda. Logic : Informal, Symbolic and Inductive. City: New Delhi Prentice Hall Of India, 2006. Ch 13, Ch-16
 Copi, Irving M. Introduction to logic. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch 11. Ch- 14

Unit 2 Inductive Reasoning and Postulates of Induction:

1. Perfect and Imperfect induction

2. Scientific Induction & non-scientific methods of inquiry

3, Laws of Nature: Uniformity, Universal Causation and Unity of Nature

Recommended Readings:

1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch 14 & Ch 16.

Unit 3 Causality and Mill's Method:

1. Causal Reasoning and Induction

2. Scientific methods of establishing 'cause-effect relationship

3. Cause and Condition

4.J.S Mill's Experimental Method (all 5 methods)

Recommended Readings:

1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch1, Ch 14, Ch-15

Unit 4 Science, Hypothesis and Induction

Different kinds of Hypothesis
 Conditions for good Hypothesis and its confirmation
 Verification of Hypothesis

Recommended Readings: 1.Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch17.

References

- 1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007.
- 2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982.

Additional Resources:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016

Teaching Learning Process

Lectures and Tutorials as per University guidelines will be sufficient.

Assessment Methods

25% for internal assessment and 75% for University final examination is required

Keywords

Induction, Scientific induction, Probability, Experimental method, Hypothesis, Cause-Effect

Logic (GE 4B) (GE (IV B)) Generic Elective - (GE) Credit:6

Course Objective(2-3)

This course primarily helps in developing ones skill in correct reasoning or argumentation. It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Course Learning Outcomes

This course

1. Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.

2. Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.

3. Helps in good scoring for a better rank.

Unit 1 Basic Logical Concepts
1.Proposition and Sentence
2.Deductive and Inductive argument
3. Truth, Validity and Soundness
Recommended Readings:
1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed.
Delhi: Pearson, 2016. Ch 1-2. .

Unit 2 Traditional Logic (A)
1.Terms and Distribution of terms
2.Categorical Propositions
3. Traditional Square of Opposition and Existential Import
4.Translating Ordinary Language Sentences into Standard form
Traditional Logic (B)
LOCF - Page: 1 of 3
1. Immediate Inferences- Conversion, Obversion and Contraposition
2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram
Recommended Readings:
1. 1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed.

Delhi: Pearson, 2016. Ch 5-7.

Unit 3 Symbolization

1. Types of Truth functions: Negation, Conjunction, Disjunction(Alternation), Conditional (Implication) and Bi-Conditional (Equivalence)

2. Statements, Statement forms and Logical status

3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016.. Ch 8.

Unit 4 INFORMAL FALLACIES

- 1. Fallacies of Relevance
- 2. Fallacies of Defective induction
- 3. Fallacies of Presumption
- 4. Fallacies of Ambiguity

Recommended Readings: 1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016. Ch 4.

References

1. Copi, Irving M. Introduction to logic. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.

Additional Resources:

1. Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018

Teaching Learning Process

Lectures and tutorial as per University norm is essential

Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.

Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies

Philosophical thoughts of Ambedkar (GE (III)) Generic Elective - (GE) Credit:6

Course Objective(2-3)

The aim of this course is to introduces the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B.R.Ambedlar. This course is an exploration of democratic and normative philosophical thought in reconstruction Indian society. This course introduces the essential philosophical writings of contemporary Indian thinker B.R.Ambedkar by discussing the Philosophical method in general and Social- Political philosophy and philosophy of religion of Ambedkar in particular.

Course Learning Outcomes

CO1 Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.

CO2 Critical engagement with social reality conditioned by the caste system

CO3 Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.

CO4 To make good citizen by understudying the indigenous democratic philosophical thought.

Unit 1 Ambedkar and Indian Philosophy

- 1. Socio-Political context of Ambedkar
- 2. Introduction to writings of Ambedkar
- 3. His method and interrogation of Indian Philosophy

Unit 2 Ambedkar's Social Philosophy and Philosophy of Religion

- 1. Critique of caste system and Hindu social order
- 2. Critical views on philosophy of Hinduism and its religious texts
- 3. Conception of philosophy of religion
- 4. Ideal society

Unit 3 Moral and Political Philosophy

- 1. Human dignity and social justice
- 2. Moral community
- 3. Constitutional morality
- 4. Democracy
- 5. State and rights of minority
- 6. State socialism

Unit 4 Ambedkar and Buddhism

- 1. Celebration of self-respect and religious conversion
- 2. Construction of rational, moral and humanistic religion
- 3. Comparison of Buddhism and Marxism

Unit 5 Contemporary Relevance of Ambedkar

- 1. Ambedkarism
- 2. Casteless society and Dalit movement

3. Ambedkar and nationalism

Practical

Not applicable

References

1. B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.

2. B.R. Ambedkar, 'Castes in India', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.

3. B.R. Ambedkar, 'Annihilation of Caste', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.

4. B.R. Ambedkar, 'Philosophy of Hinduism', Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches* Vol.3, Education Department, Government of Maharashtra, 1987.

5. 'Buddha or Karl Marx,' Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches* Vol.3, Education Department, Government of Maharastra, 1987

6. B.R. Ambedkar, Krishna and His Gita, Rodrigues, Valerian.(Ed.) *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp.193-204

7. B.R. Ambedkar . Democracy, Rodrigues, Valerian.(ed.) *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002 ,pp.60-65

8. B.R. Ambedkar Political safeguards for Depressed classes, Rodrigues, Valerian(Ed.). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp379-382

9. B.R. Ambedkar, *Basic Features of Indian constitution*, Rodrigues, Valerian(Ed.). New Delhi: Oxford Press, 2002, pp.473-495

10. B.R. Ambedkar, 'What the Buddha Taught,' from Buddha and His Dhamma, Dr. Babasaheb Ambedkar Writings and Speeches Vol.11, Education Department, Government of Maharastra, 1979.

Additional Resources:

Same as above

Teaching Learning Process

- 1. Lectures
- 2. Student participation
- 3. Dialogue on issues debated by B.R. Ambedkar
- 4. Comparative study with other Indian and Western thinkers

Assessment Methods

- 1. Internal evaluation
- 2. Presentation by the students
- 3. Group discussion

Keywords

- · B.R. Ambedkar,
- Contemporary Indian Philosophy,
- · Democracy,
- Philosophy of Religion,

- Philosophy of Hinduism, Buddhism
- · Anti-caste movement

Technology and Ethics (GE (II A)) Generic Elective - (GE) Credit:6

Course Objective(2-3)

To enable students to ethically analyse the technological advancements which is a challenge for human kind in the light of ethical evaluation and implications of actions in the digital space. The studies aims to guide students to use technology responsibly. They will understand the development of technology and the importance of its ethical usage so that they become ethical citizens in a digital world.

Course Learning Outcomes

Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view. They will responsibly function and lead the usage to technology so as to save society from its harmful effects. With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit 1 Introduction to Technology and Ethics:

- Ethical Issues in the Use of Information Technology
- Computer Ethics
- Digital Divide

Recommended Readings:

- Floridi, Lucians.(ed.), *The Cambridge Handbook of Information and Computer Ethics*, Cambridge University Press, New York, 2010. pp. 14-17, 33-38.
- Tavani, H. T. Ethics and Technology, (4th ed.) Wiley, 2004. pp. 303-309.

Further Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, New Jersey . John Willey and Sons., 2000.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan, U.S.A 2005.
- Tavani, H.T. Ethics & Technology, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.

Unit 2 Biotechnology

- GM Foods
- Cloning
- Stem Cell Culture

Recommended Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*, Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics*, 23, 1997, pp.353-360.
- "Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

Further Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*, Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics*,23, 1997.
- "Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.
- Margaret R Mclean, *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods*, Markkula Centre for Applied Ethics, 2005,

http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/geneti cally-modified-foods.html.

- Tavani, T.H. Ethics And Technology, ,The Handbook of Information and Computer Ethics, Willey. 2008. U.S.A.
- Himma, K.E. & Tavani,H.T.(ed)*Encyclopedia of Science, Technology and Ethics:* Mac Millan Reference USA, 2005.
- Feenberg, Andrew. Questioning Technology, Routledge, 1999.

Unit 3 Some Recent Considerations in Technology

- Artificial Intelligence
- Nano- technology

Recommended Readings:

• Tavani, H. T. Ethics and Technology, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.

Further Readings:

- Noble, D. G. "The Immortal Mind: Artificial Intelligence" in *The Religion of Technology: The Divinity of Man and the Spirit of Intervention*, New York, : Alfred A. Knopf., 1997,
- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004.

Unit 4 Public Evaluation of Technology

- Social Implications of Technology
- Justice
- Rights

Recommended Readings:

- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research& Innovation*, vol. 8, no 9, 2014, pp. 3015-19.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Further Readings:

• Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, New Jersey . John Willey and Sons., 2000.

- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. Ethics & Technology, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics:*Mac Millan Reference USA, 2005.
- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research& Innovation*, vol. 8, no 9, 2014.

References

Essential Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, (New Jersey: John Willey and Sons., 2008.) 25-48.
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology* (New Jersey: John Wiley and sons, 2008)1-17.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan, U.S.A 2005, xi xvii
- Tavani, H.T. Ethics & Technology, 4th Edition, (U.S.A: Willey, 2004) 382-389.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, (New York: Wiley Blackwell Publishing , 2003)17- 20
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, (New Jersey: John Wiley and Sons, 2008) 621-638.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics.* (Cambridge : Cambridge University Press.2010)33-38, 86-92.
- Margaret R M., *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods*, Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/genetically-modified-foods.html.
- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*. Institute of Food And Agricultural Sciences. University of Florida.http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf

• Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics*. (U.S.A: Mac Millan Reference, 2005) 16-35.

Additional Resources:

Further Readings

- Debiprasad Chattopadhyaya, *Science, Philosophy and Society,* New Delhi: Critical Quest, 2007.
- Terryl Wards Bynum. *Milestones in the history of information and computer ethics,* Kenneth Einar Himma and Herman T Tavani (Eds.), *The Hand Book of Information and Computer Ethics,* (New Jersey: John Wiley and Sons, 2008) 25-48.
- Margaret R Mclean, *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods*, Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/geneti cally-modified-foods.html.
- Tavani, T.H. *Ethics And Technology*, ,The Handbook of Information and Computer Ethics, New York: Willey. 2008.
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- Feenberg, Andrew. *Questioning Technology*, (London: Routledge, 1999) 139-158
- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, (New Jersey: John Willey and Sons., 2008)25-48.
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology*, (New Jersey: John Wiley and Sons, 2008)1-17.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. Ethics & Technology, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, New Jersey: Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.
- Margaret R M., *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods*, Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/genetically-modified-foods.html.
- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*. Institute of Food And Agricultural Sciences. University of Florida.http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf
- Barnes, B. *The Public Evaluation of Science and Technology* From Carl Mitcham (Ed.) Encyclopedia of Science, Technology and Ethics: Mac Millan Reference USA, 2005

Teaching Learning Process

PPT, Group Discussion etc

Assessment Methods

Internal Class Tests, Assignments, Projects

Keywords

Technology, Ethics, Computer Ethics, Biotechnology, Nano- technology, Digital divide

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science PAPERS FOR SEMSTER - I

(Academic Year 2019-20)



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

Paper for SEMESTER - I

A. Discipline Specific Core Course

1. Paper I - Introduction to Political Theory

STRUCTURE FOR SEMESTER - I

S. NO.	Co	Paper		
1.1	Subject - I Political Science - 1	Discipline Specific Core	Introduction to Political Theory	DSC IA
1.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIA
1.3	English	Core (Compulsory)		CC
1.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20) PAPERS FOR SEMESTER - II



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

List of Papers and Courses

A. Discipline Specific Core Course (4)

2. Paper II - Indian Government and Politics

S. NO.	Co	Paper		
2.1	Subject - I Political Science - 2	Discipline Specific Core	Indian Government and Politics	DSC IB
2.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIB
2.3	MIL	Core (Compulsory)		CC
2.4	English/ MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC

Structure for Semester-II wise Distribution of Courses

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER - III



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

List of Papers and Courses for Semester- III

A. Discipline Specific Core Course

1. Paper III - Comparative Government and Politics

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

1. Legislative Support

Distribution of Courses for Semester - III

S. NO.	Co	Paper		
		SEMESTER - III		
3.1	Subject - I Political Science - 3	Discipline Specific Core	Comparative Government and Politics	DSC IC
3.2	Subject - II (Any Other)	Discipline Specific Core		DSC IIC
3.3	English	Core (Compulsory)		CC
3.4	Skill Based - 1	Ability Enhancement (Elective)	Legislative Support	AECC (1)

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PAPERS FOR SEMESTER - IV



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

List of Papers and Courses for Semester IV

4. Discipline Specific Core Course

1. Paper IV - Introduction to International Relations

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

1. Public Opinion and Survey Research

Distribution of Courses for Semester - IV

S. NO.	Co	Paper		
		SEMESTER - IV		
4.1	Subject - I Political Science - 4	Discipline Specific Core	Introduction to International Relations	DSC ID
4.2	Subject - II (Any Other)	Discipline Specific Core		DSC IID
4.3	MIL	Core (Compulsory)		CC
4.4	Skill Based - 2	Ability Enhancement (Elective)	Public Opinion and Survey Research	AECC (2)

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PAPERS FOR SEMESTER VI



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

List of Papers and Courses for Semester VI

Ability Enhancement (Elective) Skill Based Course

1. Conflict and Peace Building

Discipline Specific Elective Course

- 1. Democracy and Governance
- 2. Understanding Globalization

Generic Elective Courses (Interdisciplinary)

1. Human Rights, Gender and Environment

Semester-wise Distribution of Courses

S. NO.	Ce	Paper					
	SEMESTER - VI						
6.1	Skill Based - 4	Ability Enhancement (Elective)	Conflict and Peace Building	AEEC (4)			
6.2	Discipline Specific Elective Course-I Political Science		A) Democracy and Governance	DSE 1B			
			B) Understanding Globalization				
6.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2B			
6.4	Generic Elective - II (Interdisciplinary) Any One		Human Rights, Gender and Environment	GE II			
		From Second Discipline/ Subject					

B.A (Prog.) Political Science Courses

Standing Committee on Academic Matters dated 17.08.2018 Annexure No.-33

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS SCIENCES FACULTY OF INTER-DISCIPLINARY AND APPLIED SCIENCES UNIVERSITY OF DELHI



SYLLABUS OF COURSES TO BE OFFERED FOR PHYSICAL EDUCATION IN THE UNDERGRADUATE COURSES OF UNIVERSITY OF DELHI IN CHOICE BASED CREDIT SYSTEM (CBCS)

- Discipline Specific Core Courses (DSC), Skill Enhancement Courses (SEC), and
 Discipline Specific Elective Courses (DSE) in B.A. Programme
- Inter-disciplinary Generic Elective Courses (GE-P) in B.A. & B.Com. Programme
- Generic Elective Courses (GE-H) in all the Honours Courses

Applicable to : All Colleges of University of Delhi

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

Choice Based Credit System (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and

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computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Electivé Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective 'Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving/ analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work

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would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Item-1.2 :

Development of Two (2) New Inter-disciplinary Papers of Physical Education to be offered as Generic Elective (GE) in B.A. Programme with other subjects

Inter-disciplinary papers are to be offered as Generic Elective in Semester-V and Semester-VI in B.A. Programme, with subjects other than Physical Education as per the guidelines of CBCS. Currently, no papers are available for the students who wish to study Physical Education as Inter-disciplinary subject. In the absence of Generic Elective (GE) papers in Semester-V and Semester-VI for the students of B.A. Programme, the following papers are being proposed, which are also mentioned in table-2. The proposed papers are separately presented in table-3.

Semester	Core Course (12 papers)	AECC (2 papers)	SEC (4 papers)	DSE (4 papers)	GE (2 papers)
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The state of the second		Million annonaer a l	1 - mini-		
IV	A CONTRACTOR	and the second second	A CONTRACTOR		
٧.			1	Transaction of State	GE-1
PROPOSED	i generation (anteriore and		Wellness, Fitness & Nutrition
VI	A helder and a second s	felo,	The second s		GE-2
PROPOSED	and the second s		· · · · · · · · · · · · · · · · · · ·	10000	Gym Operations

Table-3 : Proposed Papers for Generic Elective (GE) in B.A. Programme

tem-1.3

Development of Four (4) New Inter-disciplinary Papers of Physical Education to be offered as Generic Elective (GE) in all the Honours Courses.

As per the Outline of CBCS, "2.3 Generic Elective (GE) Course - P.S.: A core course offered in a 'discipline/ subject may be treated as an elective by other discipline/ subject and vice versa and such electives may also be referred to as Generic Elective".

Accordingly, 36 colleges of DU are currently teaching four DSC papers of Physical Education as Generic Elective (GE) in Semester I to IV respectively since 2015-16.

Since GE papers are inter-disciplinary in nature, their content need to be lighter than those who are studying it as Core paper. In view of the above, four new GE papers are to be developed, which are being proposed as following.

COURSE SEMESTER		EXISTING PAPER BEING TAUGHT	PROPOSED PAPER	
B.A. (H)/ B.Com. (H)/		Introduction to Physical Education in the Contemporary Context	GE(H)-1: Yoga and Stress Management	
B.Sc. (H)	H) II Fitness, Wellness and Nutr	Fitness, Wellness and Nutrition	GE(H)-2 : Obesity Management	
		Health Education, Anatomy and Physiology	GE(H)-3 : Aerobics Training	
	- W	Posture, Athletic Care and First-Aid	GE(H)-4 : Fitness & Exercise Management	

Table-4 : Proposed Papers for Generic Elective (GE) in Honours Courses

PROPOSED RECOMMENDATIONS IN THE COURSE CONTENTS

Detailed recommendations are presented in the tables from 5 to 10.

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However, the existing papers needed to be revised at the earliest because of its inadequacies. The existing syllabus is available at the Website of University of Delbi, which is enclosed as *Annexure-7*.

Minutes of the Committee of Courses (COC) of the Department

In accordance with the Guidelines for Minimum Course Curriculum for Undergraduate Courses under CBCS (Annexure-6, Page No. 7, Point No. 1, 2 & 5b), the revised proposal of various papers for Discipline Specific Core Courses (DSC), Skill Enhancement Courses (SEC) and Discipline Specific Elective Courses (DSE) in B.A. (Programme) with Physical Education; Inter-disciplinary Generic Elective (GE) papers for B.A./ B.Com. (Programme); and Generic Elective papers (GE) in all the Honours courses have been approved by the COC on 15.02.2018, and are mentioned under the items 1.1, 1.2 & 1.3.A meeting of the Committee of Courses (COC) of the Department of Physical Education and Sports Sciences (DPESS) was held on 15.02.2018. Minutes of the sameare enclosed as Annexure-1.

PROPOSAL FOR REVISION IN EXISTING PAPERS AND SYLLABUS OF PHYSICAL EDUCATION IN CBCS

Though Physical education is being taught as an academic subject in many of the colleges of University of Delhi, its existing papers and syllabi are not in sync with the structure and guidelines of CBCS. As per the guidelines of UGC and DU, the existing CBCS structure is presented in table-1.

Semester	Core Course (12 papers)	Ability Enhancement Compulsory Course (AECC) (2 papers)	Skill Enhancement Course (SEC) (4 papers)	Discipline Specific Elective DSE (4 papers)	Generic Elective (GE) (2 papers)
	English/ MIL-1 DSC-1 A DSC-2 A	(English/ MIL Communication)/ Environmental Science			
	MIL/ English-1 DSC-1 B DSC-2 B	Environmental Science/ (English/ MIL Communication)			
No.	English/ MIL-2 DSC-1 C DSC-2 C		SEC-1		
- W -	MIL/ English-2 DSC-1 D DSC-2 D		SEC-2	an a	
V.			SEC-3	DSE-1 A DSE-2 A	GE-1
- VI			SEC-4	DSE-1 B DSE-2 B	GE-2

Table-1 : Course Structure of CBCS for B.A. Programme as per the Guidelines of UGC and DU

Item-1.1: Revision in the Existing Papers and Syllabus of B.A. Programme with Physical Education for Discipline Specific Core Course (DSC), Skill Enhancement Course (SEC) and Discipline Specific Elective Course (DSE)

Physical Education is being taught as DSC, SEC and DSE since the implementation of CBCS from 2015 in the University of Delhi. The current status is that the papers are being taught in 10 colleges of University of Delhi. However, the need for revision arises due the non-availability of papers for SEC-I in Semester-III and SEC-II in Semester-IV, along with the re-allocation of papers and minor revision in the syllabus. The revision in the existing papers and proposed changes has been presented in table-2.

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SYLLABUS

Generic Elective Course (GE) For all Honours Courses

GE-1 (H) Semester-I : Yoga and Stress Management
GE-2 (H) Semester-II : Obesity Management
GE-3 (H) Semester-III : Aerobics Training
GE-4 (H) Semester-IV : Fitness & Exercise Management

Study of Medival Prose & Poetry (Urdu B) (62141903) Core Course - (CC) Credit:6

Course Objective(2-3)

- This course introduce different realities of life.
- This course also reflects the aesthetic perspective of Urdu poetry.

Course Learning Outcomes

This course introduce different realities of life. This course also reflects the aesthetic perspective of Urdu poetry.

Unit 1

حصۂ نثر:

1۔ سیر پہلے درویش کی (میر امن دہلوی)

خطوط (بنام نواب امین الدین احمد خاں) (اسد الله خان غالب) (5 خطوط)

سراب حیات (سرسید احمد خان)

Unit 2

- انسان کسی حال میں خوش نہیں رہتا (محمد حسین آزاد)
- 5۔ پھول والوں کی سیر (مرزا فرحت اللہ بیگ)
حصۂ غزل:

- ع: جنوں نے تماشا بنایا ہمیں
 میر دریا ہے سنے شعر زبانی اس کی
 اللہ ہو گئیں سب تدبیریں، کچھ نہ دوا نے کام کیا
 اللہ ہو گئیں سب تدبیریں، کچھ نہ دوا نے کام کیا
 ع: لائی حیات آئے قضالے چلی چلے (شیخ ابراہیم نوق)
 اب تو گھیرا کے یہ کہتے ہیں کہ مرجائیں گے
 ع: دل ہی تو ہے نہ سنگ و خشت درد سے بھر نہ آئے کیوں(مرزا اسد اللہ خال غالب)
 یہ نہ تھی ہماری قسمت کہ اقبال یار ہوتا، درد منت کش دوا نہ ہوا
 - جو کچھ کہ ہے دنیا میں، وہ انساں کے لیے ہے (4) ع: دیدۂ حیراں نے تماشا کیا ہم سمجھتے ہیں آزمانے کو

لیہ متوی: دلستان حلت تبدہ کرنے ۔ دلستان تیاری میں باغ کی ۔ (سحر البیان) (میرحین) Unit 5 Unit 5 جغرتِ حر کی تیادت References

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr- Sir Syed, Azad, Ghalib

Urdu Ghazal- Meer, Zauq Masnavi-Sehrul bayan

Study of Medival Prose & Poetry (Urdu B) (52141312) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of medival Urdu Prose and poetry to the students who have studied Urdu upto class10th.
- Through this paper students will have a chance to see evolution of Urdu Prose and Poetry in 19th and 20th century.

Course Learning Outcomes

To give glimpses of medival Urdu Prose and poetry to the students who have studied Urdu upto class10th and Through this paper students will have a chance to see evolution of Urdu Prose and Poetry in 19th and 20th century.

Unit 1

حصۂ نثر:

سیر پہلے درویش کی (میر امن دہلوی)
 سیر این دہلوی)

خطوط (بنام نواب امین الدین احمد خان) (اسد الله خان غالب) (5 خطوط)

سراب حیات (سرسید احمد خان)

- انسان کسی حال میں خوش نہیں رہتا (محمد حسین آزاد)
- یهول والوں کی سیر
 مرزا فرحت اللہ بیگ)

Unit 2

حصۂ غزل:

- (1) ع: جنوں نے تماشا بنایا ہمیں
 میر دریا ہے سنے شعر زبانی اس کی
 اللہ ہو گئیں سب تدبیریں، کچھ نہ دوا نے کام کیا
 - (2) ع: لائی حیات آئے قضالے چلی چلے (شیخ ابراہیم ذوق)
 اب تو گھیرا کے یہ کہتے ہیں کہ مرجائیں گے

Unit 3

(3) ع: دل ہی تو ہے نہ سنگ و خشت درد سے بھر نہ آئے کیوں(مرزا اسد اللہ خاں غالب) یہ نہ تھی ہماری قسمت کہ اقبال یار ہوتا، درد منت کش دوا نہ ہوا
 جو کچھ کہ ہے دنیا میں، وہ انسال کے لیے ہے
 (4) ع: دیدۂ حیراں نے تماشا کیا

ہم سمجھتے ہیں آز مانے کو

Unit 4

مثنوی: داستان حالت تباہ کرنے ۔ داستان تیاری میں باغ کی ۔ (سحر البیار

(سحر البيان) (ميرحسن)

Unit 5

مرثیہ: گھوڑ ے کی تعریف

(میر انیس)

References

نصابی کتاب:

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr, Masnavi, Marsiya, Ghazal

Study of Modern Fiction Novel, Short Story(Urdu-A) (52141411) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern Urdu Fiction to the students who have studied Urdu Upto class 12th.
- To inculcate best human values and give an outlook of changing scenario of India after Independence.

Course Learning Outcomes

To give glimpses of modern Urdu Fiction to the students who have studied Urdu Upto class 12th. and also to inculcate best human values and give an outlook of changing scenario of India after Independence.



- 11. حیات اللہ انصاری کی افسانہ نگاری
- 12. قاضى عبد الستار كى افسانہ نگارى
- 13. خواجہ احمد عباس کی ناول نگاری

14- کفن (پریم چند) 15- مہالکشمی کا پل (کرشن چندر) (ٹوبہ ٹیک سنگھ(منٹو 16

Unit 5

- 17. آخرى كوشش (حيات الله انصارى)
 - 18۔ پیتل کا گھنٹہ (قاضی عبد الستار)

(ابابيل(خواجہ احمد عباس19

References

Additional Resources:

معاون كتب:

-1	اردو فکشن	مرتبہ: آل احمد سرور
-2	کہانی کے پانچ رنگ	شمیم حنفی
-3	پریم چند کہانی کا رہنما	جعفر رضا
.4	اردو ناول کیا ہے	محمد احسن فاروقى
-5	نیا افسانہ	وقار عظيم
-6	قرة العين حيدر :ايک مطالعہ	ارتضى كريم

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Novel, Afsana, Progressive movement

study of Modern Fiction, Novel Short Story (Urdu-A) (52141311) Core Course - (CC) Credit:6

Course Objective(2-3)

- To Introduce art and history of novel and short story.
- Novlet seetaharan reflects life and problems of women in modern era

Course Learning Outcomes

To Introduce art and history of novel and short story. The Novlet seetaharan reflects life and problems of women in modern era

Unit 1

ناول:

- د ناول کی تعریف اور اس کا فن
- اردو میں ناول کا أغازو ارتقا
- 3. قرة العين حيدر كى ناول نگار ى
- سیتا ہرن (ناولٹ: قرۃ العین حیدر) متن کا مطالعہ

Unit 2

افسانہ

- 5۔ افسانے کی تعریف اور اس کا فن
 - اردو افسانے کا آغاز و ارتقا
 - 7۔ ترقی پسند افسانہ
 - 8- پریم چند کی افسانہ نگاری

- 9۔ کرشن چندر کی افسانہ نگاری
- 10۔ سعادت حسن منٹو کی افسانہ نگاری
- حیات اللہ انصاری کی افسانہ نگاری

قاضی عبد الستار کی افسانہ نگاری12

Unit 4		
	لرشن چندر کی افسانہ نگار <i>ی</i>	<u>9</u> . ک
	معادت حسن منٹو کی افسانہ نگاری	u -10
	بیات اللہ انصاری کی افسانہ نگاری	-11
	اضبی عبد الستار کی افسانہ نگاری	12- ق
	واجہ احمد عباس کی ناول نگاری	-13
Unit 5		
	فن (پريم چند)	<u>-14</u>
	ہالکشمی کا پل (کرشن چندر)	م -15
(ئىۋىمە ئىك سنگە(منتو 16		
Unit 6		
	فری کوشش (حیات اللہ انصاری)	Ĵ -17
	بتل کا گھنٹہ (قاضی عبد الستار)	ų .18
(ابابیل(خواجہ احمد عباس19		
References		

Additional Resources:

معاون كتب:

-1	اردو فكثنن	مرتبہ: أل احمد سرور
-2	کہانی کے پانچ رنگ	شمیم حنفی
-3	پریم چند کہانی کا رہنما	جعفر رضا

5۔ نیا افسانہ وقار عظیم

قرة العين حيدر :ايك مطالعه ارتضى كريم

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Novel- Qurrtulain Haider

Urdu Afsana- Premchand, Krishnchander, Mantoo, Hayatullah Ansari

Study of Modern Prose (62141201) Core Course - (CC) Credit:6

Course Objective(2-3)

- This Course will introduce Indian culture and farmers problems.
- Give education to live happy and respect towards elders.

Course Learning Outcomes

This Course will introduce Indian culture and farmers problems and will also give education to live happy and respect towards elders.

Unit 1

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محمد حسین آزاد کی بہار	-1
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لحق اردو زبان	2. مولوى عبد
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- د. رشید احمد صدیقی اربر کا کهیت
 - مو لانا ابو الكلام آزاد انتخاب غبار خاطر
- آغا حشر کاشمیری
 انتخاب رستم و سهراب

Unit 2

افسانے:

-1	پريم چند	پوس کی رات
-2	عصمت چغتائي	چوتھی کا جوڑا
-3	سعادت حسن منثو	ٹیٹوال کا کتا
.4	راجندر سنگھ بیدی	اپنے دکھ مجھے دے دو
-5	قرة العين حيدر	نظارہ در میانہے

References

Additional Resources:

معاون كتاب:

- مختصر تاريخ ادب اردو، اعجاز حسين
- اردو نثر كا فنى ارتقا، فرمان فتح پورى
 - 3. نیا افسانہ : وقار عظیم

Teaching Learning Process

Classroom Teaching, Lecture method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Prose -Non Fuction Prpse

Urdu Short Story- Premchand, Ismat, Mantoo, Bedi

Study of Modern Urdu Fiction Novel Short Story (Urdu-A) (62141902) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern fiction in Urdu To the students who have studied Urdu upto class 12th.
- To give a perspective of evolution of Urdu fiction in 20th Century.

Course Learning Outcomes

To give glimpses of modern fiction in Urdu To the students who have studied Urdu upto class 12th. and also to give a perspective of evolution of Urdu fiction in 20th Century.

Unit 1

(For those who have studied Urdu upto class XII)

ناول:

- د ناول کی تعریف اور اس کا فن
- اردو میں ناول کا آغازو ارتقا
- قرة العين حيدر كى ناول نگار ى
- سیتا ہرن (ناولٹ: قرۃ العین حیدر)

افسانہ

- افسانے کی تعریف اور اس کا فن
 - اردو افسانے کا أغاز و ارتقا
 - 7۔ ترقی پسند افسانہ
 - 8۔ پریم چند کی افسانہ نگاری
 - 9۔ کرشن چندر کی افسانہ نگاری

Unit 3

- 10۔ سعادت حسن منٹو کی افسانہ نگاری
- 11. حیات اللہ انصاری کی افسانہ نگاری
- 12. قاضی عبد الستار کی افسانہ نگاری
- 13. خواجہ احمد عباس کی ناول نگاری

Unit 4

(پريم چند)	كفن	-14
(کرشن چندر)	مہالکشمی کا پل	-15
(منٹو)	ٹوبہ ٹیک سنگھ	-16
(حيات الله انصارى)	آخري كوشش	-17
(قاضى عبد الستار)	پیتل کا گھنٹہ	-18
(خواجہ احمد عباس)	ابابيل	-19

References

Additional Resources:

معاون كتب:

اردو فکشن مرتبہ: آل احمد سرور
 کہانی کے پانچ رنگ شمیم حنفی
 پریم چند کہانی کا رہنما جعفر رضا
 اردو ناول کیا ہے محمد احسن فاروقی
 نیا افسانہ وقار عظیم

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Modern Fiction

Urdu-A Study of Modern Urdu Prose and Poetry-1 (62141115) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu Upto class 12th.
- To inculcate best human values and give an outlook of secular and diverse India.

Course Learning Outcomes

To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu Upto class 12th and also to inculcate best human values and give an outlook of secular and diverse India.

نثر :	حصئ
· _	,

- 1۔ گزرا ہوا زمانہ (سرسید)
- مرده بدست زنده
 مردا فرحت الله بیگ)
 - 3۔ نمک کا داروغہ (پریم چند)
- سویر ے جو کل آنکھ میری کھلی
 بخاری)

(كار من (قرة العين حيدر 5

Unit 2

حصم نظم:

- (6) ع: اک خلش ہوتی ہے محسوس رگ جاں کے قریب (حسرت) ع: وصل کی بنتی ہیں ان باتوں سے تدبیریں کہیں (حسرت)
- (7) ع: کبھی شاخ و سبزہ و برگ پر ، کبھی غنچہ و گل و خار پر (جگر)
 ع: دل گیا، رونقِ حیات گئی
 - (8) ع: دنیا میری بلا جانے مہنگی ہے یا سستی ہے
 (فانی)
 ع: مآل سوز غم ہائے نہانی دیکھتے جاؤ
 - (9) ع: کبھی اے حقیقت منتظر نظر آ لباس مجاز میں (اقبال)

(ع: ستاروں سے آگے جہاں اور بھی ہیں(اقبال

Unit 3

- (10) بدلی کا چاند
 (11) دو عشق
 (فیض)
 - (12) آواره (مجاز)

(ڈاسنہ اسٹیشن کا مسافر (اختر الایمان(13)

References

نوٹ: حصبہ نثر اور نظم میں شامل تمام نثر نگاروں اور شعراء کی تخلیقات کے محاسن سے بھی روشناس کرایا جائے۔

Additional Resources:

معاون كتب:

- اردو نثر كا فنى ارتقا فرمان فتح پورى
 - میر امن سے عبد الحق تک (سید عبد اللہ)
- اردو شاعری کا فنی ارتقا فرمان فتح پوری
 - 4. مختصر تاريخ ادب اردو اعجاز حسين

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Modern Urdu Prose and Poetry

Urdu-A Study of Modern Urdu Prose and Poetry-1 (52141124) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu Upto class 12th.
- To inculcate best human values and give an outlook of secular and diverse India.

(CBCS) B.A.(PROG)

To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu Upto class 12th and also to inculcate best human values and give an outlook of secular and diverse India.



Unit 2

حصۂ نظم:

- (6) ع: اک خلش ہوتی ہے محسوس رگِ جاں کے قریب (حسرتٌ)
 ع: وصل کی بنتی ہیں ان باتوں سے تدبیریں کہیں (حسرت)
- (7) ع: کبهی شاخ و سبزه و برگ پر، کبهی غنچه و گل و خار پر
 (جگر)
 ع: دل گیا، رونقِ حیات گئی
 - (8) ع: دنیا میری بلا جانے مہنگی ہے یا سستی ہے
 (فانی)
 ع: مآل سوز غم ہائے نہانی دیکھتے جاؤ
 - (9) ع: کبھی اے حقیقت منتظر نظر آ لباس مجاز میں (اقبال)

Unit 3

(جو شَ)	بدلی کا چاند	(10)
(فیض)	دو عشق	(11)
(مجاز)	آواره	(12)

(ڈاسنہ اسٹیشن کا مسافر (اختر الایمان(13)

References

نوٹ:حصبہ نثر اور نظم میں شامل تمام نثر نگاروں اور شعراء کی تخلیقات کے محاسن سے بھی روشناس کرایا جائے۔

Additional Resources:

معاون كتب:

- اردو نثر کا فنی ارتقا فرمان فتح پوری
 میر امن سے عبد الحق تک (سید عبد الله)
 اردو شاعری کا فنی ارتقا فرمان فتح پوری
 - 4. مختصر تاريخ ادب اردو اعجاز حسين

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Modern Urdu Prose and Poetry

Urdu-A Study of Modern Urdu Prose and Poetry-1 (52141224) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu Upto class 12th.
- To inculcate best human values and give an outlook of secular and diverse India.

Course Learning Outcomes

To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu Upto class 12th and also to inculcate best human values and give an outlook of secular and diverse India.



- 12. قاضى عبد الستار كى افسانہ نگارى
- 13. خواجہ احمد عباس کی ناول نگاری

Unit 4

- 14۔ کفن (پریم چند)
- 15. مہالکشمی کا پل (کرشن چندر)

(منٹو)	ٹوبہ ٹیک سنگھ	-16
(حیات اللہ انصاری)	آخرى كوشش	-17
(قاضى عبد الستار)	پیتل کا گھنٹہ	-18
(خواجہ احمد عباس)	ابابيل	-19

References

Additional Resources:

معاون كتب:

مرتبہ: أل احمد سرور	اردو فكشن	-1
شمیم حنفی	کہانی کے پانچ رنگ	-2
جعفر رضا	پریم چند کہانی کا رہنما	-3
محمد احسن فاروقى	اردو ناول کیا ہے	-4

Teaching Learning Process

Classroom Teaching

Assessment Methods

Assignment, Internal Test

Keywords

modern Urdu Fiction

Urdu-A Study of Modern Urdu Prose and Poetry-1 (62141215) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give Glimpses of Modern Urdu Prose and Poetry to the students who have studied Urdu upto class 12.
- To inculcate best human values and give an outlook of secular and divers India

Course Learning Outcomes

- To give Glimpses of Modern Urdu Prose and Poetry to the students who have studied Urdu upto class 12.
- To inculcate best human values and give an outlook of secular and divers India

Unit 1

حصۂ نثر:

- 1. گزرا ہوا زمانہ (سرسید)
- مردہ بدست زندہ (مرزا فرحت اﷲ بیگ)
- 3۔ نمک کا داروغہ (پریم چند)
- سویر ے جو کل آنکھ میری کھلی
 4 (پطرس بخاری)

(كار من (قرة العين حيدر 5

Unit 2

حصۂ نظم:

- (6) ع: اک خلش ہوتی ہے محسوس رگ جاں کے قریب (حسرت) ع: وصل کی بنتی ہیں ان باتوں سے تدبیریں کہیں (حسرت)
- (7) ع: کبھی شاخ و سبزہ و برگ پر، کبھی غنچہ و گل و خار پر (جگر)
 ع: دل گیا، رونق حیات گئی
 - (8) ع: دنیا میری بلا جانے مہنگی ہے یا سستی ہے (فانی)

ع: مال سوزِ غم بائے نہانی دیکھتے جاؤ (فانی)

(9) ع: کبھی اے حقیقت منتظر نظر آ لباس مجاز میں (اقبال)
 ع: ستاروں سے آگے جہاں اور بھی ہیں (اقبال)

- (10) بىلى كا چاند (جوش)
- (11) دو عشق (فيض)
- (12) آواره (مجاز)
- (13) ڈاسنہ اسٹیشن کا مسافر (الایمان)

References

نوٹ: حصہ نثر اور نظم میں شامل تمام نثر نگاروں اور شعراء کی تخلیقات کے محاسن سے بھی روشناس کرایا جائے۔

Additional Resources:

معاون كتب:

اردو نثر کا فنی ارتقا فرمان فنح پوری
 میر امن سے عبد الحق تک (سید عبد الله)
 اردو شاعری کا فنی ارتقا فرمان فنح پوری
 مختصر تاریخ ادب اردو اعجاز حسین

Teaching Learning Process

Classroom Teaching

Assessment Methods

Assignment, Internal Test

Keywords

Modern Urdu Prose and Poetry

Urdu-B Study of Modern Urdu Prose and Poetry-II (62141116) Core Course - (CC) Credit:6

Course Objective(2-3)

- To Give glimpse of modern Urdu Prose and Poetry to those students who have studied Urdu upto 10 standerd.
- To make the students understand the basic human values.

Course Learning Outcomes

To Give glimpse of modern Urdu Prose and Poetry to those students who have studied Urdu upto 10 standerd and also to make the students understand the basic human values.

Unit 1

حصۂ نثر:

_ ام	امارت اور دریا دلی کے کارنامے	(محمد حسين أزاد)
۔ ار	اردو زبان	(مولوی عبد الحق)
ے نئ	نئی اور پرانی تہذیب کی ٹکر	(مرزا فرحت الله بیگ)

Unit 2

(خواجہ حسن نظامی)	دیا سلائی	-4
(اشرف صبوحي)	میر باقر علی	-5
(پطرس بخاری)	کتّے	-6

Unit 3

حصۂ نظم:

(برج نارائن چکبست)	رامائن کا ایک سبق	(1)
(اکبر الہ أبادی)	برقِ كليسا	(2)
(اقبال)	ساقی نامہ	(3)

(4)

Unit 4		
		حصم غزل:
	(شاد عظیم آبادی)	ع: تمناؤں میں الجھایا گیا ہوں
	(حسرت)	ع:حسنِ بے پروا کو خود بین و خود أرا کر دیا
	(فراق گورکھپوری)	ع: سرمیں سودا بھی نہیندل میں تمنا بھی نہیں

(فيض)

- (4) ع: جلاکے مشعلِ جاں ہم جنوں صفات چلے
 (مجروح سلطان پوری)
 (5) گلوں میں رنگ بھرے بادِ نو بہار چلے
 - (6) کچھ یادگار شہر ستم گرہی لے چلیں

References

Additional Resources:

معاون كتب:

اردو شاعری کا فنی ارتقا (فرمان فتح پوری)
 اردو نثر کا فنی ارتقا (فرمان فتح پوری)
 جدید اردو نظمنظریہ و عمل (ڈاکٹر عقبل احمد)

Teaching Learning Process

Classroom Teaching

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Prose- MOHD. Hussain Azad, Maulvi Abdul Haq, Farhatullah Beg, Khwaja Hasan Nijami, Ashraf Soobi, Pitras Bukhari

Nazm- Chakbast, Akbar Alahabadi, Iqbal, Faiz Etc.

Urdu-B Study of Modern Urdu Prose and Poetry-II (52141125) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern urdu prose and poetry to those students who have studied Urdu Upto class 10th.
- To Inculcate best Human values and give an outlook of secular and diverse india.

Course Learning Outcomes

To give glimpses of modern Urdu prose and poetry to those students who have studied Urdu Upto class 10th and also to Inculcate best Human values and give an outlook of secular and diverse India.

(محمد حسين أزاد)

(مولوى عبد الحق)

Unit 1

حصۂ نثر:

- امارت اور دریا دلی کے کارنامے
 - 2۔ اردو زبان
- 3- نئى اور پرانى تېذيب كى ٹكر
 (مرزا فرحت الله بيگ)

Unit 2

- دیا سلائی
 دیا سلائی
 - میر باقر علی
 میر باقر علی

Unit 3	
	حصبۂ نظم:
	رامائن کا ایک سبق (برج نارائن چکبست)
	برقِ كليسا (اكبر الہ آبادی)
	ساقی نامہ (اقبال)
	تنېائى (فيض)
Unit 4	
	حصۂ غزل:
	ع: تمناؤں میں الجهایا گیا ہوں (شاد عظیم آبادی)
	ع:حسنِ بے پروا کو خود بین و خود آرا کر دیا (حسرت)
	ع: سرمیں سودا بھی نہیندل میں تمنا بھی نہیں (فراق گورکھپوری)
Unit 5	
Unit 5	ع: جلاکے مشعلِ جاں ہم جنوں صفات چلے (مجروح سلطان پوری)

(6) کچھ یادگار شہر ستم گرہی لے چلیں

References

Additional Resources:

معاون كتب:

اردو شاعری کا فنی ارتقا (فرمان فتح پوری)
 اردو نثر کا فنی ارتقا (فرمان فتح پوری)
 جدید اردو نظمنظریہ و عمل (ڈاکٹر عقیل احمد)

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Interrnal Test

Keywords

Modern Urdu Prose and Poetry

Urdu-B Study of Modern Urdu Prose and Poetry-II (52141225) Core Course - (CC) Credit:6

Course Objective(2-3)

- To Give glimpse of modern Urdu Prose and Poetry to those students who have studied Urdu upto 10 standerd.
- To make the students understand the basic human values.

Course Learning Outcomes

To Give glimpse of modern Urdu Prose and Poetry to those students who have studied Urdu upto 10 standerd and also to make the students understand the basic human values.

Unit 1

حصۂ نثر:

امارت اور دریا دلی کے کارنامے

5/22/19		(CBCS) B.A.(PROG)			
			(مولوى عبد الحق)	اردو زبان	-2
			(مرزا فرحت الله بیگ)	نئی اور پرانی تېذیب کی ٹکر	-3
	Unit 2				
			(خواجہ حسن نظامی)	دیا سلائی	.4
			(اشرف صبوحي)	میر باقر علی	-5
			طرس بخاری)	کئے (ی	-6
	Unit 3				
				حصبة نظم:	
			(برج نارائن چکبست)	رامائن کا ایک سبق	(1)
			(اکبر الم أبادی)	برق كليسا	(2)
			(اقبال)	ساقی نامہ	(3)
			(فیض)	تنہائی	(4)
	Unit 4				
				حصۂ غزل:	
			(شاد عظیم آبادی)	ع: تمناؤں میں الجھایا گیا ہوں	(1)
			(حسرت)	ع:حسنِ بے پروا کو خود بین و خود آرا کر دیا	(2)
			(فراق گوركھپورى)	ع: سرمیں سودا بھی نہیندل میں تمنا بھی نہیں	(3)
	Unit 5				
			(مجروح سلطان پوری)	ع: جلاکے مشعلِ جاں ہم جنوں صفات چلے	(4)
			(فیض)	گلوں میں رنگ بھر ے بادِ نو بہار چلے	(5)
			(ناصر کاظمی)	کچھ یادگارِ شہرِ ستم گرہی لے چلیں	(6)
	References				

Additional Resources:

معاون كتب:

فطری کے لیے ارتفاق ارتکار کی پور کی	اردو شاعری کا فنی ارتقا	-1
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(

اردو نثر کا فنی ارتقا (فرمان فتح پوری)

جدید اردو نظمنظریہ و عمل (ڈاکٹر عقیل احمد)

Teaching Learning Process

Classroom Teaching

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Prose- MOHD. Hussain Azad, Maulvi Abdul Haq, Farhatullah Beg, Khwaja Hasan Nijami, Ashraf Soobi, Pitras Bukhari

Nazm- Chakbast, Akbar Alahabadi, Iqbal, Faiz Etc.

Urdu-B Study of Modern Urdu Prose and Poetry-II (62141216) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu upto class 10th.
- To inculcate best human values and give an outlook of diverse India.

Course Learning Outcomes

To give glimpses of modern Urdu Prose and poetry to the students who have studied Urdu upto class 10th and also To inculcate best human values and give an outlook of diverse India.

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-1	امارت اور دریا دلی کے کارنامے	(محمد حسين أزاد)
-2	اردو زبان	(مولوی عبد الحق)
-3	نئی اور پرانی تہذیب کی ٹکر	(مرزا فرحت الله بیگ)

Unit 2

(خواجہ حسن نظامی)	دیا سلائی	-4
(اشرف صبوحي)	میر باقر علی	-5
(پطرس بخاري)	کتّے	-6

Unit 3

حصۂ نظم:

(1)	رامائن کا ایک سبق	(برج نارائن چکبست)
(2)	برقِ كليسا	(اکبر الہ آبادی)
(3)	ساقی نامہ	(اقبال)
(4)	تنہائی	(فیض)

Unit 4

حصۂ غزل:

(شاد عظیم آبادی)	ع: تمناؤں ميں الجهايا گيا ہوں	(1)
(حسرت)	ع:حسنِ بے پروا کو خود بین و خود آرا کر دیا	(2)
(فراق گوركهپورى)	ع: سرمیں سودا بھی نہیندل میں تمنا بھی نہیں	(3)

Unit 5

- (4) ع: جلاکے مشعلِ جاں ہم جنوں صفات چلے (مجروح سلطان پوری)
 - (5) گلوں میں رنگ بھر ے بادِ نو بہار چلے (فیض)

(ناصر كاظمى)

References

Additional Resources:

معاون كتب:

(فرمان فتح پوری)	اردو شاعری کا فنی ارتقا	-1
(فرمان فتح پوري)	اردو نثر کا فنی ارتقا	-2
(ڈاکٹر عقیل احمد)	جدید اردو نظمنظریہ و عمل	-3

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Modern Urdu Prose and Poetry

Urdu-C Urdu Nisab -I (52141226) Core Course - (CC) Credit:6

Course Objective(2-3)

- To Give Glimpses of Modern Urdu Prose and poetry to the students who have studied Urdu upto Class VIII.
- To inculcate best human values and give a outlook of secular and diverse India

Course Learning Outcomes

To Give Glimpses of Modern Urdu Prose and poetry to the students who have studied Urdu upto Class VIII and also to inculcate best human values and give a outlook of secular and diverse India

Unit 1

	حصبہ نثر:	
(سرسید احمد خاں)	رسم و رواج	-1
(ذکاء اللہ دبلوی)	زمین کی حکایت	-2
(جواہر لعل نہرو)	ایک یادگار وصیت	.3
(خواجہ حسن نظامی)	مچهر	.4
(ڈاکٹر ذاکر حسین)	آخرى قدم	-5

Unit 2

	حصبه نظم:	
(جوش ملیح أبادی)	بدلی کا چاند	-1
(اختر شیرانی)	او دیس سے آنے والے بتا	-2

Unit 3

غزليات:

References

نصابی کتاب:

نئى درسى كتاب (حصم دوم) ، كتابى دنيا، نئى دېلى

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr Nazm Aur Ghazal

Urdu-C Urdu Nisab -I (62141117) Core Course - (CC) Credit:6

Course Objective(2-3)

- To Give Glimpses of Modern Urdu Prose and poetry to the students who have studied Urdu upto Class VIII.
- To inculcate best human values and give a outlook of secular and diverse India

Course Learning Outcomes

To Give Glimpses of Modern Urdu Prose and poetry to the students who have studied Urdu upto Class VIII and also to inculcate best human values and give a outlook of secular and diverse India

(For those who have stud	died Urdu upto class \	/III)
	حصہ نثر:	
(سرسید احمد خان)	رسم و رواج	-1
(ذکاء الله دېلوی)	ز مین کی حکایت	-2
(جوابر لعل نېرو)	ایک یادگار وصیت	.3
(خواجہ حسن نظامی)	مچهر	.4
(ڈاکٹر ذاکر حسین)	آخرى قدم	-5

حصۂ نظم: 1۔ بدلی کا چاند (جوش ملیح آبادی) 2۔ او دیس سے آنے والے بتا (اختر شیرانی)

Unit 3

غزليات:

نئى درسى كتاب (حصم دوم) ، كتابى دنيا، نئى دېلى

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr

Urdu Shayari- Josh Malihabadi, Akhtar Shirani Urdu Ghazal- Ghalib, Zauq, Aatish

Urdu-C Urdu Nisab -I (52141126) Core Course - (CC) Credit:6

Course Objective(2-3)

- To give glimpses of Urdu Prose and poetry to those students who have studied urdu Upto cla VIII.
- To inculcate best Human values to give an outlook of Secular and diverse India.

Course Learning Outcomes

To give glimpses of Urdu Prose and poetry to those students who have studied urdu Upto class VIII.

(CBCS) B.A.(PROG)

and also to inculcate best Human values to give an outlook of Secular and diverse India.

Unit 1		
	حصہ نثر:	
	رسم و رواج (سرسید احمد خال)	
	زمین کی حکایت (ذکاء اللہ دبلوی)	
	ایک یادگار وصیت (جوابر لعل نہرو)	
Unit 2		
	مچھر (خواجہ حسن نظامی)	
	آخری قدم (ڈاکٹر ذاکر حسین)	
Unit 3		
	حصبة نظم:	
	بدلی کا چاند (جوش ملیح آبادی)	
	او دیس سے آنے والے بتا (اختر شیرانی)	
Unit 4		
	غزليات:	
	مرزا اسد الله خل غالب : درد منّتِ كشِ دوا نہ ہوا	(
	دں ہی تو ہے یہ سنگ و حسب، درد سے بھر یہ سے دیوں شیخ ابراہیم ذوق : لائی حیات آئے، قضا لے چلی چلے	(
	اب تو گھبرا کے یہ کہتے ہیں کہ مر جائیں گے	
	جواجہ جیدر علی آتش 🔹 تو ترک کر تاریخہ کا ساسلہ جاتا ریا	(

نئى درسى كتاب (حصم دوم) ، كتابى دنيا، نئى دېلى

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Sir Syed, Jawahar Lal Nehru, Ghalib

Urdu-Nisab (Urdu-C) (52141313) Core Course - (CC) Credit:6

Course Objective(2-3)

- The Structure of this syllabus prepared for those who have studied Urdu upto Class VIII.
- Content of this Course introduce to students light essay
- Importance of brotherhood, Humanity, Facts of World and life mentioned in this course
(CBCS) B.A.(PROG)

The Structure of this syllabus prepared for those who have studied Urdu upto Class VIII. Content of this Course introduce to students light essay and also the Importance of brotherhood, Humanity, Facts of World and life mentioned in this course

Unit 1

	حصبۂ نثر:	
(مرزا فرحت الله بیگ)	پڑھنے کا شوق	-1
(اشرف صبوحي)	مرزا چپاتی	-2
(مولوى عبد الحق)	اردو زبان	-3
(شوکت تهانوی)	منہ پہٹ آئینہ	-4

Unit 2

	حصه نظم:	
(فیض احمد فیض)	موضوع سخن	-1
(اختر الايمان)	قبر	-2
(ساحر لدہیانوی)	اے شریف انسانو	.3

Unit 3

	غزليات:	
: ہم نے دنیا میں آکے کیا دیکھا	بہادر شاہ ظفر	(1)
کسی کو ہم نے یاں اپنا نہ پایا		
خاطر سے لحاظ سے میں مان تو گیا	داغ دېلوى :	(2)
سبق ایسا پڑھا دیا تو نے		

References

Additional Resources:

غزليات:

بہادر شاہ ظفر : ہم نے دنیا میں آکے کیا دیکھا

کسی کو ہم نے یاں اپنا نہ پایا (2) داغ دبلوی : خاطر سے لحاظ سے میں مان تو گیا سبق ایسا پڑھا دیا تو نے

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr, Nazm and Ghazal

Urdu-Nisab-II (Urdu-C) (62141904) Core Course - (CC) Credit:6

Course Objective(2-3)

- The Structure of this syllabus prepared for those who have studied Urdu upto Class VIII.
- Content of this Course introduce to students light essay
- Importance of brotherhood, Humanity, Facts of World and life mentioned in this course

Course Learning Outcomes

The Structure of this syllabus prepared for those who have studied Urdu upto Class VIII. Content of this Course introduce to students light essay and also the Importance of brotherhood, Humanity, Facts of World and life mentioned in this course

Unit 1

نثر :	حصۂ
•	/

(مرزا فرحت الله بیگ)	پڑھنے کا شوق	-1
(اشرف صبوحي)	مرزا چپاتی	-2

- اردو زبان
 مولوی عبد الحق)
- 4. منہ پھٹ آئینہ (شوکت تھانوی)

Unit 2

	حصبه نظم:	
(فیض احمد فیض)	موضوع سخن	-1
(اختر الايمان)	قبر	-2
(ساحر لدهيانوي)	اے شریف انسانو	-3

Unit 3

غزليات:

 بہادر شاہ ظفر : ہم نے دنیا میں آکے کیا دیکھا کسی کو ہم نے یاں اپنا نہ پایا
 داغ دہلوی : خاطر سے لحاظ سے میں مان تو گیا
 داغ دہلوی : سبق ایسا پڑھا دیا تو نے

References

نصابی کتاب:

نئى درسى كتاب (حصم دوم) ، كتابى دنيا، نئى دېلى

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr, Urdu Nazm, Urdu Ghazal

Course Objective(2-3)

- The Structure of this syllabus prepared for those who have studied Urdu upto Class VIII.
- Content of this Course introduce to students light essay
- Importance of brotherhood, Humanity, Facts of World and life mentioned in this course

Course Learning Outcomes

The Structure of this syllabus prepared for those who have studied Urdu upto Class VIII. Content of this Course introduce to students light essay and also the Importance of brotherhood, Humanity, Facts of World and life mentioned in this course

Unit 1

حصۂ نثر:

- پڑ ہنے کا شوق (مرزا فرحت الله بیگ) -1
 - (اشرف صبوحی) (مولوی عبد الحق) مرزا چپاتى -2
 - -3 اردو زبان
 - (شوكت تهانوى) منہ یہٹ آئینہ -4

حصۂ نظم:

- موضوع سخن
 فیض احمد فیض)
 - ٤. قبر (اختر الايمان)
- اے شریف انسانو
 ساحر لدھیانوی)

Unit 3

غزليات:

 بہادر شاہ ظفر : ہم نے دنیا میں آکے کیا دیکھا کسی کو ہم نے یاں اپنا نہ پایا
 داغ دہلوی : خاطر سے لحاظ سے میں مان تو گیا
 داغ دہلوی : فیل پڑھا دیا تو نے

References

نصابی کتاب:

نئی درسی کتاب (حصم دوم) ، کتابی دنیا، نئی دہلی

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Nasr, Urdu Nazm, Urdu Ghazal

Study of Classical Poetry (62144322) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- Students will get a chance to appreciate Urdu Classical Poetry with special reference to Ghaz Masnavi, Marsia and Qasida.
- Students will come to know the evolution of poetry in Urdu in 18th and 19th century.

Course Learning Outcomes

Students will get a chance to appreciate Urdu Classical Poetry with special reference to Ghazal, Masnavi, Marsia and Qasida and also Students will come to know the evolution of poetry in Urdu in 18th and 19th century.

Unit 1

غزليات:

ع: گل پھینکے ہیں اوروں کی طرف بلکہ ثمر بھی

غزليات:

لیہ مثوی: مثوی: 1 میر حسن مثوی سعر لیپان (داستان تیاری میں باغ کی) 1 میر آید: 1 میر انیس صبح شبادت جب رات عبادت میں بسر کی شبہ دیں نے) 1 میر انیس الیس میچ شبادت جب رات عبادت میں بسر کی شبہ دیں نے) 1 میر انیس میچ شبادت جب رات عبادت میں بسر کی شبہ دیں نے)

References

نصابی کتب:

- انتخاب منظومات (حصم دوم)، اترپردیش اردو اکادمی، لکھنؤ
 - شعور ادب، مكتبہ جامعہ لمٹیڈ، نئی دہلی

Additional Resources:

معاون كتاب:

- 1. تاريخ ادب اردو
 1. عجاز حسين
 - اردو ادب كى تاريخ نور الحسن نقوى
- اردو شاعری کا فنی ارتقا فرمان فتح پوری

Teaching Learning Process

Classroom Teaching,Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Ghazal- Wali, Sauda

Masnavi- Mir Hasan Marsiya- Mir Anees Qasida-Zauq

Study Of Classical Prose (62144410) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To give a chance to study some abstracts of classical pros especially dastan of 18th &19th century.
- To give glimpses of evolution of urdu Prose from letters of Ghalib to novels of Nazeer.

(CBCS) B.A.(PROG)

To give a chance to study some abstracts of classical pros especially Dastan of 18th &19th century and also to give glimpses of evolution of urdu Prose from letters of Ghalib to novels of Nazeer.

Unit 1				
				داستان:
		جائب القصص	شاہ عالم ثانی عد	-1
	کہانی	رانی کیتکی کی	انشاء الله خاں انشا	-2
Unit 2				
	كى	سیر پہلے درویش	میر امن	-3
		فسانۂ شاہ یمن	رجب على بيگ سرور	.4
Unit 3				
				خطوط:
3,4,5 ، یوسف مرزا کے نام خط نمبر 10 مرزا علاؤ	(میر مہدی مجروح کے نام خط نمبر،	نتخاب خطوط ِ غالب	مرزا اسد اللہ خاں غالبؔ اا ں کے نام خط نمبر 11)	4۔ الدین خار
			داستان نما:	
		صف شکن بڻير	رتن ناتھ سرشار	-5
			ناول:	
		ظاہر دار بیگ	ڈپٹی نذیر احمد	-6

References

نصابی کتاب:

انتخاب نثر (حصم اول)، اترپردیش اردو اکادمی، لکھنؤ

Additional Resources:

معاون كتاب:

عجائب القصص
 ارتضى كريم

سید اعجاز حسین	تاريخ ادب اردو	-2
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- ٤. فن داستان گوئى
 ٢. كليم الدين احمد
- 4. اردو نثر كا فنى ارتقا

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Dastan, Letters, and Novel

Study of Modern Poetry (62141101) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To introduce human values
- To connect Indian culture and develop love, affection ans responsibilities towards mother lan and its people

Course Learning Outcomes

This course is designed to connect the students with Indian culture and develop love, affection and responsibilities towards mother land and its people.

Unit 1			
	بنجاره نامه، گرو نانک	نظیر کاکبر آبادی	-1
	جبرئیل و ابلیس،تصویردرد	اقبال	-2
	شکستِ زنداں کا خواب، اے نوعِ بشر جاگ	جوش	-3
	اے عشق کہیں لیے چل ، وادی گنگا میں ایک رات	اختر شیرانی	.4
Unit 2			
	6 . 16		F
	سہائی، تدار میں تری خلیوں کے	فيص	-5

کہاں

- اختر الایمان ایک لڑکا، یادیں
- 7۔ میراجی جاتری، سہارا

Unit 3

ع: کچھ کہے جانا تھا غرق اپنے ہی افسانے میں تھا	شاد عظیم آبادی	-1
 ع: اب بھی اک عمر یہ جینے کا نہ انداز آیا 		
ع: بھلاتا لاکھ ہوں لیکن برابر یاد آتے ہیں	حسرت موباني:	-2
ع:نگاہ ناز جسے آشنائے راز کرے		
ع: دل گیا رونقِ حیات گئی	جگر مراد أبادي:	.3
ع: کبهی شاخ و سبزه و برگ کبهی غنچہ و گل و خار پر		

Unit 4

References

انتخاب منظومات حصم اول و دوم)، اتر پر دیش ار دو اکادمی، لکهنؤ

Additional Resources:

معاون كتاب:

- 1. تاريخ ادب اردو
 1. عجاز حسين
 - اردو ادب كى تاريخ نور الحسن نقوى
- اردو شاعری کا فنی ارتقا فرمان فتح پوری

Teaching Learning Process

Classroom Teaching

Assessment Methods

Assignment, Home Examination

Keywords

Modern Urdu Poetry, Modern Urdu Ghazal ETC.

Study of Poet Meer Taqi Meer (62147910) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- The message of whole poetry of meer taqi meer is love, affection and establishment of good relation with creatin of GOD.
- To make them, understand why meer taqi meer is khuda-e-sukhan.

Course Learning Outcomes

The message of whole poetry of meer taqi meer is love, affection and establishment of good relation with creatin of GOD. Students will be able to understand why meer taqi meer is khuda-e-sukhan.

Unit 1			
	c	میر تقی میرَ : سوانح اور شخصیت	-1
		میر تقی میرً: فکر و فن	-2
		اردو شاعری اور خدائے سخن میر	-3
Unit 2			
		میرّ۔ کا اسلوب بیان	-4
	سيات	میر کی شاعری کی بنیادی خصوم	-5
	متن کی تدریس	انتخاب كلام ميرَ (رديف الف)	-6
مرتبہ :مولوی عبد الحق، انجمن ترقی اردو بند دہلی			
References			
Additional Resources:			
		کتب	معاون
	خواجہ احمد فاروقی	میر تقی میرَ : حیات اور شاعری	-1
	نثار احمد فاروقي	میر کی آپ بیتی	-2
	سيد عبد الله	نقد میر	-3
	جميل جالبي	محمد تقی میر	.4
	نثار احمد فاروقى	ذکرِ میر	-5

Teaching Learning Process

Assessment Methods

Assignment, Internal Test

Keywords

Mir Taqi Mir ki shayari

Study of Poet Mirza Ghalib (62147911) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- To give a chance thoughrow study of high caliber poet Mirza Ghalib who express all type of emotion of human in his poetry.
- To make them understand why Ghalib is different from others and his philosophy and art of poetry.

Course Learning Outcomes

To give a chance thoughrow study of high caliber poet Mirza Ghalib who express all type of emotion of human in his poetry and also to make them understand why Ghalib is different from others and his philosophy and art of poetry.

Unit 1

- عالب : سوانح اور شخصیت
 - 2۔ غالب: فکر و فن
- عالب كى غزل گوئى كى خصوصيات

Unit 2

5۔ درج ذیل غزلوں کی تدریس

- ع: نقش فریادی ہے کس کی شوخی تحریر کا (2) ع: کہتے ہو نہ دینگے ہم، دل اگر پڑا پایا
 - (3) ع: دہر میں نقش وفا وجہ تسلی نہ ہوا
 (4) ع: بس کہ دشوار ہے ہرکام کا آساں ہونا
 - (5) ع: یہ نہ تھی ہماری قسمت (6) ع: درد منّت کش دوا نہ ہوا
 - (7) ع: نہ تھاکچھ تو خدا تھا، کچھ نہ ہوتا تو خدا ہوتا (8) ع: پھر مجھے دیدۂ تر یاد آیا

Unit 3

(9) ع: ہوئی تاخیر تو کچھ باعث تاخیر بھی تھا (10) ع: ذکر اس پری وش کا، اور پھر بیاں اپنا
(11) ع: عشرت قطرہ ہے، دریا میں فنا ہوجانا (12) ع: آہ کو چاہیے اک عمر اثر ہونے تک
(13) ع: دل ہی تو ہے نہ سنگ و خشت (14) ع:کسی کو دے کے دل کوئی نوا سنج فغاں کیوں ہو
(15) ع: شوق ہر رنگ رقیب سرو سامل نکلا (16) ع: لازم تھا کہ دیکھوں مرا رستہ کوئی دن اور
(17) ع: این مریم ہوا کرے کوئی (18) ع: سب کہل کچھ لالہ و گل میں نمایاں ہوگئیں
(19) ع: دل سے تیری نگاہ جگر تک اتر گئی (20) ع: بازیچۂ اطفال ہے دنیا میرے آگے

References

Additional Resources:

معاون كتب

الطاف حسين حالي	یادگارِ غالبّ	-1
أل احمد سرور	عرفانِ غالبٌ	-2
مجنوں گورکھپوری	غالب: شخص و شاعر	-3
عبد الرحمن بجنوري	محاسنِ كلام غالب	.4
مالک رام	ذکرِ غالب	-5
رشید احمد صدیقی	غالب: شخص و شاعر	-6
عبادت بريلوى	غالب اور مطالعۂ غالب	-7
خورشيد الاسلام	غالب: روايت اور اجتهاد	-8

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Lecture Method

Keywords

Mirza Ghalib Ki Shayari

Study of Prose Writer Maulana Altaf Hussain Hali (62147913) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- How can a community pull out from downfall has been shown in the writing of Hali.
- Biography of great personality always helpful to train the students.

Course Learning Outcomes

How can a community pull out from downfall has been shown in the writing of Hali and also Biography of great personality always helpful to train the students. Students will be able to understand the butiqua of criticism.

Unit 1

- حالى: سوانح اور شخصيت
- اردو کی ادبی روایت اور حالی

- حالى بحيثيت سوانح نگار
- 4. حالى بحيثيت مقالم نگار

Unit 2

- یاگار غالب (حصہ اول) (متن کا مطالعہ)
- 6۔ مقدمہ شعر و شاعری (درج ذیل عنوانات): شعر کی ماہیت، تخیّل، سادگی سے کیا مراد ہے، اصلیت سے کیا مراد ہے، جوش سے کیا مراد ہے
 - 7. مقالات حالى :زبان گويا، قومى جلسوں ميں نظموں كى بهر مار

References

Additional Resources:

معاون كتب

یادگار حالی صالحہ عابد حسین	-1
سرسید اوران کے نامور رفقا سید عبد اللہ	-2
حالیَ اور نیا تنقیدی شعور اختر انصاری	-3
نقشِ حالی سید احتشام حسین	.4
حالیَ کا سیاسی شعور معین احسن جذبیَ	-5
اردو نثر کا فنی ارتقا فرمان فتح پوری	-6
رسالہ 'فکر و نظر' (علی گڑھ) حلیّ نمبر، مرتبہ شہریار	-7

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Hali-Yaadgar-e-Gha; lib, Moqaddam-e-sher-o-shayary

Study of Prose Writer Meer Amman Dehlawi (62147912) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- Culture and language are identity of people . without this a man and society can not establis its recognition. In this paper tried to give this lesson.
- To introduce common people language as Urdu prose.

Course Learning Outcomes

Culture and language are identity of people . without this a man and society can not establish its recognition. In this paper tried to give this lesson and also introduce common people language as Urdu prose.

Unit 1

- میر امن: سوانح اور شخصیت
- فورٹ ولیم کالج اور میں امّن
- میر امّن کی سلاست اور دہلوی اردو
 - 4۔ میر امّن کی داستان نگاری

Unit 2

- 5. باغ و بہار اور اس کا ماخذ
- اردو نثر کے ارتقا میں باغ و بہار کی اہمیت

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References

Additional Resources:

معاون كتب

- د باغ و بہار مقدمہ: رشید حسن خاں
 - اردو کی نثری داستانیں گیان چند جین
- 3- ہماری داستانیں وقار عظیم
- اردو نثر کا ارتقا
 عابدہ بیگم
 - میر امّن (مونو گراف) ابن کنول

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Fort William College, Urdu Prose

Study of Electronics Media in Urdu (62143651) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To introduce role and responsibilities of electronic media through Urdu programme.
- To make able for documentary advertisement radio drama, Features and script writing which have market demand.

Course Learning Outcomes

To introduce role and responsibilities of electronic media through urdu programme. and also to make able for documentry advertisement radio drama, Features and script writing which have market demand.

Unit 1

- 1. ریڈیو: ابتدا اور ارتقا
- آل انڈیا ریڈیو کی اردو سروس

Unit 2

- ایف ایم ریڈیو اور ریڈیو جوکیز (RJ)
- د. ریڈیو ڈرامہ، فیچر، ڈاکومینٹری، ادبی پروگرام، تفریحی پروگرام، انٹرویو، اشتہارات اور اناؤنسمنٹ

Unit 3

ٹیلی ویژن:

- 5. ٹیلی ویژن کی ابتدا اور ارتقا
 - 6۔ ٹی وی پر ادبی پروگرام
 - 7۔ ٹی وی اسکرپٹ نگاری
 - 8- ٹی وی نیوز چینلز

9. نمائندہ اردو چینلز

- 10- ٹیلی فلم، ٹی وی سیریلز، ڈاکومینٹری، اشتہارات اور انٹرویو
- 11. مشق : ریڈیو ڈرامہ، ریڈیو فیچر، کسی ادبی پروگرام کے لیے اناؤنسمنٹ اسکرپٹ) ٹی وی ڈاکومینٹری (اسکرپٹ)، ٹی وی انٹرویو، ٹی ۔ وی اشتہار (پورٹ فولیو میں ان میں سے کوئی تین پیش کیے جائینگے)

References

Additional Resources:

معاون كتب:

-1	ٹیلی ویژن نشریات	انجم عثماني
-2	نشریات اور آل انڈیا ریڈیو	اخلاق اثر
.3	ابلاغيات	محمد شاہد حسین
.4	اردو ماس میڈیا	فضل الحق

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Documentry, Advertisment, Script Writing, Urdu Channel

Study of Film And Stage Drama (62143424) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- Film and Drama has been always considered as arts and faculty of mass appeal with a literar touch.
- In this course showing the students the opportunity for employment.

Course Learning Outcomes

Film and Drama has been always considered as arts and faculty of mass appeal with a literary touch and also In this course showing the students the opportunity for employment.

Unit 1

- فلم كى ابتدا اور عهد بعهد ارتقا
- فلم اسکریٹ لکھنے کا طریقہ اور اس کے بنیادی اصول
 - 3. فلم كى زبان اور مكالمه نگارى

Unit 2

- 4. فیچر، ڈاکو مینٹری اور اشتہاری فلم
- ڈرامے کی تعریف، اجزائے ترکیبی
 - 6۔ ڈرامے کے اقسام

Unit 3

- 7. اردو ڈرامے کی روایت
- 8۔ ڈرامے کی اسٹیج پیشکش : موسیقی، لائٹنگ، ملبوسات، میک اپ
 - 9۔ اسٹیج پر مکالموں کی ادائیگی
- 10۔ مشق : فلم کی اسکریٹ، کسی فلم کا منظر اور اس کے مکالمے، کسی فلم پر تبصرہ، ڈرامے کا ایک منظر، یک بابی ڈراما،

کسی ڈرامے پر تبصرہ

(پورٹ فولیو میں ان میں سے دو پیش کیے جائینگے)

معاون كتب:

عشرت رحمانى	اردو ڈرامے کی تاریخ	-1
عبد العليم نامي	اردو تھیٹر (چار جلدیں)	-2
مسعود حسين اديب	لكهنؤ كا شابى استليج	-3
خواجہ احمد عباس	فلم کیسے بنائیں	-5
جاويد حميد	آسمان قلم کے درخشندہ ستارے	-6
جاويد حميد	ہندوستانی فلم کی یادگار ہستیاں	-7

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Stage Drama, Film Script, Dialogue,

Study of Film And Stage Drama (62143514) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To give an Idea of Film script writing, dialog writing and other creative writings useful in electronic Media.
- To give a perspective of stage drama with a Chance to write a scene for drama.

Course Learning Outcomes

To give an Idea of Film script writing, dialog writing and other creative writings useful in electronic Media and also to give a perspective of stage drama with a Chance to write a scene for drama

Unit 1

- ابتدا اور عہد بعہد ارتقا
- فلم اسکریٹ لکھنے کا طریقہ اور اس کے بنیادی اصول
 - 3. فلم كى زبان اور مكالمه نگارى

Unit 2

- 4. فیچر، ڈاکو مینٹری اور اشتہاری فلم
- ڈرامے کی تعریف، اجزائے ترکیبی
 - **6۔** ڈرامے کے افسام

Unit 3

- 7۔ اردو ڈرامے کی روایت
- درامے کی اسٹیج پیشکش : موسیقی، لائٹنگ، ملبوسات، میک اپ
 - 9۔ اسٹیج پر مکالموں کی ادائیگی
- 10۔ مشق : فلم کی اسکریٹ، کسی فلم کا منظر اور اس کے مکالمے، کسی فلم پر تبصرہ، ڈرامے کا ایک منظر، یک بابی ڈراما، کسی ڈرامے پر تبصرہ

References

Additional Resources:

- اردو ڈرامے کی تاریخ عشرت رحمانی
- 2۔ اردو تھیٹر (چار جلدیں) عبد العلیم نامی
- د لکھنؤ کا شاہی اسٹیج
 مسعود حسین ادیب

خواجہ احمد عباس

- 5۔ فلم کیسے بنائیں
- 6۔ آسمان قلم کے درخشندہ ستارے جاوید حمید
- 7. ہندوستانی فلم کی یادگار ہستیاں جاوید حمید

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Film , Script writing, Advertising, Stage Drama sand Dialoughs

Study Of Print Media In Urdu (62143510) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To make the students understand the role and use of print media in liberal democracy.
- It is market valued course.

Course Learning Outcomes

To make the students understand the role and use of print media in liberal democracy and also It is market valued course.

Unit 1

- صحافت كى تعريف، ابتدا اور عېد به عېد ارتقا
 - اردو صحافت كا موجوده منظر نامه
 - 3. خبر نگارى

Unit 2

- 4. اداریہ نگاری
- کالم نگار ی
 - 6۔ فیچر

Unit 3

- 7۔ انٹرویو
- 8۔ اشتہار
- 9۔ تبصرہ
- 10۔ مشق : فیچر، انٹرویو، تبصرہ، اشتہار، اداریہ، رپورٹ
- (پورٹ فولیو میں سے کوئی تین پیش کیے جائینگے)

References

Additional Resources:

معاون كتب:

- اردو ماس میڈیا
 فضل الحق
 - دہلی میں اردو صحافت انور دہلوی

ابلاغيات محمد شابد حسين	-3
بندوستانی اخبار نویسی محمد عتیق صدیقی	.4
خبر نگاری شافع قدوائی	-5
تاريخ صحافت امداد صابرى	-6
دہلی اردو اخبار ارتضیٰ کریم	-7

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Print Media in Urdu

Study of Print Media in Urdu (62143610) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To make the students understand the role and use of print media in liberal democracy.
- It is market valued course.

Course Learning Outcomes

To make the students understand the role and use of print media in liberal democracy and also It is market valued course.

Unit 1		
	صحافت کی تعریف، ابتدا اور عہد بہ عہد ارتقا	
	اردو صحافت کا موجودہ منظر نامہ	
	خبر نگاری	
Unit 2		
	اداریہ نگاری	
	کلم نگار ی	
	فيچر	
	انٹرویو	
Unit 3		
	اشتهار	
	تبصره	

10۔ مشق : فیچر، انٹرویو، تبصرہ، اشتہار، اداریہ، رپورٹ

(پورٹ فولیو میں سے کوئی تین پیش کیے جائینگے)

References

Additional Resources:

معاون كتب:

- اردو ماس میڈیا فضل الحق
 دہلی میں اردو صحافت انور دہلوی
 دہلی میں اردو صحافت انور دہلوی
 ابلاغیات محمد شاہد حسین
 ہندوستانی اخبار نویسی محمد عتیق صدیقی
 خبر نگاری شافع قدوائی
 تاریخ صحافت امداد صابری
- 7- دہلی اردو اخبار ارتضیٰ کریم

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Print media and Urdu

Translation and Its Process (62143323) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- Translation has very good scope for language students.through this course students will get chance to translate from English to Urdu and Urdu to English.
- Students will get a chance to know the tradition of translation in Urdu.

Course Learning Outcomes

Translation has very good scope for language students.through this course students will get a chance to translate from English to Urdu and Urdu to English and also Students will get a chance to know the tradition of translation in Urdu.

- 1- ترجمے کا فن
- ۲۰ ترجمے کی ضرورت اور اہمیت
 - ترجمے کے امکانات

Unit 2

- 4. ترجمے کی اقسام
- ترجمے کا عمل مطالعہ، تفہیم، تعبیر اور تخلیق نو
 - اردو میں ترجمے کی روایت
- مشق (اردو سے انگریزی/ ہندی اور انگریزی/ ہندی سے اردو)
 (پورٹ فولیو میں کم از کم تین ترجمہ شدہ اقتباسات پیش کیے جائینگے)

References

Additional Resources:

معاون كتب:

- ترجمہ کا فن اور روایت قمر رئیس
 فن ترجمہ نگاری
- 2- فن ترجمہ نگاری خلیق انجم
- وضع اصطلاحات وحيدالدين سليم
- 4۔ ترجمہ: تفہیم و تعبیر مشتاق قادری

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assgnment, Internal Test

Keywords

Elementary Urdu (62145917) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- To give basic knowledge of Urdu Script To the beginners, through this paper the students will get a chance to read and write Urdu.
- To give a simple taste of Urdu poetry and literature.

Course Learning Outcomes

To give basic knowledge of Urdu Script To the beginners, through this paper the students will get a chance to read and write Urdu and also to give a simple taste of Urdu poetry and literature.

Unit 1

- 1. Introduction to Urdu Alphabets (Voice and Their Names)
- 2. Reading and Writing of Simple Urdu Words
- 3. Understanding of Symbols and Airab (Zair, Zabar, Pesh, Tashdeed, Hamza)

Unit 2

- : Reading of following text .4
- i) Sari Duniya Ke Malik by Hali)
 - ii) Parinday Ki Faryaad by Iqbal)
- iii) Aye Shareef Insano by Sahir Ludhyanvi)
 - iv) Nanhi Pujaran by Majaz)
- v) Darya Kinare Chandni by Akhtar Shirani)

(Ghazal)

- vi) Dil-e-Nadan Tujhe Hua Kiya Hai by Mirza Ghalib)
- vii) khamoosh Shaheed by Upendra Nath Ashk)

Unit 3

.4	wing text	: Reading of follo				
	by Hali)	ri Duniya Ke Malik	i) Sa			
	by Iqbal)	Parinday Ki Faryaad	ii)			
	udhyanvi)	ef Insano by Sahir L	Aye Share	iii)		
	by Majaz)	Nanhi Pujaran	iv)			
	ar Shirani)	Chandni by Akhta	irya Kinare	v) Da		
	(Ghazal)					
	za Ghalib)	Hua Kiya Hai 🛛 by Mir	adan Tujhe	Dil-e-Na	vi)	
	lath Ashk)	by Upendra N	heed	oosh Sha	kham	vii)

Unit 4

(Composition (Essay Writing in Urdu	.5
.Singular Plural, Opposite and Idioms	.6

References

:Prescribed Books

(Intikhab-e-Nav. Published by Department of Urdu, Delhi University)		
Let's Learn Urdu	by Gopi Chand Narang	
Urdu Sikhne ka Naya Tareeqa	by Dr. Tanveer Husain	

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Alphabets, simple urdu words, composition in urdu, Urdu Poetry

Study of fiction writer- Qurrat-ul-ain Haider (62145918) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- To give awareness about exploitation of deprived people specially women in this society through writings of Qurratulain Haider.
- Nationalist writer Qurratulain Haider is great fiction writer. Her writings represents Indian Civilization.

Course Learning Outcomes

To give awareness about exploitation of deprived people specially women in this society through writings of Qurratulain Haider and also nationalist writer Qurratulain Haider is great fiction writer. Her writings represents Indian Civilization.

Unit 1

- قرة العين حيدر سوانح و شخصيت
 - قرة العين حيدر فكر و فن
 - قرة العين حيدر كى ناول نگارى

Unit 2

- قرة العين حيدر كى افسانہ نگارى
 - 5. قرة العين حيدر كا اسلوب

Unit 3

7۔ درج ذیل افسانے :

دلربا، ملفوظات حاجى گل بابا، ہاؤسنگ سوسائٹی، جلا وطن

References

Additional Resources:

معاون كتب

- בגר בוני בעני בעני ביגי ביגי
- 2. روشنى كى رفتار
 2. وشنى كى رفتار
 - قرة العين حيدر ايک مطالعہ ارتضىٰ كريم
 - 4. قرة العين حيدر كا فن
 - قرة العين حيدر اور ناولٹ كا جديد فن عبدالسلام

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Indian Civilization, Feminism, Exploitation Of Masses in Urdu Fiction

Study Of Poet Faiz Ahmad Faiz (62145915) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- To inculcate need and philosophy of realism, educate the balance between rationality and emotions.
- To give the knowledge of role and responsibilities of art and literature .

Course Learning Outcomes

To inculcate need and philosophy of realism, educate the balance between rationality and emotions and also to give the knowledge of role and responsibilities of art and literature .

Unit 1

- فیض احمد فیض : سوانح اور شخصیت
 - فیض احمد فیض : فکر و فن
- فیض احمد فیض اور ترقی پسند شاعری
 - 4. فیض احمد فیض کی غزل گوئی
 - 5۔ فیض کی نظم گوئی

Unit 2

6۔ درج ذیل نظموں کی تدریس : انتساب، دو عشق، صبح، آزادی، ملاقات، آج بازار میں پابہ جو لاں چلو ، مجھ سے پہلی سی محبت مرے محبوب نہ مانگ

Unit 3

7. مندرجہ ذیل غزلونکی تدریس :

رازِ الفت چھپا کے دیکھ لیا رنگ پیراہن کا، خوشہو زلف لہرانے کا نام دل میں اب یوں ترے بھولے ہوئے غم آتے ہیں شامَ فراق اب نہ پوچھ آئی اور آکے ٹل گئی کب گھیرے گا درد اے دل، کب رات بسر ہوگی

References

Additional Resources:

معاون كتب

- فیض کی شاعری ایک مطالعہ ڈاکٹر نصرت چودھری
 - فیض کی شاعر ی

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Faiz Ahamad Faiz Ki Shayari

Study of Poet- Iqbal (62145914) Generic Elective - (GE) Credit:6

Course Objective(2-3)
- To give a chance of though study of poet of high caliber allama Iqbal.
- To make them understand art and thought of Allama Iqbal.

Course Learning Outcomes

To give a chance of though study of poet of high caliber allama Iqbal and also to make them understand art and thought of Allama Iqbal.

Unit 1

- اقبال : سوانح اور شخصيت
 - 2۔ اقبال : فکر و فن
 - 3۔ اقبال کی نظم گوئی
 - 4۔ اقبال کی غزل گوئی
 - 5۔ اقبال کا پیغام

Unit 2

6۔ مندرجہ ذیل نظموں کی تدریس:

(i) ہمالہ (ii) شکوہ (iii) سیر فلک (iv) لینن (خدا کے حضور میں) (v) علم و عشق

Unit 3

7۔ غزلیات کی تدریس

اگر کج روہیں انجم، آسماں تیرا ہے یا میرا گیسوئے تاب دار کو اور بھی تاب دار کر پھر چراغ لالہ سے روشن ہوئے کوہ و دمن نہ تو زمیں کے لیے ہے نہ آسماں کے لیے جب عشق سکھاتا ہے آداب خود آگاہی

References

معاون كتب

- اقبال : شاعر و مفكر نور الحسن نقوى
 - اقبال شاعر اور فلسفى سيد و قار عظيم
 - شعر اقبال عابد على عابد
 - 4. روح اقبال يوسف حسين خاں

Teaching Learning Process

Classroom Teaching, Lecture Mehod

Assessment Methods

Assignment, Internal Test

Keywords

Iqbal-Life.and his works

Study Of Short Story Writer Premchand (62145916) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- Premchand a first writer of Urdu who introduce the readers the problems and difficulties of deprived people.
- To make students nation lover and sharer of common people's pain and sorrow.

Course Learning Outcomes

Premchand a first writer of Urdu who introduce the readers the problems and difficulties of deprived people. This course will make students nation lover and sharer of common people's pain and sorrow.

Unit 1

- پريم چند : سوانح اور شخصيت
 - پریم چند کی افسانہ نگاری
 - پريم چند کي ناول نگاري

- پریم چند کے افسانوں کا دیہاتی منظر نام4

Unit 2

- 5. پريم چند کی حقيقت نگاری
 - 6. پريم چند كا اسلوب بيا
- درج ذیل متن کی تدریس :

گئو دان (ناول)، نئی بیوی، نجات، کفن، پوس کی رات (افسانے)

References

Additional Resources:

معاون كتب

- منشی پریم چند شخصیت اور کارنامے قمر رئیس
- 2۔ پرم چند ایک نقیب جعفر رضا
- 3۔ محب وطن پریم چند اور دیگر مضامین
 - پريم چند تنقيدى مطالعہ
 قمر رئيس

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Premchand Ke Afsaney Aur Novel

Study of Short Story Writer Rajender Singh Bedi (62145913) Generic Elective - (GE) Credit:6

Course Objective(2-3)

- By writing of Bedi to give a chance of understanding Punjab's village culture.
- Find out psychology of deprive women and sad people .
- Unique style of fiction writing.

Course Learning Outcomes

By writing of Bedi to give a chance of understanding Punjab's village culture. The studen will be able to Find out psychology of deprive women and sad people and also the Unique style of fiction writing.

Unit 1

- 1. راجندر سنگه بیدی: سوانح اور شخصیت
 - بیدی کی افسانہ نگاری
 - 3. بیدی کا اسلوب نگارش

Unit 2

4۔ افسانو ی ادب میں بیدی کا مقام

References

Additional Resources:

معاون كتب

شناسا چہرے محمد حسن -1 تلاش و توازن -2 قمر رئيس عصر ی آگہی بیدی نمبر -3 أجكل -4 بیدی نمبر راجندر سنگه بیدی: شخصیت اور فن جگدیش چندر ودهان -5 وارث علوى راجندر سنگھ بیدی -6

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Rajinder Singh Bedi- Apne Dukh Mujhe De Do

Urdu-A (72142801) Ability-Enhancement Compulsory Course(Only meant for Language Department/ EVS for Department of Environmental

Studies) - (AECC) Credit:4

Course Objective(2-3)

- This is ability enhancement course in which some prominent writer's writings based on emotional relation and sacrifices.
- Giving education of brotherhood, information of life of farmer and tragedy of partition of India

Course Learning Outcomes

This is ability enhancement course in which some prominent writer's writings based on emotional relation and sacrifices. Also Giving education of brotherhood, information of life of farmer and tragedy of partition of India.

Unit 1

حصۂ نثر:

(غالب)	غالبؓ کے خطوط	-1
(مو لانا ابو الكلام أزاد)	ایک خطبۂ صدارت	-2
(پريم چند)	پوس کی رات	-3
(سعادت حسن منٹو)	ٹوبہ ٹیک سنگھ	.4
(انجم مانپوری)	میر کلو کی گواہی	-5

Unit 2

حصۂ نف	ـم	
	غزليات	
-1	میر نقی میرَ	ہستی اپنی حباب کی سی ہے
		چلتے ہو تو چمن کو چلئے سنتے ہیں کہ بہاراں ہے
		پتہ پتہ بوٹ بوٹا حال ہمارا جانے ہے
-2	مرزا اسد الله خان غالبّ	دل ناداں تجھے ہوا کیا ہے
		آہ کو چاہئے اک عمر اثر ہونے تک
		نکتہ چیں ہے غمِ دل اس کو سنائے نہ بنے
-3	مومن خاں مومن	اگر غفلت سے باز آیا جفا کی
		خاطر سے یا لحاظ سے میں مان تو گیا

وہ جو ہم میں تم میں قرار تھا تمہیں یاد ہو کہ نہ یاد ہو



منظومات

- بنجارہ نامہ
 (نظیر اکبر آبادی)
- مرغ اسیر کی نصیحت (دیا شنکر نسیم)
- د. ترقى كى رابيں
 د. ترقى كى رابيں

Unit 4

قواعد

تشبيه، استعاره، صنعت تضاد، صنعت تلميح، صنعت حسنِ تعليل، صنعت مراعات النظير،

صنعت تجنيس، صنعت لف و نشر

References

نصابى كتاب

جدیداردو ا نصاب (حصہ اول) (اسٹریم اے) نائسر: شعبۂ اردو،دہلی یونیورسٹی

Teaching Learning Process

Classroom Teaching

Assessment Methods

Assignment, Internal Test

Keywords

Urdu-B (72142802) Ability-Enhancement Compulsory Course(Only meant for Language Department/ EVS for Department of Environmental Studies) - (AECC) Credit:4

Course Objective(2-3)

- This Ability Enhancement course prepared for those students who have studied Urdu upto cli 10th.
- This course will provide a perspective about reality of life and world.

Course Learning Outcomes

This Ability Enhancement course prepared for those students who have studied Urdu upto class 10th and also this course will provide a perspective about reality of life and world.

Unit 1

حصۂ نثر:

سویر ے جو کل آنکھ میری کھلی پطرس بخاری

- 2۔ عفریت جوگندر پال
- 3۔ لاجونتی راجندر سنگھ بیدی

Unit 2

سعادت حسن منٹو	نيا قانون	.4
قرة العين حيدر	قلندر	-5

غزليات

جلا کے مشعلِ جاں ہم جنوں صفات چل

Unit 4

منظومات

- چاند اور تارے، حقیقت حسن (علامہ اقبال)
- 2۔ ٹوٹا ہوا ستارہ، اردو (سردار جعفری)
- چاند تاروں کا بن، انتظار،
 مخدوم محى الدين)

Unit 5

قواعد

غزل، نظم، افسانہ اور انشائیے کی تعریف

References

نصابى كتاب

جدید اردو نصاب حصہ دوم (اسٹریم بی) شعبۂ اردو ، دہلی یونیورسٹی

Teaching Learning Process

Classroom Teaching,Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Fani, Hasrat, Majrooh Sultanpuri

Urdu-C (72142803) Ability-Enhancement Compulsory Course(Only meant for Language Department/ EVS for Department of Environmental Studies) - (AECC) Credit:4

Course Objective(2-3)

- This ability enhancement course prepared for those students who have studied Urdu Upto class VIII.
- Both units of this course lesson giving text.

Course Learning Outcomes

This ability enhancement course prepared for those students who have studied Urdu Upto class VIII and also both units of this course lesson giving text.

Unit 1

حصۂ نثر:

کاہلی سرسید احمد خاں	-1
مجھے میرے دوستوں سے بچاؤ ۔۔۔ سجّاد حیدر یلدرم	-2
حج اکبر پریم چند	-3
ادب کسے کہتے ہیں ۔۔۔۔۔ اطہر پرویز	-4

Unit 2

حصۂ نظم:

غزليات

- 1. حسرت موہانی
- جگر مرادآبادی
- 3۔ فراق گوركھپورى

Unit 3

منظومات 4۔ فرضی لطیفہ اکبر الہ آبادی 5۔ مادرِ وطن درگا سہائے سرور

نیا شوالہ محمداقبال

Unit 4

قواعد حرف کی تعریف اور اس کی قسمیں، اسم کی تعریف اور اس کی قسمیں، فعل کی تعریف اور اس کی قسمیں، صفت اور اس کی قسمیں

References

نصابى كتاب

نئی درسی کتاب، کتابی دنیا، نئی دلی

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Afsana, Nazm aur Ghazal

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF ECONOMICS

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

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

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

Course	*Cr	redits
	Theory+ Practical	Theory + Tutorial
I. Core Course		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial ³	*	
(14 Papers)	14X2=28	14X1=14
II. Elective Course		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)Optional Dissertation or p	project work in place of	one Discipline Specific Elective pa
credits) in 6 th Semester		
III. Ability Enhancement Course	<u>s</u>	
1. Ability Enhancement Compuls	sory	
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective	(Skill Based)	
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve Interest/Hobby/Sports/NCC/NSS	e a system/po /related courses on its o	licy about ECA/ G wn.

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

Course Structure for B.A. (Hons.) Economics

Semester-I	Semester-II
Economics Core Course 1 : Introductory Microeconomics	Economics Core Course 3 : Introductory Macroeconomics
Economics Core Course 2 : Mathematical Methods for Economics-I	Economics Core Course 4 : Mathematical Methods for Economics-II
Ability Enhancement Compulsory Course (AECC)-I	Ability Enhancement Compulsory Course (AECC)-II
Generic Elective (GE) Course-I	Generic Elective (GE) Course-II

Semester-III	Semester-IV
Economics Core Course 5 : Intermediate Microeconomics-I	Economics Core Course 8 : Intermediate Microeconomics-II
Economics Core Course 6 : Intermediate Macroeconomics-I	Economics Core Course 9 : Intermediate Macroeconomics-II
Economics Core Course 7 : Statistical Methods for Economics	Economics Core Course 10 : Introductory Econometrics
Skill Enhancement Course (SEC)-I	Skill Enhancement Course (SEC)-II
Generic Elective (GE) Course-III	Generic Elective (GE) Course-IV

Semester-V	Semester-VI
Economics Core Course 11 : Indian Economy-I	Economics Core Course 13 : Indian Economy-II
Economics Core Course 12 : Development Economics-I	Economics Core Course 14 : Development Economics-II
Discipline Specific Elective (DSE) Course-I (From List of Group-I)	Discipline Specific Elective (DSE) Course-III (From List of Group-II)
Discipline Specific Elective (DSE) Course-II (From List of Group-I)	Discipline Specific Elective (DSE) Course-IV (From List of Group-II)
Group-I (Discipline Specific Elective (DSE) Courses)	Group-II (Discipline Specific Elective (DSE) Courses)
(i) Economics of Health and Education	(viii) Political Economy-II
(ii) Applied Econometrics	(ix) Comparative Economic Development (1850-1950)
(iii) Economic History of India (1857-1947)	(x) Financial Economics
(iv) Topics in Microeconomics-I	(xi) Topics in Microeconomics-II
(v) Political Economy-I	(xii) Environmental Economics
(vi) Money and Financial Markets	(xiii) International Economics
(vii) Public Economics	(xiv) Dissertation/Project

UNIVERSITY OF DELHI

Bachelor of Arts (Honours) Economics

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

Executive Council

Date:

No:

No:

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Core Courses

Mathematical Methods for Economics I (HC11)	8
Introductory Microeconomics (HC12)	9
Mathematical Methods for Economics II (HC21)	11
Introductory Macroeconomics (HC22)	12
Intermediate Microeconomics I (HC31)	13
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Indian Economy I (HC51)	20
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Discipline Specific Elective Courses

Game Theory (HE51)	27
International Trade (HE52)	
Public Economics (HE53)	
Financial Economics (HE54)	
Applied Econometrics (HE55)	
Economic History of India 1857-1947 (HE56)	
Political Economy I (HE57)	
Economics of Health and Education (HE62)	
Environmental Economics (HE63)	
Open Economy Macroeconomics (HE64)	
Money and Financial Markets (HE65)	41
Comparative Economic Development: 1850-1950 (HE66)	
Law and Economics (HE67)	
Political Economy II (HE68)	45
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Generic Elective Courses

Introductory Microeconomics (GE11)	
Introductory Macroeconomics (GE21)	
Data Analysis (GE31).	
Money and Banking (GE32)	
Indian Economy I (GE33)	
Economic History of India (GE34)	
Public Finance (GE41)	
Indian Economy II (GE42)	
Global Political Economy (GE43)	
Game Theory (GE44)	

Skill Enhancement Elective Courses

Data Analysis (HS31)	62
Research Methodology (HS41)	63
Contemporary Economic Issues (HS42)	64

DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007

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Structure of BA Honours English

English for BA/ BCom/BSc Programme

and

English for BA(H)/BCom(H)/BSc (H)

under Choice Based Credit System (CBCS)

Syllabus applicable for students seeking admission to the

BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) and under CBCS w.e.f. the academic year 2015-16

WEERS WASSOF

Structure of B. A. Honours English under CBCS

Core Course

Paper Titles		Page No	
Sem I			
1. Indian Classical Literature	-	4	
2. European Classical Literature	-	4	
Sem II			
3. Indian Writing in English	-	5	
4. British Poetry and Drama: 14th to 17th Centuries	-	б	
Sem III			
5. American Literature	-	7	
6. Popular Literature	-	8	
7. British Poetry and Drama: 17th and 18th Centuries	-	8	
Sem IV			
8. British Literature: 18th Century	-	9	
9. British Romantic Literature	-	10	
10. British Literature: 19th Century	-	[]	
Sem V			
11. Women's Writing	-	11	
12. British Literature: The Early 20th Century	-	12	
Sem VI			
13. Modern European Drama	-	13	
14. Postcolonial Literatures	-	14	

Discipline Centric Elective (Any four)

Papers 1-6 will be offered in the 5th semester and Papers 7-13 will be offered in the 6th semester. Students will choose 2 in each semester from at least 4 to be offered by each college.

Paper Titles

1.	Modern Indian Writing in English Translation	-	15	
2.	Literature of the Indian Diaspora	-	16	
З.	British Literature: Post World War II	-	16	
4.	Nineteenth Century European Realism	-	17	
5.	Literary Criticism	-	18	
6.	Science fiction and Detective Literature	-	18	
7.	Literature and Cinema	-	19	
8.	World Literatures	-	20	
9.	Literary Theory	-	21	
10	Partition Literature	-	22	
11	Research Methodology	-	23	
12	Travel writing	-	24	
13	Autobiography	-	25	

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MJUNE M

Generic Elective (Any four)

Paper Titles

. x

-

1.	Academic Writing and Composition	-	26
2.	Media and Communication Skills	-	26
3.	Text and Performance	-	28
4.	Language and Linguistics	-	30
5.	Contemporary India: Women and Empowerment	-	31
6.	Language, Literature and Culture	-	32
7.	Readings on Indian Diversities and Literary Movements*	-	34

*This course has been added instead of Gender and Human Rights

Ability Enhancement Course (Compulsory)

Paper Titles

1.	English/MIL.	Communication	-	35
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Skill Enhancement Course (Any two)

3

Paper Titles

l.	English Language Teaching	-	37
2.	Soft Skills	-	3.7
3.	Translation Studies	-	38
4.	Creative Writing	-	39
5.	Business Communication	-	39
6.	Technical Writing	-	40

92 june 2017

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DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007



Structure of BA Honours English English for BA/ BCom/BSc Programme and English for BA(H)/BCom(H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education

SEMESTER 1

Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A. English Discipline and Generic Electives (GE)

Syllabus applicable for students seeking admission to the BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF w.e.f. the academic year 2019-20

SEMESTER I			
CORE COURSE	CORE 1	Indian Classical Literature	
	CORE 2	European Classical Literature	
ABILITY ENHANCEMENT COURSE COMPULSORY(AECC)	AECC1	AECC English	
GENERIC ELECTIVE	GE 1	Academic Writing and Composition	
	GE 2	Media and Communication Skills	
	GE 3	Text and Performance: Indian Performance Theories and Practices	
	GE 4	Language and Linguistics	
	GE 5	Readings on Indian Diversities and Literary Movements	
	GE 6	Contemporary India: Women and Empowerment	
	GE 7	Language, Literature and Culture	
	GE 8	Comic Books and Graphic Novels	
	GE 9	Cinematic Adaptations of Literary Texts	
	GE 10	Indian English Literatures	
	GE 11	Bestsellers and Genre Fiction	
	GE 12	Culture and Theory	
	GE 13	Marginalities in Indian Writing	
	GE 14	The Individual and Society	
	GE 15	Text and Performance: Western Performance Theories and Practices	
	GE 16	Literature and the Contemporary World	

Structure of B. A. Honours English under LOCF

CORE COURSE

Paper	Titles	Page
Sem I		
1.	Indian Classical Literature	5
2.	European Classical Literature	8

GENERIC ELECTIVE (GE) COURSE

(Any four for Honours students (Semesters 1,2,3,4) and any two for B.A/B.Com Programme students(Semesters 5,6))

Paper Titles

Page

1.	Academic Writing and Composition	11
2.	Media and Communication Skills	13
3.	Text and Performance: Indian Performance Theories and	
	Practices	16
4.	Language and Linguistics	19
5.	Readings on Indian Diversities and Literary Movements	21
6.	Contemporary India: Women and Empowerment	23
7.	Language, Literature and Culture	27
8.	Comic Books and Graphic Novels	30
9.	Cinematic Adaptations of Literary Texts	33
10.	Indian English Literatures	35
11.	Bestsellers and Genre Fiction	37
12.	Culture and Theory	39
13.	Marginalities in Indian Writing	41
14.	The Individual and Society	45
15.	Text and Performance: Western Performance	
	Theories and Practices	47
16.	Literature and the Contemporary World	50

AECC

Paper Title: AECC English52-56Unit 1: IntroductionUnit 2: Language of CommunicationUnit 2: Language of CommunicationUnit 3: Speaking SkillsUnit 3: Speaking SkillsUnit 4: Reading and UnderstandingUnit 5: Writing SkillsB. A. & B. COM. PROGRAMME(CORE ENGLISH LANGUAGE)57-74

Note for Visually Impaired Students

For visually impaired students to be able to take some of these papers, a number of supplementary readings are offered. These are to be read/discussed in connection with the texts in the classroom, so as to create a sustainable and diverse model of inclusive pedagogy. For visually impaired students, this set of readings will also be treated as primary, and may be examined as such. The supplementary readings may be used as theorizations or frameworks for understanding the course.

For purposes of assessment/ evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/ forms of knowledge on the same texts.

DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007



Structure of BA Honours English English for BA/ BCom/BSc Programme and English for BA(H)/BCom(H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education

Syllabus applicable for students seeking admission to the BA Honours English, BA/BCom/BSc Programmeand BA(H)/BCom(H)/BSc(H) under LOCF w.e.f. the academic year 2019-20

For Semester II

CORE COURSE

Paper Titles	Page
Semester II	
Paper 3 ; Indian Writing in English	
Paper 4: British Poetry and Drama: 14 th to 17 th Centuries	

B.A. PROGRAMME

DISCIPLINE ENGLISH

9

3

6

NOTE:

The syllabi of BA/BCom Programme (Core Language), Generic Electives(GE) and Ability Enhancement Credit Course (AECC) of Semester II are the same as that of Semester I and have already been notified by the University

DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007



Structure of BA Honours English English for BA/ BCom/BSc Programme and English for BA(H)/BCom(H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education

Syllabus applicable for students seeking admission to the BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCFw.e.f. the academic year 2019-20

For Semesters III and IV

CORE COURSE

Paper Titles

Page

Sem III

- 1. American Literature
- 2. Popular Literature
- 3. British Poetry and Drama: 17th and 18th Centuries

Sem IV

- 4. British Literature: 18th Century
- 5. British Romantic Literature
- 6. British Literature: 19th Century

SKILL ENHANCEMENTCOURSE (SEC)

Paper Titles

- SEC 1: Analytical Reading and Writing
- SEC 2: Literature in Social Spaces
- SEC 3: Literature in Cross-Cultural Encounters (ONLY for English Honours Students)
- SEC 4: Oral, Aural and Visual Rhetoric
- SEC 5: Introduction to Creative Writing for Media
- SEC 6: Translation Studies
- SEC 7: Introduction to Theatre and Performance
- SEC 8: Modes of Creative Writing: Poetry, Fiction and Drama
- SEC 9: English Language Teaching
- SEC 10: Film Studies
- SEC 11: Applied Gender Studies: Media Literacies

DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007



Structure of BA Honours English English for BA/ BCom/BSc Programme and English for BA(H)/BCom(H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education

Syllabus applicable for students seeking admission to the BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF w.e.f. the academic year 2019-20

For Semester V

Structure of B. A. (Hons.) English under LOCF

CORE COURSE

Paper Titles

Sem V

- 1. Women's Writing
- 2. British Literature: The Early 20th Century

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE Semester V

Papers 1-10 will be offered in the 5th semester. Students will choose <u>two</u> from a <u>mandatory four</u> to be offered by each college.

Paper Titles

- 1. Graphic Narratives
- 2. Literary Criticism and Theory-I
- 3. Literature and Caste
- 4. Literature and Mediality
- 5. Literature for Children and Young Adults
- 6. Literatures of Diaspora
- 7. Interrogating Queerness
- 8. Modern Indian Writing in English Translation
- 9. Nineteenth Century European Realism
- 10. Pre-Colonial Indian Literatures

GENERIC ELECTIVE (GE) COURSE: Semesters 5

Any one of the following to be offered for B.A/B.Com Programme students

Paper Titles

- 1. Academic Writing and Composition
- 2. Media and Communication Skills
- 3. Text and Performance: Indian Performance Theories and Practices

- 4. Language and Linguistics
- 5. Readings on Indian Diversities and Literary Movements
- 6. Contemporary India: Women and Empowerment
- 7. Language, Literature and Culture
- 8. Comic Books and Graphic Novels
- 9. Cinematic Adaptations of Literary Texts
- 10. Indian English Literatures
- 11. Bestsellers and Genre Fiction
- 12. Culture and Theory
- 13. Marginalities in Indian Writing
- 14. The Individual and Society
- 15. Text and Performance: Western Performance Theories and Practices
- 16. Literature and the Contemporary World

SKILL ENHANCEMENT COURSE (SEC)- for B.A. Program students only

Paper Titles

- SEC 1: Analytical Reading and Writing
- SEC 2: Literature in Social Spaces
- SEC 4: Oral, Aural and Visual Rhetoric
- SEC 5: Introduction to Creative Writing for Media
- SEC 6: Translation Studies
- SEC 7: Introduction to Theatre and Performance
- SEC 8: Modes of Creative Writing: Poetry, Fiction and Drama
- SEC 9: English Language Teaching
- SEC 10: Film Studies
- SEC 11: Applied Gender Studies: Media Literacies

English Discipline Course

Semester V (any one to be opted by a student in a semester)

DSC 1 E

- 1. Detective Literature
- 2. Modern Drama

DEPARTMENT OF ENGLISH UNIVERSITY OF DELHI DELHI - 110007



Structure of BA Honours English English for BA/ BCom/BSc Programme and English for BA(H)/BCom(H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education

Syllabus applicable for students seeking admission to the BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCFw.e.f. the academic year 2019-20

For Semesters V, VI

Subject to the approval of Academic Council
Structure of B. A. (Hons.) English under LOCF

CORE COURSE

Paper Titles

Sem VI

- 1. Modern European Drama
- 2. Postcolonial Literatures

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

(Any Four)

Papers 1-10will be offered in the 5th semester and Papers 11-20 will be offered in the 6th semester. Students will choose <u>two</u>in each semester from a <u>mandatoryfour</u>to be offered by each college.

Paper Titles

Semester VI

- 1. African Literatures
- 2. Latin American Literature
- 3. Literary Criticism and Theory -2
- 4. Literature and Cinema
- 5. Literature and Disability
- 6. Partition Literature
- 7. Speculative Fiction and Detective Literature
- 8. Studies in Modern Indian Performance Traditions
- 9. Twentieth Century European Fiction
- 10. Research Methodology

English Discipline Course

Semester VI(any one to be opted by a student in a semester)

DSC 1 F

- 1. Children's Literature
- 2. World Literatures



Ref. No. CNC-I/2016-17/

दिल्ली विश्वविद्यालय University of Delhi

> परिषद शाखा / Council Branch-I कमरा संख्या / Room No.- 212 नया प्रशासनिक खंड / New Administrative Block,

> > दिल्ली / Delhi-110007

दूरभाष / Telephone-27001075 Dated: 20th September, 2016

NOTIFICATION

The Academic Council at its meeting held on 19-20 July 2016 made the following resolutions:

 $\frac{7.7}{7.8}$ The Council in principle accepted the recommendations of the Standing

- Committee regarding the syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Hons.) History under the Choice Based Credit System, syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Programme) History under the Choice Based Credit System, subject to the following:
 - 1. The Head, Department of History would incorporate the suggestions made by the members of the Academic Council.
 - Contents of various courses need to be elaborated, wherever applicable.
 Books in Hindi medium and from other ladies and
 - 3. Books in Hindi medium and from other Indian authors relevant to the contents of the various courses be added.

The Council decided to record that the Department concerned shall bear the responsibility for the contents of the syllabus.

Further, the Council authorized the Vice-Chancellor to take appropriate action in the matter including accord of approval to the syllabus of B.A. (Hons.) History and B.A. (Programme) History after the compliance of above suggestions.

Following this, the Committee of Courses, Department of History at its meetings held on 12.08.2016, 17.08.2016 and 18.09.2016 revised the syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 incorporating the suggestions made by the members of the Academic Council.

The Vice-Chancellor on 19.09.2016 approved the same for implementation with immediate effect.

{Revised syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 details are uploaded on the Delhi University website <u>www.du.ac.in</u> under Study at DU →Courses/Syllabi: http://du.ac.in/du/index.php?page=cbcs-syllabus (Faculty of Social Sciences/History)}

REGISTRAR



Revised BA History Honours CBCS Syllabus 2016

As approved by the Academic Council on 19th July, 2016 [Item No. 4.03.7; A.C – 19.07.2016]

Revised BA History Honours CBCS Syllabus 2016

Core Courses:

CC I: History of India-I

CC II: Social Formations and Cultural Patterns of the Ancient World

CC III: History of India-II

CC IV: Social Formations and Cultural Patterns of the Ancient and Medieval World

CC V: History of India- III (c. 750 -1200)

CC VI: Rise of the Modern West- I

CC VII: History of India- IV (c. 1200 - 1500)

CC VIII: Rise of the Modern West- II

CC IX: History of India-V (c. 1500-1600)

CC X: History of India-VI (c. 1750-1857)

CC XI: History of Modern Europe– I

CC XII: History of India- VII (c. 1600-1750)

CC XIII: History of India- VIII (c. 1857-1950)

CC XIV: History of Modern Europe- II

Discipline Specific Courses:

DSE I: History of the USA: Independence to Civil War DSE II: History of the USSR: From Revolution to World War II (1917 -1945) DSE III: History of Africa, c.1500-1960s DSE IV: Gender in Indian History up to 1500 DSE V: History of the USA: Reconstruction to New Age Politics DSE VI: History of the USSR: The Soviet Experience (1945-1991) DSE VII: History of Latin America, c.1500-c.1960s DSE VIII: Gender in Indian History, c. 1500-1950 DSE IX: History of Modern China (1840-1960) DSE X: History of Southeast Asia up to the 16th century DSE XI: Global Environmental Perspectives DSE XII: History of Modern Japan and Korea (1868-1950s) DSE XIII: Modern Southeast Asia: 17th to the 20th Century DSE XIV: The Making of Contemporary India (1950-1990s)

Generic Electives:

GE I: Delhi through the Ages
GE II: History of Science and Technology
GE III: Issues in the Contemporary World: 1945-2000
GE IV: Cultural Diversity in India
GE V: Perspectives on Environmental History
GE VI: The Making of Contemporary India (1950-1990s)
GE VII: Religion and Religiosity
GE VIII: Inequality and Difference

Skill Enhancement Courses:

SEC I: Understanding Heritage SEC II: Archives and Museums SEC III: Indian Art and Architecture SEC IV: Understanding Popular Culture

Seque	Sequence of Courses for revised CBCS History Honours Syllabus 2016				
Semester	<u>Core Papers -</u> <u>14</u>	<u>AECC - 2</u>	<u>SEC - 2</u>	<u>DSE - 4</u>	<u>GEN E – 4</u>
I	<u>C 1</u> History of India – I <u>C 2</u> Social Formations and Cultural Patterns of the Ancient World	English/MIL Environmental Studies			GEN E - I Paper 1 Delhi Through the Ages <u>OR</u> Paper 2 History of Science and Technology
Π	$\frac{C \ 3}{History of}$ History of India – II $\frac{C \ 4}{Social}$ Formations and Cultural Patterns of the Ancient and Medieval World	English/MIL Environmental Studies			GEN E - II Paper 3 Issues in the Contemporary World: 1945- 2000 <u>OR</u> Paper 4 Cultural Diversity in India
III	<u>C 5</u>		<u>SEC - I</u>		<u>GEN E - III</u>

	History of	Paper 1		Paper 5
	India – III (c. 750-1200) $\underline{C \ 6}$ Rise of the Modern West-I $\underline{C \ 7}$ History of India – IV (c. 1200-1500)	Understanding Heritage <u>OR</u> Paper 2 Archives and Museums		Perspectives on Environmental History <u>OR</u> Paper 6 The Making of Contemporary India
IV	$\frac{C \ 8}{Rise of the}$ Rise of the Modern West – II $\frac{C \ 9}{History of}$ History of C \ 10 $\frac{C \ 10}{History of}$ History of India – VI (c.	SEC - II Paper 3 Indian Art and Architecture <u>OR</u> Paper 4 Understanding Popular Culture		GEN E - IV Paper 7 Religion and Religiosity <u>OR</u> Paper 8 Inequality and Difference
V	1750-1857) <u>C 11</u> History of Modern Europe – I <u>C 12</u> History of		DSE – 1 <u>Paper 1</u> History of the USA: Independence to Civil War <u>OR</u> <u>Paper 2</u> History of the	

	India – VII (c.		USSR: From	
	1600-1750)		Revolution to	
	,		World War II	
			(1917-1945)	
			OR	
			Paper 3	
			History of	
V (continued)			Africa, c. 1500-	
			1960s	
			OD	
			<u>OR</u>	
			Paper /	
			<u>1 aper 4</u>	
			Gender in	
			Indian History	
			up to 1500	
			Ĩ	
			DSE – II	
			Paper 9	
			History of	
			Modern China	
			(1840-1960)	
			<u>OR</u>	
			Paper 10	
			<u>1 aper 10</u>	
			History of	
			Southeast Asia	
			up to the 16th	
			century	
			contary	
			<u>OR</u>	
			Paper 11	
			<u></u>	
V (continued)			Global	
			Environmental	
			Perspectives	

371	0.12		DSE - III	
VI	<u>C 13</u> History of		Paper 5	
	India – VIII (c. 1857-1950)		History of the USA: Reconstruction	
	<u>C 14</u>		to New Age Politics	
	History of Modern Europe – II		OR	
			Paper 6	
			History of the USSR: The Soviet Experience (1945-1991)	
			<u>OR</u>	
			Paper 7	
			History of Latin America, c. 1500-1960s	
			OR	
			Paper 8	
			Gender in Indian History, c. 1500-1950	
			<u>DSE - IV</u>	
			Paper 12	
			History of Modern Japan	

VI (continued)		and Korea (1868-1950s) <u>OR</u>	
		Paper 13	
		Modern Southeast Asia: 17th to the 20th century	
		<u>OR</u>	
		Paper 14	
		The Making of Contemporary India (1950- 1990s)	

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 1ST SEMESTER PAPERS

B.A. HISTORY HONOURS

DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's ancient past – from prehistoric times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss he landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 2nd SEMESTER PAPERS

SEMESTER 2 PAPERS: BA HISTORY HONOURS

CORE PAPERS

II	History of India – II	5+1
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1

GE PAPERS

Semester II GE	GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times Or	5 +1
	GE Course IV: The World After 1945 Or	
	GE Course V: History and Culture: Representations in Texts, Objects & Performance	

	AECC PAPERS	
Semester II AECC II	English / Hindi/ MIL Communication Or Environmental Sciences	4

CORE COURSES SEMESTER 2

Core Course III

History of India- II

Course Objectives:

This course is about early historical and early medieval periods of Indian history. It explores the transition from proto-historical to early medieval phase highlighting major changes that shaped the character of the Indian civilization. Highlighting the features of early historic times, the course tries to trace the emergence of state system from tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society and culture. The purpose of this course is to familiarise the students with the ways in which historians work with the sources of various kinds and reach at conclusions.

Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the *varna*/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

Course Content:

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 3rd SEMESTER PAPERS

SEMESTER 3 PAPERS: BA HISTORY HONOURS

1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY Core Papers

III Sem Core	History of India – III (c. 750-1200 CE)	5+1
Papers	Rise of the Modern West – I	5+1
	History of India – IV (c. 1200-1500)	5+1

GE Papers

III Sem GE III	Politics of Nature Or	5 - 1
Papers	Making of Post-Colonial India (c. 1950-1990)	3+1

SEC Papers

III Sem SEC I	Understanding Heritage Or	
Papers	Archives and Museums Or	4
	Historian's Craft	

2 SEMESTER-WISE DISTRIBUTION OF COURSES

Semester	Core Courses	Discipline Specific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
3	History of India III – (c. 750-1200 CE)				
	Rise of the Modern West – I		GE III Papers	SEC I Papers	
	History of India IV (c. 1200-1500)				

4th Bemesta

दिल्लीविश्वविद्यालय UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

Executive Council

Date:

No:

No:

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

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BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 5th SEMESTER PAPERS

SEMESTER 5 PAPERS: BA HISTORY HONOURS

1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY Core Papers

Core Pa-	History of Modern Europe – I	5+1
pers	History of India – VII (c.1600-1750)	5+1

DSE Papers

DSE I	History of the USA: Independence to Civil War Or	5+1
	History of the USSR: From Revolution to World War. 1917-1945 Or	
	History of Africa, (c. 1500-1960) Or	
	Gender in Indian History up to 1500 CE	

DSE II	History of Modern China (c. 1840-1950s) Or	5+1
	The Making of pre-Colonial Southeast Asia Or	
	Global Ecological Histories	

2 SEMESTER-WISE DISTRIBUTION OF COURSES

Se- mester	Core Courses	Discipline Spe- cific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
V	History of Modern Europe – I	– I DSE I and DSE			
	History of India VII (c.1600-1750)	II			

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 6th SEMESTER PAPERS

SEMESTER 5 PAPERS: BA HISTORY HONOURS

1. Credit Distribution of BA Honors History

Core Papers

Semester	Name of Course	Credits
VI Core	History of India – VIII (c.1857-1950)	5+1
	History of Modern Europe – II	5+1

Discipline Specific Elective III

Semeste r	Name of Course	Credits
VI DSE III	History of the USA: Reconstruction to New Age Politics Or	5+1
	History of the USSR: The Soviet Experience (c. 1945-1991) Or	
	History of Lain America (c. 1500-1960s) Or	
	Gender in Indian History (c. 1500-1950)	

Discipline Specific Elective IV

Semeste r	Name of Course	Credits
VI DSE IV	History of Modern Japan (c. 1868-1950s) Or	5+1
	History of Southeast Asia: Colonial to the Post Colonial Or	
	The Making of Contemporary India (c. 1950-1990s)	

2 SEMESTER-WISE DISTRIBUTION OF COURSES

Se- mester	Core Courses	Discipline Spe- cific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
VI	History of Modern Europe – II	DSE III and			
	History of India VIII (c.1857-1950)	DSE IV			

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PHILOSOPHY

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

- **1.** Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- **3.** Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
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Details of courses une	der B.A (Honors), B.Con	n (Honors) & B.Sc. (Honors)
Course	*Cr	edits
	Theory+ Practical	Theory + Tutorial
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial ^a	*	
(14 Papers)	14X2=28	14X1=14
II. Elective Course		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers) Optional Dissertation or pressure 	project work in place of o	one Discipline Specific Elective pape
credits) in 6 th Semester		
III. Ability Enhancement Course	<u>s</u>	
1. Ability Enhancement Computs	sory	
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective	(Skill Based)	
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve Interest/Hobby/Sports/NCC/NSS	e a system/pol //related courses on its ov	icy about ECA/ Gen wn.

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

		B.A. (HONS.) PHIOSOPHY				
		CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (4)
Semester-1	Ι	C1 • Indian Philosophy C2 • Logic				GE-1,2,3 & 4
Semester-2	II	C3 • Greek Philosophy C4 • Ethics				 Ethics in the Public Domain Formal Logic/ Symbolic logic
Semester-3	Ш	C5 • Western Philosophy: Descartes to Kant C6 • Social & Political Philosophy: Indian and Western C7 • Applied Ethics		Critical Thinking		3. Feminism
Semester-4	IV	C8 • Text of Indian Philosophy C9 • Text of Western Philosophy C10 • Truth Functional Logic		Art and Film Appreciation		4. Bio Ethics
Semester-5	V	C11 • Analytic Philosophy C12 11. Continental Philosophy			DSE-1,2,3 & 4 1. Philosophy of Mind	
Semester-6	VI	C13 12. Philosophy of Religion(Indian & Western) C14 13. Philosophy of Language(Indian & Western)			 Philosophy of Law Aesthetics, Philosophy of Logic Philosophy of Science Indian Materialism Indian Theories of Consciousness Knowledge & Skepticism Feminism Bio-Ethics 	

SCHEME FORCHOCE BASED CREDIT SYSTEM IN B.A. (Hons.) Philosophy

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Philosophy

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

Executive Council

Date:

No:

No:

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

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Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF SANSKRIT

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

- **1.** Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
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 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
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Course	*Credits	
	Theory+ Practical	Theory + Tutorial
I. Core Course		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial ^a	*	
(14 Papers)	14X2=28	14X1=14
II. Elective Course		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)Optional Dissertation or p	project work in place of	one Discipline Specific Elective pa
credits) in 6 th Semester		
III. Ability Enhancement Course	<u>s</u>	
1. Ability Enhancement Computs	sory	
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective	(Skill Based)	
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve Interest/Hobby/Sports/NCC/NSS	e a system/po /related courses on its o	licy about ECA/ G wn.

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UNDER GRADUATE COURSES FOR SANSKRIT (HON.) UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

List of Courses

Core Papers (14) B.A. (Hons) Sanskrit			
	Semest	ær: I	
C-1 Classical Sanskrit Literature (Poetry)		C-2 Critical Survey of Sanskrit Literature	
	Semest	er: II	
C-3 Classical Sanskrit Literatı	ıre (Prose)	C-4 Self-Management in the Gītā	
	Semeste	er: III	
C-5 Classical Sanskrit Literature (Drama)	C Poetics ar Crit	2-6 nd Literary icism	C-7 Indian Social Institutions and Polity
	Semeste	er: IV	
C-8 Indian Epigraphy, Palaeography and Chronology	C Modern Sans	2-9 krit Literature	C-10 Sanskrit and World Literature
	Semest	er: V	
C-11 Vedic Literature		C-12 Sanskrit Grammar	
	Semeste	er: VI	
C-13 Indian Ontology and Epistemology		C-14 Sanskrit Composition and Communication	
Discipline Specific Elective (DSE) B.A. (Hons) Sanskrit			
DSE-1 Indian System of Logic and Debate		DSE-2 Art of Balanced Living	

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PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.) UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Background/Preamble and Guidelines

DSE -3 Theatre & Dramaturgy	DSE-4 Tools and Techniques for Computing Sanskrit Language	
DSE-5 Sanskrit Linguistics	DSE-6 Computational Linguistics for Sanskrit	
DSE-7 Fundamentals of Ayurveda	DSE-8 Environmental Awareness in Sanskrit Literature	
Generic Ele (Any I	ective (GE) Four)	
B.A. (Hons) Sanskrit	
Semester	: 111/1 V	
GE-1 Basic Sanskrit	GE-2 Indian Culture and Social Issues	
GE-3 Sanskrit and Other Modern Indian Languages	GE-4 Basic Principles of Indian Medicine System (Ayurveda)	
GE-5 Indian Aesthetics	GE-6 Fundamentals of Indian Philosophy	
GE-7 Ancient Indian Polity	GE-8 Indian Epigraphy & Paleography	
GE-9 Computer Applications for Sanskrit	GE-10 Individual, Family and Community In Indian Social Thought	
GE-11 Nationalism and Indian Literature	GE-12 Indian Architectural System	
Ability Enhancement Elective Course (AEEC)		
(Any Two)		
Skill Based		
B.A. (Hons) Sanskrit		
Semester	• 111/1 1	

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PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.) UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Background/Preamble and Guidelines

AEEC-1	AEEC -2	
Acting & Script Writing	Reading skills in Brāhmī Scripts	
AEEC-3	AEEC-4	
Machine Translation: Tools and Techniques	Evolution of Indian scripts	
AEEC-5 Sanskrit Meters and Music		

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PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.) UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

List of the Core Course for Sanskrit

Core Papers (14) B.A. (Hons) Sanskrit				
	Semest	er: I		
C-1 Classical Sanskrit Literature (Poetry)		C-2 Critical Survey of Sanskrit Literature		
	Semeste	er: II		
C-3 Classical Sanskrit Literature (Prose)		C-4 Self-Management in the Gītā		
	Semester: III			
C-5 Classical Sanskrit Literature (Drama)	C-6 Poetics and Literary Criticism		C-7 Indian Social Institutions and Polity	
	Semeste	er: IV		
C-8 Indian Epigraphy, Palaeography and Chronology	C-9 Modern Sanskrit Literature		C-10 Sanskrit and World Literature	
Semester: V				
C-11 Vedic Literature		C-12 Sanskrit Grammar		
Semester: VI				
C-13 Indian Ontology and Epistemology		C-14 Sanskrit Composition and Communication		

UNDER GRADUATE COURSE FOR SANSKRIT (HON.)

UNDER

CHOICE BASED CREDIT SYSTEM (CBCS)





Approved by the Committee of courses (Hons.)

on 11.06.2019

UNIVERSITY OF DELHI

DELHI

Approved by the Faculty of Arts

on 14.06.2019

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	2.	Ability Enhancement Compulsory Course (AECC)	165-175
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Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

FACULTY OF SCIENCE

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



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Course	*Cr	redits
	Theory+ Practical	Theory + Tutorial
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(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial ³	*	
(14 Papers)	14X2=28	14X1=14
II. Elective Course		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
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(4 Papers)Optional Dissertation or p	project work in place of	one Discipline Specific Elective pa
credits) in 6 th Semester		
III. Ability Enhancement Course	<u>s</u>	
1. Ability Enhancement Compuls	sory	
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective	(Skill Based)	
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve Interest/Hobby/Sports/NCC/NSS	e a system/po /related courses on its o	licy about ECA/ G wn.

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Course Structure (Chemistry-Major)

Details of courses under B.Sc. (Honours) Course Theory+ Pra	ctical Credits
I. Core Course Theory (14 Papers)	14 × 4=56
(14 Papers) Total	14 × 2=28 : 84
II. Elective Course (8 Papers)	
A.1. Discipline Specific Elective (DSE) Theory (4 Papers)	4×4=16
A.2. Discipline Specific Elective (DSE) Practical (4 Papers)	4 × 2=8
B.1. Generic Elective (GE)/ Interdisciplinary Theory (4 Papers)	$4 \times 4 = 16$ $4 \times 5 = 20$
B.2. Generic Elective (GE) Practical/Tutorial*	1 ~ 2-0
(4 Fapers)	$4 \times 2 - 6$ $4 \times 1 = 4$ 48
Optional Dissertation or project work in place of one Disciplin Paper. (6 credits) in 6th Semester	e Specific Elective
III. Ability Enhancement Courses (4 Papers)	
 Addity Ennancement Compulsory (2 Papers of 2 credits each) 	
Environmental Science	

(2 Papers of 2 credits each)		
Environmental Science		
English/MIL Communication	2 × 2=4	
2. Ability Enhancement Elective (Skill Based)		
(2 Papers of 2 credits each)		
(Minimum 2)	2 × 2=4	
	Total:	08

Total credit

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

SEMESTER	COURSE OPTED	COURSE NAME	Credits
I	AEC-I Compulsory	English Communications/ Environmental Science	2
	Core Course-I	Inorganic Chemistry-I	4
	Core Course-I Practical	Inorganic Chemistry-I Lab	2
	Core Course-II	Physical Chemistry-I	4
	Core Course-II Practical	Physical Chemistry-I Lab	2
	Generic Elective -1 GE-1		4/5
	Generic Elective -1 Pract	ical/Tutorial	2/1
	AEC-II	Environmental Science	
	Compulsory	English Communications	2
	Core Course-III	Organic Chemistrv-I	4
	Core Course-III Practical	Organic Chemistry-I Lab	2
	Core Course-IV	Physical Chemistry-II	4
	Core Course-IV Practical	Physical Chemistry-II Lab	2
	Generic Elective -2 GE-2		4/5
	Generic Elective -2 Pract	ical/Tutorial	2/1
	Core Course-V	Inorganic Chemistry-II	Λ
	Core Course-V Practical	Inorganic Chemistry-II Lab	+ 2
	Core Course-V Fractical	Organic Chemistry-II	2
	Core Course VI Practical	Organic Chemistry II Lab	4
		Bhysical Chemistry III	2
	Core Course-VII Practica	l Physical Chemistry-III Lab	4 2
	Skill Enhancement Cours	se -1 SEC-1	2
	Generic Elective -3	GE-3	4/5
	Generic Elective -3	Practical/Tutorial	2/1
IV			
14		Inorganic Chemistry-III	Δ
	Course-VIII Practical	Inorganic Chemistry-III I ab	
	Core Course-IY	Organic Chemistry-III	<u> </u>
	Course IV Practical	Organic Chemistry-III Lab	7 2
	Coro Course V	Diganic Chemistry IV	<u>د</u> ۸
	Course V Breaties	Physical Chemistry IV Let	4 0
	Course-A Fractical	Filysical Chemistry-IV LaD	2

	Skill Enhancement Course -2 SEC -2		2	
	Generic Elective -4 C	SE-4	4/5	
	Generic Elective -4 F	Practical	2/1	
V	Core Course-XI C	Organic Chemistry-IV	4	
	Core Course-XI Practical C	Organic Chemistry-IV Lab	2	
	Core Course-XII F	Physical Chemistry-V	4	
	Core Course-XII Practical	Physical Chemistry-V Lab	2	
	Discipline Specific Elective Discipline Specific Elective	e -1 DSE-1	4	
	Practical/TutoriaL	DSE-1 Lab	2	
	Discipline Specific Elective -2 DSE-2 Discipline Specific Elective- 2		4	
			-	
	Practical/Tutorial	DSE-2 Lab	2	
VI	Core Course-XIII	norganic Chemistry-IV	4	
	Core Course-XIII Practical Inorganic Chemistry-IV Lab		2	
	Core Course-XIV Organic Chemistry-V		4	
	Core Course-XIV PracticalOrganic Chemistry-V Lab		2	
	Discipline Specific Elective -3 DSE-3 Discipline Specific Elective -3		4	
	Practical/Tutorial	DSE-3 Lab	2	
	Discipline Specific Elective-4 DSE-4		4	
	Discipline Specific Elective -4			
	Practical/Tutorial	DSE-4 Lab	2	

Total Credits

140

Core Papers (C): (Credit: 06 each)

1.	Inorganic Chemistry I:	Atomic Structure & Chemical Bonding $(4 + 4)$
2.	Physical Chemistry I:	States of Matter & Ionic Equilibrium (4 + 4)
3.	Organic Chemistry I:	Basics and Hydrocarbons $(4 + 4)$
4.	Physical Chemistry II:	Chemical Thermodynamics and its Applications (4 + 4)
5.	Inorganic Chemistry II:	s- and p-Block Elements (4 + 4)
6.	Organic Chemistry II:	Oxygen Containing Functional Groups (4 + 4)
7.	Physical Chemistry III:	Phase Equilibria and Electrochemical Cells (4 + 4)
8.	Inorganic Chemistry III:	Coordination Chemistry $(4 + 4)$

- 9. Organic Chemistry III: Heterocyclic Chemistry (4 + 4)
- 10. Physical Chemistry IV: Conductance & Chemical Kinetics (4 + 4)
- 11. Organic Chemistry IV: Biomolecules (4 + 4)
- 12. Physical Chemistry V: Quantum Chemistry & Spectroscopy (4 + 4)
- 13. Inorganic Chemistry IV: Organometallic Chemistry (4 + 4)
- 14. Organic Chemistry V: Spectroscopy (4 + 4)

Discipline Specific Elective Papers: (Credit: 06 each) (4 papers to be selected)-DSE 1-4

DSE 1: Any one of the following

- 1. Novel Inorganic Solids (4) + Lab (4)
- 2. Inorganic Materials of Industrial Importance (4) + Lab (4)

DSE 2-4: Choose any three of the following

- 1. Applications of Computers in Chemistry (4) + Lab (4)
- 2. Analytical Methods in Chemistry (4) + Lab (4)
- 3. Molecular Modelling & Drug Design (4) + Lab (4)
- 4. Polymer Chemistry (4) + Lab (4)
- 5. Research Methodology for Chemistry (5) + Tutorials (1)
- 6. Green Chemistry (4) + Lab (4)
- 7. Industrial Chemicals & Environment (4) + Lab (4)
- 8. Instrumental Methods of Analysis (4) + Lab (4)
- 9. Dissertation

Other Discipline (Four papers of any one discipline)- GE 1 to GE 4

- 1. Mathematics (5) + Tut (1)
- 2. Physics (4) + Lab (4)
- 3. Economics (5) + Tut (1)
- 4. Computer Science (4) + Lab (4)

Skill Enhancement Courses (02 to 04 papers) (Credit: 02 each)- SEC1 to SEC4 (Emphasis should be given to Hands on Exercises) (Hands on except for papers 3, 5 and 6)

- 1. IT Skills for Chemists
- 2. Basic Analytical Chemistry
- 3. Chemical Technology & Society
- 4. Chemoinformatics
- 5. Business Skills for Chemists
- 6. Intellectual Property Rights
- 7. Analytical Clinical Biochemistry
- 8. Green Methods in Chemistry
- 9. Pharmaceutical Chemistry
- 10. Chemistry of Cosmetics & Perfumes
- 11. Pesticide Chemistry
- 12. Fuel Chemistry

Generic Elective Papers (GE) (Minor-Chemistry) (any four) for other Departments/Disciplines: (Credit: 06 each)

1. Atomic Structure, Bonding, General Organic Chemistry & Aliphatic Hydrocarbons (4) + Lab (4)

2. Chemical Energetics, Equilibria & Functional Group Organic Chemistry-I (4) + Lab (4)

3. Solutions, Phase Equilibrium, Conductance, Electrochemistry & Functional Group Organic Chemistry-II (4) + Lab (4)

4. Chemistry of s- and p-block elements, States of matter and Chemical Kinetics (4) + Lab (4).

5. Chemistry of d-block elements, Quantum Chemistry and

Spectroscopy (4) + Lab (4)

6. Organometallics, Bioinorganic chemistry, Polynuclear hydrocarbons and UV, IR Spectroscopy (4) + Lab (4)

7. Molecules of life (4) + Lab (4).

At least two mathematics papers are compulsory for admission for MSc Chemistry in Delhi University.

Discipline (Two Mathematics papers compulsory, two papers of one other discipline may be selected)- GE 1 to GE

दिल्ली विश्**वविद्यालय** UNIVERSITY OF DELHI

Bachelor of Science (Hons) Chemistry

(Effective from Academic Year 2019-20)





Revised Syllabus as approved by Academic Council Date: 15 & 16 July 2019 No: Executive Council Date: 20 & 21 July 2019 No:

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

University of Delhi

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10.

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF MATHEMATICS

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

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

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

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
I. Core Course		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial	*	
(14 Papers)	14X2=28	14X1=14
II. Elective Course		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)Optional Dissertation or p	project work in place of	one Discipline Specific Elective pa
credits) in 6 th Semester	•	
III. Ability Enhancement Course	<u>'S</u>	
1. Ability Enhancement Compuls	sory	
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective	(Skill Based)	
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve Interest/Hobby/Sports/NCC/NSS	e a system/po //related courses on its o	licy about ECA/ G wn.

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

UNIVERSITY OF DELHI BACHELOR OF SCIENCE (HONS.) IN MATHEMATICS (B.Sc. (Hons.) Mathematics)

Learning Outcomes based Curriculum Framework (LOCF)

2019



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Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PHYSICS

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



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Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)Optional Dissertation or p	project work in place of	one Discipline Specific Elective pa
credits) in 6 th Semester	•	
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1. Ability Enhancement Compuls	sory	
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective	(Skill Based)	
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve Interest/Hobby/Sports/NCC/NSS	e a system/po //related courses on its o	licy about ECA/ G wn.

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

B.Sc. (Hons) Physics

Core Papers (C): (Credit: 06 each) (1 period/week for tutorials or 4 periods/week for practical)

- 1. Mathematical Physics-I (4 + 4)
- 2. Mechanics (4+4)
- 3. Electricity and Magnetism (4 + 4)
- 4. Waves and Optics (4+4)
- 5. Mathematical Physics–II (4 + 4)
- 6. Thermal Physics (4 + 4)
- 7. Digital Systems and Applications(4 + 4)
- 8. Mathematical Physics III (4 + 4)
- 9. Elements of Modern Physics (4 + 4)
- 10. Analog Systems and Applications (4 + 4)
- 11. Quantum Mechanics and Applications (4 + 4)
- 12. Solid State Physics (4 + 4)
- 13. Electromagnetic Theory (4 + 4)
- 14. Statistical Mechanics (4 + 4)

Discipline Specific Elective Papers: (Credit: 06 each) - DSE 1-4

(4 papers to be selected: 02 each for Odd semester and Even semester as listed below)

Odd semester:

- 1. Experimental Techniques (4) + Lab (4)
- 2. Advanced Mathematical Physics (4) + Lab (4)
- 3. Embedded systems- Introduction to Microcontroller (4) + Lab (4)
- 4. Nuclear and Particle Physics (5) + Tutorial (1)
- 5. Physics of Devices and Communication (4) + Lab (4)
- 6. Astronomy and Astrophysics (5) + Tutorial (1)
- 7. Atmospheric Physics (4) + Lab (4)
- 8. Biological physics (5) + Tutorial (1)

Even Semester:

- 9. Advanced Mathematical Physics-II (5) + Tutorial (1)
- 10. Communication System (4) + Lab (1)
- 11. Applied Dynamics (4) + Lab (4)
- 12. Verilog and FPGA based system design (4) + Lab (4)
- 13. Classical Dynamics (5) + Tutorial (1)
- 14. Digital Signal processing (4) + Lab (4)
- 15. Nano Materials and Applications(4) + Lab (4)
- 16. Physics of the Earth (5) + Tutorial (1)
- 17. Medical Physics (4) + Lab (4)
- 18. Dissertation

Skill Enhancement Courses (02 to 04 papers) (Credit: 02 each)- SEC1 to SEC4

- 1. Physics Workshop Skills
- 2. Computational Physics Skills
- 3. Electrical circuits and Network Skills

- 4. Basic Instrumentation Skills
- 5. Renewable Energy and Energy harvesting
- 6. Technical Drawing
- 7. Radiation Safety
- 8. Applied Optics
- 9. Weather Forecasting

Generic Elective Papers (GE) (Minor-Physics) for other Departments/Disciplines: (Credit: 06 each)

Odd Semesters (1st and 3rd semesters)

- 1. Electricity and Magnetism (4) + Lab (4)
- 2. Mathematical Physics(4) + Lab (4)
- 3. Digital, Analog and Instrumentation(4) + Lab (4)
- 4. Applied Dynamics (4) + Lab (4)
- 5. Medical Physics (4) + Lab (4)
- 6. Waves and Optics (4) + Lab (4)
- 7. Quantum Mechanics (4) + Lab (4)*
- 8. Communication System $(4) + Lab (4)^*$
- 9. Verilog and FPGA based system design $(4) + Lab (4)^*$
- 10. Nano Materials and Applications(4) + Lab (4)*

*Not offered in 1st semester.

Even semesters (2nd and 4th semesters)

- 11. Mechanics (4) + Lab (4)
- 12. Elements of Modern Physics (4) + Lab (4)
- 13. Solid State Physics (4) + Lab (4)
- 14. Embedded System: Introduction to microcontroller(4) + Lab (4)
- 15. Biological physics (5) + Tutorials (1)
- 16. Thermal Physics (4) + Lab (4)
- 17. Digital Signal processing (4) + Lab (4)
- 18. Nuclear and Particle Physics $(5) + Tut (1)^{**}$
- 19. Astronomy and Astrophysics (5) + Tutorials (1)**
- 20. Atmospheric Physics (4) + Lab (4)**
- 21. Physics of the Earth (5) + Tutorials (1)**

**Not offered in 2nd semester.

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Science (Honours) Physics

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Date:	Academic Council	No:
Date:	Executive Council	No:

Applicable for students registered with Regular Colleges.

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Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PHYSICS

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

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 - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
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Course	*Credits		
	Theory+ Practical	Theory+Tutorials	
I. Core Course	12X4=48	12X5=60	
(12 Papers)			
04 Courses from each of the			
03 disciplines of choice			
Core Course Practical / Tutorial*	12X2=24	12X1=12	
(12 Practical/ Tutorials*)			
04 Courses from each of the			
03 Disciplines of choice			
II. Elective Course	6x4=24	6X5=30	
(6 Papers)			
Two papers from each discipline of choice	:		
including paper of interdisciplinary nature.			
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6	
(6 Practical / Tutorials*)			
Two Papers from each discipline of choice	•		
 including paper of interdisciplinary nature Optional Dissertation or project in 6th Semester 	work in place of one l	Discipline elective paper (6 cr	edits)
III. Ability Enhancement Courses			
1. Ability Enhancement Compulsory	2 X 2=4	2X2=4	
(2 Papers of 2 credits each)			
Environmental Science			
English/MIL Communication			
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8	
(Skill Based)			
(4 Papers of 2 credits each)			
Tota	l credit= 120	Total credit= 120	
Institute should evolve a Interest/Hobby/Sports/NCC/NSS/related	a system/policy d courses on its own.	about ECA/ G	enera

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

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Semes	CORE COURSE (12)	Ability Enhancement	Skill	Discipline
ter		Compulsory Course	Enhancement	Specific Elective
		(AECC) (2)	Course (SEC)(2)	DSE (6)
Ι	Mechanics	(English/MIL		
	DSC-2 A	Communication)/		
	DSC- 3 A	Environmental Sc.		
	Electricity, Magnetism & EMT	Environmental		
II	DSC-2B	Science /(English/MIL		
	DSC-3B	Communication)		
III	Thermal Physics and		SEC-1	
	Statistical Mechanics			
	DSC-2C			
	DSC-3 C			
IV	Waves and Optics		SEC -2	
	DSC-2D			
	DSC- 3 D			
V			SEC -3	DSE-1 A
				DSE-2 A
				DSE-3 A
VI			SEC -4	DSE-1 B
				DSE-2 B
				DSE-3 B

Proposed scheme for CBCS in B. Sc. Program with Physics as one subject

B. Sc. Program with Physics as one subject

~			~
Semester	COURSE OPTED	COURSE NAME	Credits
Ι	Ability Enhancement Compulsory	English communications/	2
	Course-I	Environmental Science	
	Core course-I	Mechanics	4
	Core Course-I Practical/Tutorial*	Mechanics Lab	2
	Core course-II	DSC 2A	6
	Core Course-III	DSC 3A	6
II	Ability Enhancement Compulsory	English communications/	2
	Course-II	Environmental Science	
	Core course-IV	Electricity, Magnetism and EMT	4
	Core Course-IV Practical/Tutorial*	Electricity, Magnetism & EMT Lab	2
	Core course-V	DSC 2B	6
	Core Course-VI	DSC 3B	6
III	Core course-VII	Thermal Physics & Statistical Mechanics	4
	Core Course-VII	Thermal Physics and Statistical	2

	Practical/Tutorial	Mechanics Lab	
	Core course-VIII	DSC 2C	6
	Core Course-IX	DSC 3C	6
	Skill Enhancement Course -1	SEC-1	2
	Core course-X	Waves and Optics	4
IV	Course-X Practical/Tutorial	Waves and Optics Lab	2
	Core course-XI	DSC 2D	6
	Core course-XII	DSC 3D	6
	Skill Enhancement Course -2	SEC -2	2
V	Skill Enhancement Course -3	SEC -3	2
	Discipline Specific Elective -1	DSE-1A (Subject 1: Physics)	6
	Discipline Specific Elective -2	DSE-2A (Subject 2)	6
	Discipline Specific Elective -3	DSE-3A (Subject 3)	6
VI	Skill Enhancement Course -4	SEC -4	2
	Discipline Specific Elective -4	DSE-1B (Subject 1: Physics)	6
	Discipline Specific Elective -5	DSE-2B (Subject 2)	6
	Discipline Specific Elective-6	DSE-3B (Subject 3)	6
Total			120
Credits			

*Wherever there is a practical there will be no tutorial and vice-versa. The size of group for practical papers is recommended to be maximum of 12 to 15 students.

B.Sc. Program with Physics as one subject Core papers Physics (Credit: 06 each)(CP 1-4):

- 1. Mechanics (4) + Lab (4)
- 2. Electricity and Magnetism (4) + Lab (4)
- 3. Thermal Physics and Statistical Mechanics(4) + Lab (4)
- 4. Waves and Optics (4) + Lab (4)

Discipline Specific (Physics) Elective papers (Credit: 06 each)

(DSE 1, DSE 2): Choose 2 (one for each semester)

Odd Semester: (Choose any one)

- 1. Digital, Analog and Instrumentation(4) + Lab (4)
- 2. Elements of Modern Physics (4) + Lab (4)
- 3. Mathematical Physics(4) + Lab (4)
- 4. Nano Materials and Applications(4) + Lab (4)
- 5. Communication System (4) + Lab (4)
- 6. Verilog and FPGA based system design (4) + Lab (4)
- 7. Medical Physics (4) + Lab(4)
- 8. Applied Dynamics (4) + Lab (4)

Even Semester: (Choose any one)

- 9. Solid State Physics (4) + Lab (4)
- 10. Embedded System: Introduction to microcontroller(4) + Lab (4)
- 11. Nuclear and Particle Physics (5) + Tut (1)
- 12. Quantum Mechanics (4) + Lab (4)
- 13. Digital Signal processing (4) + Lab (4)

- 14. Astronomy and Astrophysics (5) + Tutorials (1)
- 15. Atmospheric Physics (4) + Lab (4)
- 16. Physics of the Earth (5) + Tutorials (1)
- 17. Biological physics (5) + Tutorials (1)
- 18. Dissertation

Skill Enhancement Course (any four) (Credit: 02 each)- SEC 1 to SEC 4

- 1. Physics Workshop Skills
- 2. Computational Physics Skills
- 3. Electrical circuit network Skills
- 4. Basic Instrumentation Skills
- 5. Renewable Energy and Energy harvesting
- 6. Mechanical Drawing
- 7. Radiation Safety
- 8. Applied Optics
- 9. Weather Forecasting

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF COMPUTER SCIENCE

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



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Core Papers: Computer Science (Credit: 06 each) (1 period / week for tutorials or 4 periods / week of practical)

- 1. Problem Solving using Computer
- 2. Database Management Systems
- 3. Operating System
- 4. Computer System Architecture

Discipline Specific Elective Papers: (Credit: 06 each) (DSE-1, DSE -2) Choose 2: One from each group.

Options for DSE-1:

- 1. Programming in JAVA
- 2. Analysis of Algorithms and Data Structures

Options for DSE-2:

- 1. Internet Technologies
- 2. Project Work / Dissertation

Note: Universities may include more options or delete some from this list

Skill Enhancement Courses (any four) (Credit: 02 each) – SEC1, SEC2, SEC3, SEC4 Choose one from each group.

Options for SEC1:

1. Office Automation Tools

Options for SEC2:

1. PHP Programming

Options for SEC3:

1. System Administration and Maintenance

Options for SEC4:

1. Android Programming

Note: Universities may include more options or delete some from this list

Important:

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF MATHEMATICS

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



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Structure of B.Sc. Mathematical Sciences

Choice Based Credit System (CBCS)

- (a) Six papers of Mathematics are compulsory, one in each semester. There are four core courses and two disciplines elective for each discipline.
- (b) Six papers each from two of the following three disciplines: Statistics, Operational Research, and Computer Science.
- (c) Two skill based papers to be chosen from any of the four disciplines.

	Maths –I
	OR-I, CS-I
	or
	CS-I, Stats-I
	or
	Stats-I, OR-I
Ability Enhancement Course	

SEMESTER – I

<u>SEMESTER – II</u>

	Maths –II
	OR-II, CS-II
	or
	CS-II, Stats-II
	or
	Stats-II, OR-II
Ability Enhancement Course	

SEMESTER - III

	Maths –III
	OR-III, CS-III
	or
	CS-III, Stats-III
	or
	Stats-III, OR-III
Skill Enhancement Course	SEC MT-1/SEC OR-1/
	5EC CO-1/ SEC ST-1

SEMESTER – IV

	Maths –IV
	OR-IV, CS-IV
	or CS-IV, Stats-IV
	or Stats-IV, OR-IV
Skill Enhancement Course-2	SEC MT-2/SEC CS-2/ SEC OR-2/ SEC ST-2

<u>SEMESTER – V</u>

	Maths DSE-1
	OR, CS,DSE 1
	or CS, Stats, DSE 1
	or Stats, OR, DSE 1
Skill Enhancement Course-3	SEC MT-3/SEC CS-3/ SEC OR-3/ SEC ST-3

<u>SEMESTER – VI</u>

	Maths DSE-2
	OR, CS,DSE 2
	or CS, Stats, DSE 2
	or Stats, OR, DSE 2
Skill Enhancement Course-4	SEC MT-4/SEC CS-4/ SEC OR-4/ SEC ST-4

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Science in Physical Sciences Discipline: Physics

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Date:	Academic Council	No:
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Applicable for students enrolled with Regular Colleges.

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Preamble

Higher Education in India is in need of reform. On the one hand, while there is a need for increased access to higher education in the country, it is also necessary to improve the quality of higher education. New initiatives and sustained efforts are needed to develop and enhance the spirit of enquiry, analytical ability and comprehension skills of the young generation of students. An emerging knowledge based society requires that they are able to acquire and generate new knowledge and skills, and can creatively apply them to excel in their chosen vocations. Our higher education system needs to inculcate exemplary citizenship qualities and motivate students to contribute to the society at large. Such abilities and qualities of our youth will be crucial for the country to face the challenges of the future.

One of the reforms in undergraduate (UG) education, initiated by the University Grants Commission (UGC) at the national level in 2018, is to introduce the Learning Outcomesbased Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims and objectives.

The Department of Physics and Astrophysics, University of Delhi took up the task of drafting the LOCF for UG Physics courses according to guidelines sent in March 2019 by the Undergraduate Curriculum Review Committee (UGCRC)-2019 of the University of Delhi. The Committee of Courses of the Department constituted a Steering Committee, whose composition is given in Annexure 1A, to plan and formulate the LOCF for UG Physics courses of the University. The Steering Committee formed Subject Working Groups (Annexure 1B) to formulate the content of different sets of courses. The Subject Working Groups included teachers from more than twenty colleges of the University, who have experience of teaching the respective courses. About eighty faculty members from the Department of Physics and Astrophysics and Physics Departments of colleges of the University have contributed to this important task. The inputs of the Subject Working Groups were compiled, and the present document prepared by a final drafting team (Annexure 1C).

The University of Delhi offers the undergraduate B.Sc. (Honours) Physics programme, the B.Sc. Physical Sciences programme with Physics and Electronics disciplines, as well as general elective courses in Physics for students of Honours programme in disciplines other than Physics. The LOCF has been prepared for all of the above.

An earlier draft of the LOCF of the University of Delhi was put in the public domain for stakeholders' comments in May 2019. This was a revised version of the existing Choice Based Credit System (CBCS) undergraduate programme at the University of Delhi. We thank the stakeholders who took time and made effort to give us feedback on the earlier draft. Many of the comments received have helped us improve the LOCF draft.

We acknowledge the use of the document "Learning Outcomes based Curriculum Framework (LOCF) for Undergraduate Programme B.Sc. (Physics) 2019" put up by the UGC on its website in May 2019 (https://www.ugc.ac.in/pdfnews/1884134_LOCF-Final_Physics-report.pdf) and prepared by its Subject Expert Committee for Physics. This document has helped in clarifying the features of the LOCF and is the original source of a significant part of the text of the present document.

Keywords

Ability Enhancement Compulsory Course (AECC); Core Courses (CC); Discipline Specific Electives (DSE); Learning Outcome-based Curriculum Frame work (LOCF); Course Learning Outcomes (CLO); Program Learning Outcomes (PLO); Skill Enhancement Courses (SEC); Teaching Learning Processes (TLP).

Learning Outcomes-Based Curriculum Framework for Undergraduate Education in Physics

1. INTRODUCTION

The learning outcomes-based curriculum framework for a B.Sc degree in Physical Sciences is intended to provide a comprehensive foundation to the subject, and to help students develop the ability to successfully continue with further studies and research in the subject. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in term of the knowledge and skills in Physics, as well develop scientific orientation, enquiring spirit, problem solving skills and values which foster rational and critical thinking.

Due to the extreme diversity of our country, a central university like the University of Delhi gets students from very different academic backgrounds, regions and language zones. While maintaining high standards, the learning outcome-based curriculum provides enough flexibility to teachers and colleges to respond to diverse needs of students.

The learning outcome-based curriculum framework for undergraduate courses in Physics also allows for flexibility and innovation in the programme design to adopt latest teaching and assessment methods, and include introduction to news areas of knowledge in the fastevolving subject domains. The process of learning is defined by the following steps which form the basis of final assessment of the achievement at the end of the program.

- (i) Development of an understanding and knowledge of basic Physics. This involves exposure to basics facts of nature discovered by Physics through observations and experiments. The other core component of this development is introduction to physics concepts and principles, their theoretical relationships in laws of physics, and deepening of their understanding via appropriate problems.
- (ii) The ability to use this knowledge to analyze new situations and learn skills and tools like laboratory techniques, computational methods, and applied mathematics to find solution, interpret results and make meaningful predictions.
- (iii) The ability to synthesize the acquired knowledge and experience for an improved comprehension of the physical problems and to create new skills and tools for their possible solutions.

2.LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN B.Sc. PHYSICAL SCIENCES PROGRAMME

Note: There are three physical science courses namely PCM (Physics, Chemistry, Maths), PEM (Physics, Electronics, Maths), PMC (Physics, Maths, Computer) part where physics is of it.

2.1 NATURE AND EXTENT OF THE PROGRAMME IN B.Sc. PHYSICAL SCIENCES

The UG programs in Physics builds on the basic Physics taught at the +2 level in all the schools in the country. Ideally, the +2 senior secondary school education should aim and achieve a sound grounding in understanding the basic Physics with sufficient content of topics from modern Physics and contemporary areas of exciting developments in physical sciences. The curricula and syllabi should be framed and implemented in such a way that the basic connection between theory and experiment and its importance in understanding Physics is made clear to students. This is very critical in developing a scientific temperament and the urge to learn and innovate in Physics and other sciences. Unfortunately, the condition of our school system in most parts of the country lacks the facilities to achieve the above goal, and it is incumbent upon the college/university system to fill gaps in the scientific knowledge and understanding of our country's youth who complete school curricula and enter university education.

Physics is an experimental and theoretical science that studies systematically the laws of nature operating at length scales from the sub-atomic domains to the entire universe. The scope of Physics as a subject is very broad. The core areas of study within the disciplinary/subject area of an UG programme in Physics are: Classical and Quantum Mechanics, Electricity and Magnetism, Thermal and Statistical Physics, Wave theory and Optics, Physics of the Materials, Digital Electronics, and specialized methods of Mathematical Physics and their applications in different branches of the subject. Along with the theoretical course work students also learn physics laboratory methods for different branches of physics, specialized measurement techniques, analysis of observational data, including error estimation, and scientific report writing. The latest domain in Physics pedagogy incorporated in the LOCF framework is computational physics, which involves adaptation of Physics problems for algorithmic solutions, modelling and simulation of physical phenomenon and mastery of computer programming. The elective modules of the framework offer students choice to gain knowledge and expertise in more specialized domains of Physics like Nuclear and Particle physics, Nanophysics, Astronomy and Astrophysics, etc. and interdisciplinary subject areas like Biophysics, Geophysics, Environmental Physics, Medical Physics, etc.

The physics-based knowledge and skills learnt by students also equip them to be successful in careers other than research and teaching in Physics.

2.2 AIMS OF BACHELOR'S DEGREE PROGRAMME IN B.Sc. PHYSICAL SCIENCES

The LOCF based UG educational program in Physics aims to

- create the facilities and learning environment in educational institutions to consolidate the knowledge acquired at +2 level, motivate students to develop a deep interest in Physics, and to gain a broad and balanced knowledge and understanding of physical concepts, principles and theories of Physics.
- provide opportunities to students to learn, design and perform experiments in lab, gain an understanding of laboratory methods, analysis of observational data and report writing, and acquire a deeper understanding of concepts, principles and theories learned in the classroom through laboratory demonstration, and computational problems and modelling.
- develop the ability in students to apply the knowledge and skills they have acquired to get to the solutions of specific theoretical and applied problems in Physics.
- to prepare students for pursuing the interdisciplinary and multidisciplinary higher education and/or research in interdisciplinary and multidisciplinary areas, as Physics is among the most important branches of science necessary for interdisciplinary and multidisciplinary research.
- to prepare students for developing new industrial technologies and theoretical tools for applications in diverse branches of the economic life of the country, as Physics is one of the branches of science which contribute directly to technological development; and it has the most advanced theoretical structure to make quantitative assessments and predictions, and
- in light of all of the above to provide students with the knowledge and skill base that would enable them to undertake further studies in Physics and related areas, or in interdisciplinary/multidisciplinary areas, or join and be successful in diverse professional streams including entrepreneurship.

3. GRADUATE ATTRIBUTES IN B.Sc. PHYSICAL SCIENCES

Some of the characteristic attributes of a graduate in Physics are

- Disciplinary knowledge
 - (i) comprehensive knowledge and understanding of major concepts, theoretical principles and experimental findings in Physics and its different subfields like Mathematical Physics, Classical and Quantum mechanics, Thermal and Statistical mechanics, Electricity, Magnetism and Electromagnetic theory, Atomic and Molecular Physics, Condensed matter Physics, Nuclear and Particle Physics, Material Science, Analytical dynamics, Astrophysics and Cosmology, Space science and other related fields of study, including broader interdisciplinary subfields like Chemistry, Mathematics, Life sciences, Environmental sciences, Earth Sciences, Medical Physics, Atmospheric Physics, Computer science, Information Technology etc..
 - (ii) ability to use physics laboratory methods and modern instrumentation for designing and implementing new experiments in physics, interdisciplinary/multidisciplinary research areas and industrial research.
- **Skilled communicator:** Ability to transmit abstract concepts and complex information relating to all areas in Physics in a clear and concise manner through scientific report writing. Ability to express complex relationships and information through graphical

methods and proper tabulation. Ability to explain complex processes through simulation and modelling. Ability to express complex and technical concepts orally in a simple, precise and straightforward language for better understanding.

- **Critical thinking:** Ability to distinguish between relevant and irrelevant facts and information, discriminate between objective and biased information, apply logic to arrive at definitive conclusions, find out if conclusions are based upon sufficient evidence, derive correct quantitative results, make rational evaluations, and arrive at qualitative judgments according to established rules.
- Sense of inquiry: Capability for asking relevant/appropriate questions relating to the issues and problems in the field of Physics. Planning, executing and reporting the results of theoretical or experimental investigation.
- **Team player/worker**: Capable of working effectively in diverse teams in both classroom, laboratory, Physics workshop and in field-based situation.
- **Skilled project manager:** Capable of identifying/mobilizing appropriate resources required for a project, and managing a project through to completion, while observing responsible and ethical scientific conduct, safety and laboratory hygiene regulations and practices.
- **Digitally Efficient:** Capable of using computers for computational and simulation studies in Physics. Proficiency in appropriate software for numerical and statistical analysis of data, accessing and using modern e-library search tools like to locate, retrieve, and evaluate Physics information from renowned physics archives, accessing observational and experimental data made available by renowned research labs for further analysis.
- Ethical awareness/analytical reasoning: The graduate should be capable of demonstrating the ability to think and analyze rationally with modern and scientific outlook and adopt objectives, which are unbiased and truthful in all aspects of work. She/he should be capable of identifying ethical issues related to one's work. She/he should be ready to appropriately acknowledge, direct and indirect contributions received from all sources, including from other personnel in the work field. Willing to contribute to the free development of knowledge in all forms. Further, unethical behavior such as fabrication, falsification or misrepresentation of data, or committing plagiarism, or not adhering to intellectual property rights should be avoided.
- Social, National and International perspective: The graduates should be able to develop a social perspective about the significance of their knowledge and skills for social well-being and a sense of responsibility towards human society and the planet. They should have a national as well as an international perspective for their work and career in the chosen field of academic and research activities.
- Lifelong learners: Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and reskilling in all areas of Physics.

4. QUALIFICATION DESCRIPTORS FOR GRADUATES IN B.Sc. PHYSICAL SCIENCES

The qualification descriptors for a B.Sc. Physical science program with combinations PCM, PEM or PMC may include the following:

The graduates should be able to demonstrate:

- (i) a systematic and coherent understanding of basic physics including the concepts, theories and relevant experimental techniques in the domains of Mechanics, Thermal Physics, Electricity and Magnetism, Modern Physics, Optics, Mathematical Physics and of the specialized field like Nuclear and Particle Physics, Quantum Physics, Embedded Systems, etc. in their choice of Discipline Specific Elective course.
- (ii) ability to relate their understanding of physics to other subjects like Mathematics, Chemistry, Computer Science or Electronics, which are part of their curriculum, and hence orient their knowledge and work towards multi-disciplinary/interdisciplinary contexts and problems.
- (iii) procedural knowledge that creates different types of professionals related to different areas of study in Physics and multi/interdisciplinary domains, including research and development, teaching, technology professions, and government and public service.
- (iv) skills in areas related to specializations, relating the subfields and current developments in the field of Physics.

Use knowledge, understanding and skills required for identifying problems and issues relating to Physics, and its interface with other subjects studied in the course, collect relevant quantitative and/or qualitative data from a wide range of sources from various research laboratories of the world, their application, analysis and evaluation using appropriate methodologies.

Communicate the results of studies undertaken accurately in a range of different contexts using the main concepts, constructs and techniques of Physics and other subjects studied in the course. Develop communication abilities to present these results in technical as well as popular science meetings.

Ability to meet their own learning needs, drawing on a range of pedagogic material available on the internet and books, current research and development work and professional materials, and interaction with other science professionals.

Demonstrate Physics-related technological skills that are relevant to Physics-related trades and employment opportunities.

Apply their knowledge, understanding and skills to new/unfamiliar contexts beyond Physics to identify and analyze problems and issues, and to solve complex problems.

5. PROGRAM LEARNING OUTCOMES IN B.Sc. PHYSICAL SCIENCES WITH COMBINATIONS PCM, PEM or PMC

The student graduating with the Degree B.Sc. Physical sciences with PCM, PEM, or PMC should have:

- (i) a systematic and coherent understanding of basic physics including the concepts, theories and relevant experimental techniques in the domains of Mechanics, Thermal Physics, Electricity and Magnetism, Modern Physics, Optics, Mathematical Physics and of the specialized field like Nuclear and Particle Physics, Quantum Physics, Embedded Systems, etc. in their choice of Discipline Specific Elective course.
- (ii) a wide ranging and comprehensive experience in physics laboratory methods in experiments related to mechanics, optics, thermal physics, electricity, magnetism, digital electronics, solid state physics and modern physics. Students acquire the ability for systematic observations, use of scientific research instruments, analysis of observational data, making suitable error estimates and scientific report writing.
- (iii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Physics and multi/interdisciplinary domains, including professionals engaged in research and development, teaching, technology professions and government/public service.
- (iv) skills in areas related to one's specialization area within the disciplinary/subject area physics.

Demonstrate the ability to use skills in Physics and its related areas of technology for formulating and solving problems and identifying and applying appropriate physical principles and methodologies to solve a wide range of problems associated with Physics and its interface with other subjects studied in the course.

Recognize the importance of mathematical modeling, simulation and computational methods, and the role of approximation and mathematical approaches to describing the physical world and beyond.

Plan and execute experiments or investigations related to Physics and its interface with other subjects studied in the course analyze and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/investigations while relating the conclusions/findings to relevant theories.

Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Physics related problems with well-defined solutions, and tackle open-ended problems that belong to the disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences of technical or popular nature; (iv) analytical skills involving

paying attention to detail and ability to construct logical arguments, using correct technical language and ability to translate them with popular language when needed; (v) ICT skills; (vi) personal skills such as the ability to work both independently and in a group.

Demonstrate professional behavior such as

- (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical, irrational behavior such as fabricating, falsifying or misrepresenting data or committing plagiarism;
- (ii) the ability to identify the potential ethical issues in work-related situations;
- (iii) be committed to the free development of scientific knowledge and appreciate its universal appeal for the entire humanity;
- (iv) appreciation of intellectual property, environmental and sustainability issues; and promoting safe learning and working environment.

6. TEACHING LEARNING PROCESSES

The teaching learning processes play the most important role in achieving the desired aims and objectives of the undergraduate programs in Physics. The LOCF framework emphasizes learning outcomes for every physics course and its parts. This helps in identifying most suitable teaching learning processes for every segment of the curricula. Physics is basically an experimental science with a very elaborate and advanced theoretical structure. Systematic observations of controlled experiments open up windows to hidden properties and laws of nature. Physics concepts and theories are meant to create a systematic understanding of these properties and laws. All principles and laws of physics are accepted only after their verification and confirmation in laboratory, or observations in the real world, which require scientists trained in appropriate experimental techniques, and engineers to design and make advanced scientific instruments. At the same time physics graduates also need a deep understanding of physics concepts, principles and theories, which require familiarity with different branches of mathematical physics. To achieve these goals, the appropriate training of young individuals to become competent scientists, researchers and engineers in future has to be accomplished. For this purpose, a very good undergraduate program in Physics is required as a first step. An appropriate teaching-learning procedure protocol for all the colleges is therefore essential. To be specific, it is desirable to have:

- Sufficient number of teachers in permanent position to do all the class room teaching and supervise the laboratory experiments to be performed by the students.
- All teachers should be qualified as per the UGC norms and should have good communication skills.
- Sufficient number of technical and other support staff to run laboratories, libraries, and other equipment and to maintain the infrastructural facilities like buildings, ICT infrastructure, electricity, sanitation, etc.
- Necessary and sufficient infrastructural facilities for the class rooms, laboratories and libraries.
- Modern and updated laboratory equipment needed for the undergraduate laboratories and reference and text books for the libraries.
- Sufficient infrastructure for ICT and other facilities needed for technology enabled learning like computer facilities, PCs, laptops, Wi-Fi and internet facilities with all the necessary software.

Teachers should make use of these approaches for an efficient teaching-learning process:

- (i) Class room teaching with lectures using traditional as well as electronic boards.
- (ii) Demonstration of the required experiments in laboratory and sessions on necessary apparatuses, data analysis, error estimation and scientific report writing for effective and efficient learning of laboratory techniques.
- (iii) Imparting the problem solving ability which enables a student to apply physical and mathematical concepts to a new and concrete situation is essential to all courses. This can be accomplished through examples discussed in the class or laboratory, assignments and tutorials.
- (iv) CBCS curriculum has introduced a significant content of computational courses. Computational physics should be used as a new element in the physics pedagogy, and efforts should be made to introduce computational problems, including simulation and modelling, in all courses.
- (v) Teaching should be complimented with students seminar to be organized very frequently.
- (vi) Guest lectures and seminars should be arranged by inviting eminent teachers and scientists.
- (vii) Open-ended project work should be given to all students individually, or in groups of 2-3 students depending upon the nature of the course.
- (viii) Since actual Undergraduate programme teaching is done in affiliated colleges which have differing levels of infrastructure and student requirements, the teachers should attend workshops organized by University Department for college faculty on teaching methodology, reference materials, latest laboratory equipment and experiments, and computational physics software for achieving uniform standards. Common guidelines for individual courses needs to be followed/evolved.
- (ix) Internship of duration varying from one week anytime in the semester, and/or 2-6 weeks during semester break and summer breaks should be arranged by the college for the students to visit other colleges/universities/HEI and industrial organizations in the vicinity. If needed, financial assistance may also be provided for such arrangements.
- (x) Special attempts should be made by the institution to develop problem-solving skills and design of laboratory experiments for demonstration at the UG level. For this purpose a mentor system may be evolved where 3-4 students may be assigned to each faculty member.
- (xi) Teaching load should be managed such that the teachers have enough time to interact with the students to encourage an interactive/participative learning.

In the first year students are fresh from school. Given the diversity of their backgrounds, and the lack of adequate infrastructure and training in the school science learning, special care and teacher attention is essential in the first year. Mentorship with senior students and teachers can help them ease into rigorous of university level undergraduate learning.

A student completing the Physical Sciences with Physics discipline course under the CBCS takes 4 core courses from each discipline, 2 discipline specific electives (DSE) courses in each discipline, 4 skill enhancement (SEC) courses including at least one from each discipline and two ability enhancement compulsory courses (AECC). Since different categories of courses have different objectives and intended learning outcomes, the most efficient and appropriate teaching learning processes would not be same for all categories of courses.

6.1 TEACHING LEARNING PROCESSES FOR CORE COURSES

The objective of Core courses is to build a comprehensive foundation of physics concepts, principles and laboratory skills so that a student is able to proceed to any specialized branch. Rather than a quantitative amalgamation of disparate knowledge, it is much more preferable that students gain the depth of understanding and ability to apply what they have learnt to diverse problems.

All Core courses have a theory and an associated physics laboratory component. Even though the learning in theory and lab components proceeds in step, the teaching learning processes for the two components need specific and different emphases.

6.1.1 Teaching Learning Processes for Theory component of Core Courses

A significant part of the theoretical learning in core courses is done in the traditional lecture cum black-board method. Demonstrations with models, power-point projection, student project presentations, etc. are some other methods which should be judiciously used to enhance the learning experience. Problem solving should be integrated into theoretical learning of core courses and proportionally more time should be spent on it. It is advisable that a list of problems is distributed to students before the discussion of every topic, and they are encouraged to solve these in the self-learning mode, since teachers are unlikely to get time to discuss all of them in the class room.

6.1.2 Teaching Learning Processes for Physics Laboratory component of Core Courses

Students learn essential physics laboratory skills mainly while preparing for experiments, performing them in the laboratory, and writing appropriate laboratory reports. Most of this learning takes place in the self-learning mode. However, teachers' role is crucial at critical key points. Physics laboratory learning suffers seriously if students do not get appropriate guidance at these key points. Many students get their first proper exposure to physics laboratory work in their first year of undergraduate studies. Hence, laboratory teaching to first year students requires special care.

Demonstration on the working of required apparatuses should be given in few beginning laboratory sessions of all courses. Sessions on the essentials of experimental data analysis, error estimation, and scientific report writing are crucial in the first year physics laboratory teaching. Once the essentials have been learnt, sessions may be taken on applications of these for specific experiments in lab courses of later years. Students should be encouraged to explore experimental physics projects outside the curricula.

Many college laboratories lack latest laboratory equipment due to resource crunch. For example, very few laboratories have equipment for sensor and microprocessor based data acquisition, whose output can be directly fed into a computer for further analysis. Colleges need to make strategic planning, including student participation under teacher guided projects, to gradually get their laboratories equipped with latest equipment. The Physics department of the University can provide key guidance and help in this regard.

It is recommended that the maximum size of group for all Physics laboratory courses should be 12-15 students per group.

6.2 TEACHING LEARNING PROCESSES FOR DISCIPLINE SPECIFIC ELECTIVES

The objective of DSE papers is to expose students to domain specific branches of physics and prepare them for further studies in the chosen field. While students must learn basic theoretical concepts and principles of the chosen domain, a sufficient width of exposure to diverse topics is essential in these papers. Student seminars and projects can be a very fruitful way to introduce students to the latest research level developments.

Besides a theory component, every DSE paper has either an associated tutorial, or a physics laboratory, or a computational physics component. Teaching learning processes for theory and physics laboratory components described above in sub-sections 6.1.1 and 6.1.2 for core courses, should be applicable for DSE courses too.

Essential programming skills are the foremost requirement of **computational physics learning**. The second requirement of computational physics learning is the ability to transform a physics problem into a computable problem for which a suitable programme can be written. Appropriate problems based assignments are crucial in developing these abilities. Every computational physics lab course should involve sessions on essential computational techniques, and the reduction of relevant physics problems to computational problems. Advanced level student project can be easily integrated into the learning of computational physics.

Colleges should ensure that students from weaker economic backgrounds have adequate access to computers.

Tutorials provide an opportunity for attending closely to learning issues with individual students, and hence an effective means to help create interest in the subject and assess their understanding. Pre-assigned weekly problem sets and assignments help structure tutorial sessions and should be used as often as possible. Students' performance in tutorials should be used for determining their internal assessment marks for the course.

It is recommended that the maximum size of group for all tutorials should be 8-10 students per group.

6.3 TEACHING LEARNING PROCESSES FOR SKILL ENHANCEMENT COURSES

Skill Enhancement papers are intended to help students develop skills which may or may not be directly applicable to physics learning. These courses introduce an element of diversity of learning environments and expectations. Efforts should be made that students gain adequate 'hands-on' experience in the desired skills. The theory parts of these courses are intended to help students get prepared for such experiences. Since the assessment of these courses is largely college based, teachers should make full use of it to design novel projects.

It is recommended that the maximum size of group in the laboratory for all SEC courses should be 12-15 students per group.

At the end, the main purpose of Physics teaching should be to impart higher level objective knowledge to students in concrete, comprehensive and effective ways. Here, effectiveness implies gaining knowledge and skill which can be applied to solve practical problems as well as attaining the capability of logical thinking and imagination which are necessary for the creation of new knowledge and new discoveries. Once the students understand 'why is it worth learning?' and 'how does it connect to the real world?', they will embrace the curriculum in a way that would spark their imagination and instill a spirit of enquiry in them, so that in future they can opt for further investigations or research. All in all, the teacher should act as a facilitator and guide and not as a guardian of the curriculum.

7. ASSESSMENT METHODS

In the undergraduate education of Physics leading to the B.Sc. Physical Science degree, the assessment and evaluation methods should focus on testing the conceptual understanding of basic concepts and theories, experimental techniques, development of mathematical skills, and the ability to apply the knowledge acquired to solve new problems and communicate the results and findings effectively.

The two perennial shortfalls of the traditional science examination process in our country are the reliance on rote learning for written exams, and a very perfunctory evaluation of laboratory skills. Greater emphasis on problem solving and less importance to textbook derivations discourages rote learning. Theory examinations should be based primarily on unseen problems. Continuous evaluation of students' work in the laboratory, and testing them on extensions of experiments they have already performed can give a more faithful evaluation of their laboratory skills.

Needless to say, there should be a continuous evaluation system for students. This will enable teachers not only to ascertain the overall progress of learning by the students, but also to identify students who are slow learners and for whom special care should be taken. An appropriate grading system is the 'relative grading system'. It introduces a competitive element among students, but does not excessively penalizes weaker students.

Since the Learning Objectives are defined clearly for each course in the LOCF framework, it is easier to design methods to monitor the progress in achieving the learning objectives during the course and test the level of achievement at the end of the course.

The courses offered in the undergraduate Physics are the first courses at the college/university level. Formative Assessment for monitoring the progress towards achieving the learning objectives is an important assessment component, which provides both teachers and students feedback on progress towards learning goals. University of Delhi examination system has 20 percent internal assessment for theory component, and 50 percent for physics laboratory and computational physics laboratory components. These marks should be distributed in periodic assessments in different modes to serve the intended purpose

Since core courses, discipline specific courses, skill enhancement courses and general elective courses have qualitatively different kinds of objectives and learning outcomes, one model of assessment methods will not work for these different kinds of courses.

7.1 ASSESSMENT METHODS FOR CORE COURSES

Core courses and associated physics laboratory and computational physics curricula lead to the essential set of learning outcomes, which every physics graduate is expected to have. Their assessment methods require rigor, comprehensiveness and uniformity about what is minimally expected from students. Regular interactions mediated through university department among teachers teaching these courses in different colleges may prove to be helpful in this regard. Since depth of understanding of core topics is a highly desirable outcome, assessment for these courses should put greater emphasis on unseen problems, including extensions of textbook derivations done in class.

7.1.1 Assessment Methods for the Theory component of Core courses

The evaluation scheme of the University of Delhi allots 20 percent marks for internal assessment of theory papers. Teachers should use a judicious combination of the following methods to assess students for these marks: i) periodic class tests, ii) regular problem based assignments, iii) unannounced short quizzes, iv) individual seminar presentations v) longer assignments for covering theory and derivations not discussed in regular lectures, vi) True/False Tests, and vii) Multiple Choice Tests for large classes.

To help students prepare themselves for formative assessment during the semester, and to motivate them for self-learning, it is advisable that a Model Problem Set is made available to them in the beginning of the course, or problem sets are given before discussion of specific topics in class.

In preparing students for Substantive Summative Assessment at the end of the semester it is helpful if a Model/mock question paper is made available to them in the beginning of the course.

7.1.2 Assessment Methods for the Physics Laboratory component of Core courses

The 50 percent internal assessment for the evaluation scheme for laboratory courses is best used in continuous evaluation of students' performance in the lab. This evaluation should include these components: i) Regular evaluation of experiments regarding a) written report of each experiment and b) Viva-Voce on each experiment, ii) Test through setting experiments by assembling components, iii) written test on experiments done in the lab and data analysis, iv) Designing innovative kits to test the comprehension and analysis of the experiment done

by the students, and v) audio visual recording of the experiments being performed by students and its self-appraisal.

The end semester laboratory examination should ideally involve extensions of experiments done by students during the semester. Two or more experiments can be combined for this purpose. Open ended problems for which students can get the answer by designing their own experimental method should also be tried.

7.2 ASSESSMENT METHODS FOR DISCIPLINE SPECIFIC ELECTIVES

Discipline specific courses build upon general principles learnt in core courses, and also prepare students for further studies in specific domains of physics. Given the time constraint of only one semester, specific domain exposure is mostly introductory in character. Assessment for these courses should have significant component of open ended methods like seminars and project work. Students have greater chance of proving their individual initiative and ability for self-learning in these methods. These methods also have greater flexibility to reward students for out of curriculum learning.

Besides a theory component, every DSE paper has either an associated tutorial, or a physics laboratory, or a computational physics component. Assessment methods for theory and physics laboratory components described above in sub-sections 7.1.1 and 7.1.2 for core courses, should be applicable for DSE courses too.

Computational Physics lab evaluation allots 50 percent marks to the internal evaluation of students' performance during the semester. Students should be assessed for every computational assignment done during the semester. This should involve assessment of their programme, report and a viva-voice. Periodic tests on unseen problems may form a part of the internal assessment. It is essential that the end semester examination is based upon unseen computational physics problems.

Students should be assessed for their performance in **tutorials**, and this assessment should contribute to their internal assessment marks. Their work on pre-assigned problem sets/assignments, and participation in tutorial discussions should be taken into account while assessing their performance.

7.3 ASSESSMENT METHODS FOR SKILL ENHANCEMENT COURSES

Learning in skill enhancement courses is largely experience based. Student performance in these courses is best assessed under continuous evaluation. Students could be assigned a specific task for a class or group of classes, and they could be assessed for their success in meeting the task.

8. STRUCTURE OF COURSES IN B.Sc. PHYSICAL SCIENCES

8.1 Credit Distribution for B.Sc. Physical Sciences (with PCM, PMC and PEM).

The B.Sc. Physical science programme with Physics as one of the subjects consists of 132 credits based on the Choice Based Credit System (CBCS) approved by the UGC with 01 hour/week for each credit for theory/tutorials and 02 hours/week for each credit of laboratory work/Hands-on exercises. Out of 132 credits, 108 credits are of Core and DSE courses equally divided between Physics and two other subjects (36 credits each), 16 credits consist of Skilled Enhancement courses (SEC) which are elective and 8 credits consists of Ability Enhancement Compulsory Courses (AECC) equally divided (4 credits each) between disciplines of the Environmental sciences and Languages/communications. A student can take more than 132 credits in total (but not more than 148 credits) to qualify for the grant of the B.Sc. Physical Sciences degree as per rules and regulations of the University.

Table 8.1 Table showing distribution of credits:Subject A: PhysicsDiscipline, Subject B and C (other two disciplines)

Semester	Compulsory Core Courses (CC) each with 06 credit (Total no. of Papers 12) 04 Core courses are compulsory to be selected from	Discipline Specific Elective (DSE) each with 06 credits, Select any 02 courses from each subject A B and C	Ability Enhanceme nt Compulsor y Courses (AECC) each with 04 credits, Select any 02 from 03	Skill Enhancement Course (SEC) each with 04 credits, Select any 04 courses choosing at least 1 from	Total Credi ts
Sem I	CC-1A CC-1B CC-1C	-	AECC-1	-	22
Sem II	CC-2A CC-2B CC-2C	-	AECC-2	-	22
Sem III	CC-3A CC-3B CC-3C	-	-	SEC-1(A/B/C)	22
Sem IV	CC-4A CC-4B CC-4C	-	-	SEC-2(A/B/C)	22
Sem V	-	DSE-1A DSE -1B DSE -1C	-	SEC-3(A/B/C)	22
Sem VI	-	DSE -2A DSE -2B DSE -2C	-	SEC-4(A/B/C)	22
Total Credits	72	36	8	16	132

Table 8.2 DETAILS OF COURSES UNDER UNDERGRADUATEPROGRAMME (B.Sc. Physical Science)

Course	#Credits
	Theory + Practical/Tutorials
<u>I. Core Course</u> (12 Papers)	12 X (4+2)* = 72
04 Courses from each of the	
03 disciplines of choice	
II. DSE Courses	6 X (4+2)* or 6 X (5+1)** =36
(6 Papers)	
Two papers from each disci	pline of choice including paper of interdisciplinary nature.
Optional Dissertation or p credits) in 6th Semester	roject work in place of one Discipline elective paper (6
III. AECC Courses	2 X 4 = 8
(2 Papers of 2 credits each) Environmental Science English/MIL Communication
IV. SEC Courses	4 X (2+2)* =16
(4 Papers of 2 credits each)
Total credit	= 132

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

*Theory with practical/ Hands-on Exercise

****Theory with tutorials**

#Wherever there is practical there will be no tutorials and vice -versa. The size of group for practical papers is recommended to be a maximum of 12 to 15 students and for tutorials 8-10 students per group.
8.2 SEMESTER-WISE DISTRIBUTION OF COURSES

CORE COURSES (CC)

Table 8.3 All CC courses of Physics Discipline (Subject-A) have 6 credits with 4 credits of theory and 2 credits of practicals:

Core Course type	Unique Paper Code	Semester	B.Sc.(PCM)	B.Sc. (PEM)	B.Sc. (PMC)
CC-1A	42221101	Ι	Mechanics + Lab	Mechanics + Lab	Mechanics + Lab
CC-2A	42221201	Π	Electricity, Magnetism and EMT + Lab	Electricity, Magnetism and EMT + Lab	Electricity, Magnetism and EMT + Lab
CC-3A	42224303	III	Thermal Physics and Statistical Mechanics + Lab	Thermal Physics and Statistical Mechanics+ Lab + Lab	Thermal Physics and Statistical Mechanics + Lab
CC-4A	42224412	IV	Waves and Optics + Lab	Waves and Optics + Lab	Waves and Optics + Lab

DISCIPLINE SPECIFIC ELECTIVES (DSE)

Table 8.4 All DSE courses of Physics Discipline (Subject-A) have 6 credits with 4 credits of theory and 2 credits of practical or 5 credits of theory and 1 credit of Tutorials.

Discipline Specific (Subject-A: Physics) Elective papers (Credit: 06 each) (DSE 1A and DSE 2A): Select any 02 papers (one for each in semester V and semester IV) from the following options. (Numbers in brackets indicate number of hours/ Week dedicated)

S. No.	Unique Paper Code	B.Sc.(PCM)	B.Sc. (PEM)	B.Sc. (PMC)
	Odd	l Semester – V Semeste	er only (DSE-1A)	
1	42227529	Elements of Modern Physics (4) + Lab (4)	Elements of Modern Physics (4) + Lab (4)	Elements of Modern Physics (4) + Lab (4)
2	42227530	Digital, Analog and Instrumentation (4) + Lab (4)	Digital, Analog and Instrumentation (4) + Lab (4)	Digital, Analog and Instrumentation (4) + Lab (4)
3	42227531	Mathematical Physics (4) + Lab (4)	Mathematical Physics (4) + Lab (4)	Mathematical Physics (4) + Lab (4)
4	42227532	Nano Materials and Applications (4) + Lab (4)	Nano Materials and Applications (4) + Lab (4)	Nano Materials and Applications (4) + Lab (4)
5	42227533	Communication System (4) + Lab (4)	Communication System (4) + Lab (4)	Communication System (4) + Lab (4)
6	42227534	Verilog and FPGA based system design (4) + Lab (4)	Verilog and FPGA based system design (4) + Lab (4)	Verilog and FPGA based system design (4) + Lab (4)
7	42227535	Medical Physics (4) + Lab (4)	Medical Physics (4) + Lab (4)	Medical Physics (4) + Lab (4)
8	42227536	Applied Dynamics (4) + Lab (4)	Applied Dynamics (4) + Lab (4)	Applied Dynamics (4) + Lab (4)

Even Semester – VI semester only (DSE-2A)					
9	42227637	Solid State Physics (4) + Lab (4)	Solid State Physics (4) + Lab (4)	Solid State Physics (4) + Lab (4)	
10	42227638	Embedded System: Introduction to microcontroller (4) + Lab (4)	Embedded System: Introduction to microcontroller (4) + Lab (4)	Embedded System: Introduction to microcontroller (4) + Lab (4)	
11	42227639	Nuclear and Particle Physics (5) + Tutorials (1)	Nuclear and Particle Physics (5) + Tutorials (1)	Nuclear and Particle Physics (5) + Tutorial (1)	
12	42227640	Quantum Mechanics (4) + Lab (4)	Quantum Mechanics (4) + Lab (4)	Quantum Mechanics (4) + Lab (4)	
13	42227641	Digital Signal processing (4) + Lab (4)	Digital Signal processing (4) + Lab (4)	Digital Signal processing (4) + Lab (4)	
14	42227642	Astronomy and Astrophysics (5) + Tutorials (1)	Astronomy and Astrophysics (5) + Tutorials (1)	Astronomy and Astrophysics (5) + Tutorials (1)	
15	42227643	Atmospheric Physics (4) + Lab (4)	Atmospheric Physics (4) + Lab (4)	Atmospheric Physics (4) + Lab (4)	
16	42227644	Physics of the Earth (5) + Tutorials (1)	Physics of the Earth (5) + Tutorials (1)	Physics of the Earth (5) + Tutorials (1)	
17	42227645	Biological physics (5) + Tutorials (1)	Biological physics (5) + Tutorials (1)	Biological physics (5) + Tutorials (1)	
18		Dissertation (8)	Dissertation (8)	Dissertation (8)	

SKILL ENHANCEMENT COURSES (SEC)

Table 8.5 All SEC courses of Physics Discipline (Subject-A) have 4 credits with 2 credits of theory and 2 credits of Practical / Hands on/ Projects and Field Work to be decided by the College. <u>*Teachers may give a long duration project based on a SEC paper in the practical Lab.*</u>

No.	Unique Paper Code	Semester	B.Sc. (PCM)	B.Sc. (PEM)	B.Sc. (PMC)
1	32223901	III/IV/V/VI	Physics Workshop Skills	Physics Workshop Skills	Physics Workshop Skills
2	32223902	III/IV/V/VI	Computational Physics Skills	Computational Physics Skills	Computation al Physics Skills
3	32223903	III/IV/V/VI	Electrical Circuit and Network Skills	Electrical Circuit and Network skills	Electrical Circuit and Network
4	32223904	III/IV/V/VI	Basic Instrumentation Skills	Basic Instrumentation Skills	Basic Instrumentati on Skills
5	32223905	III/IV/V/VI	Renewable Energy and Energy Harvesting	Renewable Energy and Energy Harvesting	Renewable Energy and Energy Harvesting
6	32223906	III/IV/V/VI	Engineering design and prototyping/Techni cal Drawing	Engineering design and prototyping/Techni cal Drawing	Engineering design and prototyping/ Technical Drawing
7	32223907	III/IV/V/VI	Radiation Safety	Radiation Safety	Radiation Safety

8	32223908	III/IV/V/VI	Applied Optics	Applied Optics	Applied Optics
9	32223909	III/IV/V/VI	Weather Forecasting	Weather Forecasting	Weather Forecasting
10	XXX1	III/IV/V/VI	Introduction to Physical Computing	Introduction to Physical Computing	Introduction to Physical Computing
11	XXX2	III/IV/V/VI	Numerical Analysis	Numerical Analysis	Numerical Analysis

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

Table 8.6 All the courses have 4 credits. The detailed content of these courses is NOT mentioned in this document.

S.No.	AECC Course Name
1	English
2	MIL Communication
3	Environmental Science

TABLE 8.7 SEMESTER-WISE BREAKUP OF TYPES OF COURSESWITH THEIR CREDITS. Subject A-Physics; Subject B and C (other twodisciplines)

No.*	Course opted	Course name	Credits
Ι	Ability Enhancement Compulsory Course-I	English communications/ Environmental Science	4
	Core Course-1A	Mechanics (Theory + Lab)	4 + 2
	Core Course-1B	CC-1B	6
	Core Course-1C	CC-1C	6
II	Ability Enhancement Compulsory Course-II	English communications/ Environmental Science	4
	Core Course-2A	Electricity, Magnetism & EMT (Theory + Lab)	4 + 2
	Core Course-2B	CC-2B	6
	Core Course-2C	CC-2C	6
III	Core Course-3A	Thermal Physics & Statistical Mechanics (Theory + Lab)	4 + 2
	Core Course-3B	CC-3B	6
	Core Course-3C	CC-3C	6
	Skill Enhancement Course -1	SEC-1 (A/B/C)	4
	Core Course-4A	Waves and Optics (Theory + Lab)	4 + 2
117	Core Course-4B	CC-4B	6
1V	Core Course-4C	CC-4C	6
	Skill Enhancement Course -2	SEC-2 (A/B/C)	4
	Discipline Specific Elective -1 A	DSE-1A (Subject A: Physics) See Table 8.4	6
v	Discipline Specific Elective -1 B	DSE-1B (Subject B)	6
	Discipline Specific Elective -1 C	DSE-1C (Subject C)	6

	Skill Enhancement Course -3	SEC-3 (A/B/C)	4
	Discipline Specific Elective - 2 A	DSE-2A (Subject A: Physics) See Table 8.4	6
VI	Discipline Specific Elective - 2 B	DSE-2B (Subject B)	6
	Discipline Specific Elective - 2 C	DSE-2C (Subject C)	б
	Skill Enhancement Course - 4	SEC-4 (A/B/C)	4
		TOTAL	132

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Computer Science Courses for Physical Science/ Mathematical Science

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

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

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability. Each programme vividly elaborates its nature and promises the outcomes that are to be

accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of Computer Science Courses for BSc Physical Science/Mathematical Science is designed to develop computational thinking, analytical, and problem solving skills. It covers core computer science topics and offers electives so that students can apply these skills while studying subjects like Maths, Physics, Chemistry etc. The programme also lays down the foundation for higher studies in the field of Computer Science/Applications.

The University of Delhi hopes the LOCF approach of the Computer Science Courses for BSc Physical Science/Mathematical Science will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Computer Science Courses for BSc Physical Science/Mathematical

<u>Science</u>

BSc Physical Science/Mathematical Science programme with Computer Science is offered in several prestigious colleges of the University of Delhi. This programme aims to introduce the discipline of Computer Science to the students who wish to either pursue higher studies in computer science or wish to use computational skill in study of physical and mathematical sciences. The courses are designed to promote logical thinking, analytical skills, develop programming skills and application of knowledge of computing to solve problems in other disciplines.

The curriculum for computer science courses in BSc Physical Science/Mathematical Science programme was developed by the Department of Computer Science by following the due diligent process. Close consultations were held with the college teachers involved in teaching of the courses. Inputs were collected from the college teachers in general body meetings and the courses were decided. Subsequently, committees were formed for designing syllabi for each course. Draft syllabus of each course was thoroughly discussed and debated among the peers in DU colleges. After multiple iterations, the final syllabus of the programme was approved in the Committee of Courses for Undergraduate Studies. The draft was then published in public domain for review by all stakeholders, and additionally sent for peer review outside University of Delhi. The review comments were thoroughly discussed in the Committee of Courses for Undergraduate Studies, and the appropriate changes were incorporated. Finally, the syllabus was placed in the Faculty of Mathematical Sciences and approved.

2. Aims of Computer Science Courses for BSc Physical Science/Mathematical Science

The objective of BSc Physical Science/Mathematical Science Programme with Computer Science is to introduce the discipline to students who want to pursue either higher studies in science or branch off to other disciplines for higher studies, or those who want to be educators. Specifically, the program aims the following achievements for students.

- **1.** To attain understanding of computer systems, their applications and fundamentals.
- **2.** To develop ability to apply knowledge of computing to solve computational problems.
- **3.** To analyze a problem, and identify the computing requirements appropriate to its solution.

- **4.** To design, implement, and evaluate a computer-based system, process or program to meet the desired needs.
- 5. To communicate effectively with a range of audiences

3.1 Course Structure for Under -Graduate (Non-Hons.) Programme

Course	Credits		
	Theory+ Practical	Theory+ Tutorial	
I. Core Course	12X4=48	12X5=60	
(12 Papers)			
Core Course Practical / Tutorial*			
Two papers – English			
Two papers – MIL			
Four papers – Discipline 1.			
Four papers – Discipline 2.			
Core Course Practical / Tutorial	12X2=24	12X1=12	
(12 Practicals)			
II. Elective Course	6X4=24	6X5=30	
(6 Papers)			
Two papers- Discipline 1 specific			
Two papers- Discipline 2 specific			
Two papers- Inter disciplinary			
Two papers from each discipline of choice			
and two papers of interdisciplinary nature.			
Elective Course Practical / Tutorials	6X2=12	6X1=6	
(6 Practical/ Tutorials)			
Two papers- Discipline 1 specific			
Two papers- Discipline 2 specific			
Two papers- Generic (Inter disciplinary)			
Two papers from each discipline of choice			
including papers of interdisciplinary nature.			
Optional Dissertation or project work in place of	one elective paper (6 credits) in 6th Semester	
III. Ability Enhancement Courses			
Ability Enhancement Compulsory Courses (AECO	C) 2X4=8	2X4=8	
(2 Papers of 4 credits each)			
Environmental Science			
English Communication/MIL			
Skill Enhancement Courses (SEC)	4X4=16	4X4=16	
(A Departs of A gradits analy)			

Sem-		Ability	Skill	Elective
ester	Discipline Specific	Enhanceme	Enhanceme	Discipline
	Core Course (DSC)	nt	nt Course	Specific
	(4)	Compulsor	(SEC)	(DSE)
		y Course	(4)	(2)
		(AEC)		
		(2)		
Ι	BSCS01	AECC 1		
II	BSCS02	AECC 2		
III	BSCS03		BSCS07A	
			BSCS07B	
IV	BSCS04		BSCS08A	
			BSCS08B	
V			BSCS09A	BSCS05A
			BSCS09B	BSCS05B
VI			BSCS10A	BSCS06A
			BSCS10B	BSCS06B
				BSCS06C

3.2 Semester Wise Placement of Computer Science Courses

Discipline Specific Core Papers (DSC) for Computer Science (Credit: 06 each)

- 1. BSCS01: Problem Solving using Computers
- 2. BSCS02: Database Management Systems
- 3. BSCS03: Operating System
- 4. BSCS04: Computer System Architecture

Discipline Specific Elective Papers: (Credit: 06 each) (DSE-1, DSE -2)

Choose One from each group.

Options for DSE1:

- 1. BSCS05A: Data Structures
- 2. BSCS05B: Digital Image Processing

Options for DSE2:

- 1. BSCS06A: Computer Networks
- 2. BSCS06B: Analysis of Algorithms
- 3. BSCS06C: Project Work / Dissertation

Skill Enhancement Elective Courses

(SEC1, SEC2, SEC3, SEC4)

Choose one from each group.

Options for SEC1:

1. BSCS07A: Data Analysis using Python Programming

2. BSCS07B: Introduction to R Programming

Options for SEC2:

1. BSCS08A : Programming in C++

2. BSCS08B: Programming in Java

Options for SEC3:

1.BSCS09A: Advanced Programming in Java

2. BSCS09B: Web Design using HTML5

Options for SEC4:

1. BSCS10A: Android Programming

2. BSCS10B: PHP Programming

Note:

1. There will be one batch of 10-15 students for practical classes. The size of tutorial group for papers without practical is recommended to be 8-10 students.

2. Each practical will carry 50 marks including 25 marks for continuous evaluation and 5 marks for the oral viva.

3. Colleges are advised and encouraged to conduct the practical using Free and Open Source Software (FOSS)

4. At least two questions have to be compulsorily attempted in the final practical examination.

5. Softcopy of all the practical must be maintained by each student for each practical paper.

6. Discipline specific core and elective courses (DSC and DSE) are to be taught as 4 Hrs theory and 4 Hrs practical per week. In case the course has tutorials, it is to be taught as 5 Hrs theory and 1 Hr tutorial per week

7. Skill enhancement courses (SEC) are to be taught as 2 Hrs theory and 4 Hrs practical per week.

8. Practical given for the courses are only indicative, and by no means exhaustive.

Instructor may add more complex problems in laboratory depending on the ability of the students.

4. Detailed Syllabi of Computer Science Courses for BSc Physical Science/Mathematical Science

Problem Solving using Computers (BSCS01) Core Course - (CC) Credit:6

Course Objective

B.SC. PHYSICAL SCIENCE

CHEMISTRY COURSES OFFERED UNDER B.Sc. Physical Science PROGRAMME (CBCS)

CORE CO	CORE COURSES (six credits each) – Each course has 4 Periods/week for Theory, 4 Periods/week for Practical				
SEMESTER	COURSE CATEGORY	NAME OF THE COURSE	CREDITS T=Theory Credits		
I	CORE	Atomic Structure, Bonding, General Organic Chemistry & Aliphatic Hydrocarbons	T=4 P=2		
II	CORE	Chemical Energetics, Equilibria and Functional Group Organic Chemistry-I	T=4 P=2		
111	CORE	Solutions, Phase Equilibrium, Conductance, Electrochemistry and Functional Group Organic Chemistry-II	T=4 P=2		
IV	CORE	Chemistry of s- and p-Block Elements, States of Matter and Chemical Kinetics	T=4 P=2		

DISCIPLINE SPECIFIC ELECTIVE (DSE) (SIX credits each)

Two courses (Chemistry of d-block elements, Quantum Chemistry and Spectroscopy and any one from the rest) **are offered in Semester V/VI**

COURSE CATEGORY	NAME OF THE COURSE	CREDITS T=Theory Credits
		P=Practical Credits
CHEMISTRY DSE-1	Applications of Computers in Chemistry	T=4 P=2
CHEMISTRY DSE-2	Analytical Methods in Chemistry	T=4 P=2
CHEMISTRY DSE-3	Molecular Modelling & Drug Design	T=4 P=2
CHEMISTRY DSE-4	Novel Inorganic Solids	T=4 P=2
CHEMISTRY DSE-5	Polymer Chemistry	T=4 P=2
CHEMISTRY DSE-6	Research Methodology for Chemistry	T=4 P=2
CHEMISTRY DSE-7	Green Chemistry	T=4 P=2
CHEMISTRY DSE-8	Industrial Chemicals & Environment	T=4 P=2
CHEMISTRY DSE-9	Inorganic Materials of Industrial Importance	T=4 P=2
CHEMISTRY DSE-10	Instrumental Methods of Chemical Analysis	T=4 P=2
CHEMISTRY DSE-11	Chemistry of d-block elements, Quantum Chemistry and Spectroscopy (compulsory)	T=4 P=2
CHEMISTRY DSE-12	Organometallics, Bioinorganic chemistry, Polynuclear hydrocarbons and UV, IR Spectroscopy	T=4 P=2
CHEMISTRY DSE-13	Molecules of Life	T=4 P=2
CHEMISTRY DSE-14	Nanoscale Materials and their Applications	T=4 P=2
CHEMISTRY DSE-15	Dissertation	6

Skill Enhancement Courses (SEC) (four credits each) Any four											
courses f	courses from the following to be offered in Semester III/IV/V/VI										
COURSE CATEGORY	CREDITS T=Theory Credits										
		P=Practical Credits									
CHEMISTRY SEC-1	IT Skills for Chemists	T=4 P=2									
CHEMISTRY SEC-2	Basic Analytical Chemistry	T=4 P=2									
CHEMISTRY SEC-3	Chemical Technology & Society	T=4 P=2									
CHEMISTRY SEC-4	Cheminformatics	T=4 P=2									
CHEMISTRY SEC-5	Business Skills for Chemists	T=4 P=2									
CHEMISTRY SEC-6	Intellectual Property Rights	T=4 P=2									
CHEMISTRY SEC-7	Analytical Clinical Biochemistry	T=4 P=2									
CHEMISTRY SEC-8	Green Methods in Chemistry	T=4 P=2									
CHEMISTRY SEC-9	Pharmaceutical Chemistry	T=4 P=2									
CHEMISTRY SEC-10	Chemistry of Cosmetics & Perfumes	T=4 P=2									
CHEMISTRY SEC-11	Pesticide Chemistry	T=4 P=2									
CHEMISTRY SEC-12	Fuel Chemistry	T=4 P=2									

Student has to study 4 core papers in chemistry in semesters I, II, III & IV.

Student has to study 4 Skill Enancement Courses(SEC), which can be choosen from Chemistry/Physics/Mathematics. (At least ONE SEC of each discipline)

Student has to study 2 Discipline Specific Elective papers from Chemistry in semester V & VI.

Note: Wherever there is a practical there will be no tutorial and vice-versa. The size of the group for chemistry practical papersis recommended to be maximum of 15 to 20 students.

UNIVERSITY OF DELHI DEPARTMENT OF MATHEMATICS B.Sc. (Programme) Physical Sciences/Mathematical Sciences

Learning Outcomes based Curriculum Framework (LOCF)

2019



Introduction

The modern citizen is routinely confronted by a maze of numbers and data of various forms in today's information-overload world. An increased knowledge of mathematics is essential to be able to make sense out of this, Mathematics is at the heart of many of today's advancements in science and technology. Studying mathematics along with physics and chemistry can provide a firm foundation for further study in a variety of other disciplines. Students who have learned to logically question assertions, recognize patterns, and distinguish the essential and irrelevant aspects of problems can think deeply and precisely, nurture the products of their imagination to fruition in reality, and share their ideas and insights while seeking and benefiting from the knowledge and insights of others.

Programme Learning Outcomes in course:

A well-structured Mathematical component in B.Sc.(Programme) Physical/Mathematical Sciences empowers the students to:

• Solve problems using a broad range of significant mathematical techniques, including calculus, algebra, geometry, analysis, numerical methods, differential equations, probability and statistics along with hands-on learning through CAS and LaTeX.

• Analyze quantitative data using statistical analysis techniques.

• Combine the principles of physics and chemistry, as supported by mathematics to describe the foundational concepts of the physical world and apply these concepts to new situations.

• Apply the techniques of mathematics to understand experimental observations and predict outcomes.

• Collaborate with others, including multidisciplinary groups, to solve scientific problems, and to recognize ethical issues in each respective profession.

Courses	*Credits					
	Theory+ Practical	Theory+ Tutorial				
I. Core Courses	$12 \times 4 = 48$	$12 \times 5 = 60$				
(12 Papers)						
Core Course Practical / Tutorial*						
Two papers – English						
Two papers – MIL						
Four papers – Discipline 1.						
Four papers – Discipline 2.						
Core Course Practical / Tutorial*	$12 \times 2 = 24$	$12 \times 1 = 12$				
(12 Practicals/Tutorials*)						
II. Elective Courses						
(6 Papers)	$6 \times 4 = 24$	$6 \times 5 = 30$				
Two papers- Discipline 1 specific						
Two papers- Discipline 2 specific						
Two papers- Inter disciplinary						
Two papers from each discipline of choice						
and two papers of interdisciplinary nature.						
Elective Course Practical / Tutorials*	$6 \times 2 = 12$	$6 \times 1 = 6$				
(6 Practical/ Tutorials*)						
Two papers- Discipline 1 specific						
Two papers- Discipline 2 specific						
Two papers- Generic (Inter disciplinary)						
Two papers from each discipline of choice						
including papers of interdisciplinary nature.						
III. Ability Enhancement Courses						
Ability Enhancement Compulsory Courses (AE	ECC) $2 \times 4 = 8$	$2 \times 4 = 3$				
(2 Papers of 2 credits each)						
Environmental Science						
English /MIL Communication						
Skill Enhancement Courses (SEC)	4 x 4 =16	$4 \times 4 = 16$				
(4 Papers of 4 credits each)						
Total anadita	122					
i otai credits:	132	132				
* Whenever there is a prestical there will be	no tutorial and visa	50				
wherever there is a practical there will be	no tutoriai anu vice-ver	5a				

<u>CBCS Course Structure for Under -Graduate B.Sc. Programme</u>

* Wherever there is a practical there will be no tutorial and vice-versa Note: One-hour lecture per week equals 1 Credit, 2 Hours practical class per week equals 1 credit. Practical in a group of 15-20 students in Computer Lab and Tutorial in a group of 12-15 students.

SEMESTER WISE PLACEMENT OF THE COURSES

Sem-		Ability	Skill	Discipline Specific
ester	Core Course	Enhancement	Enhancement	Elective (DSE)
	(12)	Compulsory	Course (SEC)	(6)
		Course (AECC)	(4)	
		(2)		
Ι	Calculus and			
	Matrices			
II	Calculus and			
	Geometry			
III	Algebra		SEC-1 Computer Algebra Systems	
			8	
IV	Real Analysis		SEC-2 Mathematical Typesetting System: LaTeX	
V			SEC-3 Transportation and Network Flow Problems	DSE-1 (i) Differential Equations (with Practicals) OR (ii) Mechanics and Discrete Mathematics
VI			SEC-4 Statistical Software: R	DSE-2 (i) Numerical Methods (with Practicals) OR (ii) Probability and Statistics

University of Delhi Master of Arts (Economics) (Effective from Academic Year 2019-20)

Programme Brochure



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1 Department of Economics

Reckoning from the appointment of V. K. R. V. Rao as Professor in 1942, the Department of Economics of the Delhi School of Economics (henceforth, the Department) is one of the oldest departments of the University of Delhi. The Delhi School of Economics was set up in 1949 as an institution for advanced studies and research in economics, on the initiative of the Founder-Director Professor Rao, with Prime Minister Jawaharlal Nehru as its President. Since then, the Department has been at the forefront of postgraduate teaching and research in economics. At present, it is one of the three constituent departments of the Delhi School of Economics, the other two being Geography and Sociology.

The Department supports postgraduate programmes (M. A., M. Phil., and Ph. D.) in Economics, which draw a huge number of applicants from all over the country and many from abroad. These programmes have a strong theoretical and quantitative focus with an emphasis on empirical applications. Their hallmark is the dynamic curriculum offered, which is continuously reviewed and updated in line with the latest developments in the discipline.

The Department is proud of its many past faculty members who have made significant contributions to the Economics discipline. Among them is the Nobel laureate Amartya Sen and many Fellows of the Econometric Society, a much coveted honour in the field of Economics.

The Department is also proud of its numerous alumni who have gone on to distinguished academic careers, including many Fellows of the Econometric Society. Department alumni can be found in most major Economics, Business, and Public Policy departments worldwide, very often as members of the faculty, and even more commonly, as doctoral students.

Apart from purely academic distinctions, members of the Department have contributed to the task of institution-building in various capacities. The founder, Professor Rao, went on to become the Vice Chancellor of Delhi University, served as the Education minister in the central government, and also founded other important academic institutions. Another former member of the Department, Professor Manmohan Singh, served as Governor of the Reserve Bank of India, union Finance Minister, and later Prime Minister of India. Numerous other members of the Department served the nation as high-level economic officials or advisers to the government and international bodies, as members of the Planning Commission, and as regulators or members of important government Commissions and committees. Others have served as public intellectuals and as public-spirited activists.

While the Department's alumni have traditionally found jobs and attained considerable eminence in academia, the civil services, NGOs, international organisations and the media, the number of alumni in finance, consultancy and other areas of the private sector has grown manifold in the past two decades.

In 1965, the Department was the first economics department in the country to be recognised by the University Grants Commission as a Centre for Advanced Studies, a distinction that it continues to hold to the present day. The present Department is building on this evolving tradition and continues to perform the functions of academic research, teaching and public service. Current faculty have published their research in leading Indian and international professional journals, and have won prestigious international and Indian awards and fellowships. Their specialisations span a wide range of areas in economics. For many years, the Department has been ranked the highest amongst university economics departments in India by RePEc (Research Papers in Economics), a global electronic archive of working papers and publications in Economics and Finance (http://ideas.repec.org/top/top.india.html). Apart from pursuing their individual research programmes, several members of the faculty also serve on committees of various government departments and public sector organisations, and on the governing bodies or academic councils of important academic institutions.

Choice based credit system

2.1 Introduction

The Choice based credit system (henceforth, CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective, and skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in the evaluation system also enables the potential employers to assess the performance of the candidates.

2.2 Definitions

- 1. 'Academic programme' means the entire course of study comprising its structure, course details, evaluation schemes, etc.
- 2. 'Course' means a segment of a subject that is part of an Academic programme.
- 3. 'Programme structure' means a list of courses (Core, Elective, open Elective) that makes up an Academic programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme, etc., prepared in conformity with Delhi University rules.
- 4. 'Core course' means a course that a student admitted to the M. A. Economics programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- 5. 'Elective course' means an optional course that is to be selected by a student out of a menu of such courses offered by the Economics department.
- 6. 'Open Elective' means an elective course that is available for students of all programmes, including students of the Economics department. Students of other departments may opt for these courses, subject to fulfilment of eligibility criteria as laid down by the Economics department.

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- 7. 'Credit' means the value assigned to a course indicating the level and quantity of instruction as measured by instructor-student interaction.
- 8. 'SGPA' means Semester Grade Point Average calculated for individual semester.
- 9. 'CGPA' is the Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- 10. 'Grand CGPA' is calculated in the last year of the course by clubbing together the CGPA of two years, i.e., four semesters. Grand CGPA is given in Transcript form. A formula for conversation of Grand CGPA into percentage marks is given in the Transcript.

2.3 Programme

Objectives

The Master of Arts (M. A.) programme in Economics reflects new developments in the Economics discipline. The curriculum has a strong theoretical and quantitative focus with all students being trained in the use of computers and statistical software that they find useful in their professional careers in academia, research institutions, government, and industry. The programme is semester-based and includes a large number of elective courses which allow students to pursue their varied interests and to specialise in their fields of choice.

Entry into the programme requires superior analytical, mathematical, and quantitative skills. The ability to write coherently and analytically in English is very important. The programme will further hone these skills in the context of the Economics paradigm. At the end of the programme, the student should be able to bring to bear these skills to the modelling and analysis of a wide range of theoretical and applied problems in Economics and to the understanding and solution of real world economic and social problems.

Structure

The M. A. Economics programme is spread over two years. Each year is divided into two semesters. The programme requires students to take a combination of Core courses, Elective courses, and Open Elective courses. A student is required to complete a minimum of 80 credits for the completion of the programme and the award of the M. A. Economics degree.

Depending on the nature of the course, instruction consists of lectures combined with computer labs, tutorials, and preceptorials. The labs provide students the opportunity for hands-on learning of programming, statistical, and econometric techniques. Tutorials are small-group interactions in a classroom setting that complement the lectures and support problem-solving related to the lectures. Preceptorials are small-group or individual interactions meant for intensive problem-solving (possibly beyond the lecture material), supervision of guided reading and research, and discussions ranging beyond the lecture material.

2.3. PROGRAMME

The semester-wise distribution of courses and credits is as follows:

Semester	Core Course	es	Credits per course	Credits per semester
Ι	EC001, EC003	EC002,	6	18
II	EC004, EC006	EC005,	6	18
III	Nil		Nil	Nil
IV	Nil		Nil	Nil

Core courses and credits

Elective courses and credits

Semester	Elective Courses	Credits per course	Credits per semester
Ι	Nil	Nil	Nil
II	One elective course from those available for this semester	5	5
III	Four elective courses from those available for this semester; one of these may be an Open Elective	5	20
IV	Four elective courses from those available for this semester; one of these may be an Open Elective	5	20

Semester	Open Elect	tive Credits per course	e Credits per semester
	Courses		
I, II, III, IV	One open elec	tive 4	4
	course from the	hose	
	available for	this	
	semester		

Selection of elective courses

A student's choice of elective courses in each semester will be limited to those announced by the Department at the beginning of that semester. Each student is required to finalise his/her choice of elective courses within two weeks of the start of each semester.

On account of infrastructural constraints, the Department may limit the number of students in an elective course, typically on the basis of performance in a designated prior course. Such requirements will be announced at least one semester in advance.

Elective courses may have prerequisites, which may be Core courses or Elective courses.

Department of English, University of Delhi

UNIVERSITY OF DELHI MASTER OF ARTS

(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE



M A English Revised Syllabus as approved by Academic Council on 15/16 July, 2019 and Executive Council on 20/21 July, 2019

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IV. Course Wise Content Details for M A ENGLISH Programme 10-52

Department of English, University of Delhi

I. About the Department

One-page text to provide following details:

- Historical background of Department
- Department Highlights in terms of its ranking, courses
- *About the programme*
- About Post Graduate Attributes
- About the process of course development involving various stakeholders at different stages.

The Department of English has the same year of inception as the University of Delhi—1922. Lecturers from the constituent colleges of the University contributed to the MA teaching until 1957, when a University Department was constituted and direct appointments made. Since then it has steadily grown and the present faculty strength is twenty three and likely to expand substantially through the next year. From 1970, the Department began functioning from two campuses: the Main Campus in North Delhi, the South Campus at Dhaula Kuan in New Delhi.

The Department oversees undergraduate teaching at the colleges which are affiliated to Delhi University. In addition to the three-year Honors Programme in English, courses are offered in the BA Programme and at Subsidiary levels.

The Department offers instruction at the postgraduate level at both campuses. Courses are taught by members of the faculty. To take forward syllabus revision at the Masters level, the Department appointed two Joint Convenors and set up a range of course-specific subcommittees within the Department Council. The draft syllabus was reviewed by two External Experts. It was displayed on the departmental website, along with a feedback-mechanism for use by college teachers, alumni, current students, and other stakeholders. Feedback obtained was shared with the subcommittees and convenors, as were the report of the examiners, and courses were revised in the light of suggestions received.

II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

Definitions

(i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre

(ii) 'Course' means a segment of a subject that is part of an Academic Programme

(iii) 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination

Department of English, University of Delhi

schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission

(iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course

(v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre

(vi) 'Open Elective' means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.

(vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

(viii) 'SGPA' means Semester Grade Point Average calculated for individual semester.

(ix) 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

(x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.

III. M.A. ENGLISH Programme Details

Programme Objectives (POs)

POs are what knowledge, skills and attitudes a post-graduate should have at the time of completion of the course. POs are specific to a discipline and are known as Graduate Attributes in some countries. Keeping in view the characteristics of the course POs need to be specific and precise. In the background of listing of POs, a brief write up on courses being covered and their relevance to the academic, social, personal, corporate, political, environment etc. may be discussed. Write up to be up to 500 words.

Programme Specific Outcomes (PSOs)

This could be taken from DU's Statement of Post Graduate Attributes. Please consider making this programme-specific. If so, it could be based on the distinctive features of the English degree programme.

Programme Structure

The English programme is a two-year course divided into four-semesters. A student is required to complete 80 credits (i.e. 2 Core and 2 Elective Courses in each of the four semesters) for the completion of course and the award of degree. However, if the student wishes so, she can opt for an Open Elective Course in the Second and/or the fourth semesters for acquiring additional credits.
Semest	C	ore Cou	rses	Ele	ective Cou	irse	Open	Open Elective Course			
er	No. of paper s	Credit s (L+T/ P)	Total Credit s	No. of paper s	Credits (L+T/P)	Total Cred its	l No. of paper s	Credits (L+T/P)	Total Credit s	Credits	
Ι	02	(4+1) x 2	10	02	(4 + 1) x 2	10	Nil			20	
II	02	(4+1) x 2	10	02	(4 + 1) x 2	10	01	4 x 1	4	24	
III	02	(4+1) x 2	10	02	(4 + 1) x 2	10	Nil			20	
IV	02	(4+1) x 2	10	01	(4 + 1) x 2	10	01	4 x 1	4	24	
Total C Course	redits	for the	40			40			08	88	
		Sem	ester I/I	/III/IV	์ (individu	ally f	or each s	emester)	1	I	
Number	of cor	e course	S			Credits in each core course					
Course					Theor	Theory Pr		Tutoria	l Cre	dits	
Core cou	ırse 1			4			1		5		
Core cou	ırse 2			4				1	5		
Core cou	irse 3				4			1	5		
Core Co	rse 4				4			1	5		
Core Co	rse 5				4			1	5		
Core Corse 6			4			1	5				
Core Corse 7			4			1	5				
Core Corse 8					4			1	5		
Total credits in core course							40				

Course Credit Scheme

Department of English, University of Delhi

Number of elective courses	Credits in each Elective course							
Credits in each elective course	in each elective course Theory Practical		Tutorial	Credits				
Elective course 1	4		1	5				
Elective course 2	4		1	5				
Elective course 3	4		1	5				
Elective course 4	4		1	5				
Elective course 5	4		1	5				
Elective course 6	4		1	5				
Elective course 7	4		1	5				
Elective course 8	4		1	5				
Total Credits in Elective Courses	40							
	1							
Number of Open Electives	Credits in	each open ele	ective					
	Theory			Credits				
Open Elective 1	4			4				
Open Elective 2	4			4				
Total credits in Open Elective 08								
Total credits in Semester I/II/III/IV 88								

* For each Core and Elective Course there will be 4 lecture hours of teaching per week.

* Open Electives to the maximum total of 8 credits.

* Duration of examination of each paper shall be 3 hours.

* Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.

List of Core Courses

- 1. LLC I (Medieval) (CORE)
- 2. LLC II (Early Modern World) (CORE)
- 3. LLC III (16th and 17th Century Drama) (CORE)
- 4. Criticism and Theory I (CORE)
- 5. LLC IV (Long 18th Century) (CORE)
- 6. LLC V (Long 19th Century) (CORE)
- 7. LLC VI (Long 20th century) (CORE)
- 8. Post-independence Indian Literature (CORE)

List of Elective Courses

- 9. Classical to Pre-modern Literatures (ELECTIVE)
- 10. Poetry 1 (ELECTIVE)
- 11. Aesthetics and Literature (ELECTIVE)
- 12. Politics, Philosophy and Literature (ELECTIVE)
- 13. Introduction to the Study of Language (ELECTIVE)
- 14. Poetry 2 (ELECTIVE)
- 15. Fiction (ELECTIVE)
- 16. Literature of the Americas (ELECTIVE)
- 17. Postcolonial Literatures and Theory (ELECTIVE)
- 18. Research Methodology (ELECTIVE)
- 19. Criticism and Theory 2 (ELECTIVE)
- 20. Gender Studies (ELECTIVE)
- 21. Dissertation (ELECTIVE)
- 22. Religion and Literature (ELECTIVE)

List of Open Elective Courses

- 23. Dalit Studies (OPEN ELECTIVE)
- 24. Visual Studies (OPEN ELECTIVE)
- 25. Discursive Prose (OPEN ELECTIVE)
- 26. Violence and Memory Studies (OPEN ELECTIVE)
- 27. Disability Studies (OPEN ELECTIVE)

Selection of Elective Courses

1. The particular elective courses to be offered in any one semester will depend on faculty availability and student preference.

2. Only those students who complete Poetry I will be allowed to opt for Poetry II.

3. Only those students who complete the Research Methodology Course will be allowed to opt for the dissertation.

4. Subject to faculty availability no more than eighty students will be allowed to opt for the dissertation.

Teaching

The faculty of the Department is primarily responsible for organising lecture work for English. The instructions related to tutorials are provided by the respective registering units under the overall guidance of the Department.

The schedule for the meetings in connection with the dissertation will be announced by the supervisions in question at the commencement of the semester.

Eligibility for Admissions

As per existing departmental and university norms

Assessment of Students' Performance and Scheme of Examinations

- 1. English shall be the medium of instruction and examination.
- 2. Assessment of students' performance shall consist of:

As per existing guidelines where the department is responsible for assessing a thousand words essay per student per course for 25 marks, with 5 marks per student per course being the responsibility of the concerned colleges

Assessment will be based on Learning Outcomes for the course

Pass Percentage & Promotion Criteria

As per existing departmental and university norms

Semester to Semester Progression

As per existing departmental and university norms

Conversion of Marks into Grades

As per existing university norms

Grade Points

Grade point table as per University Examination rule

UNIVERSITY OF DELHI MASTER OF ARTS IN HISTORY (MA HISTORY)

(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE



MA History Revised Syllabus as approved by Academic Council on XXXX, 2019 and Executive Council on YYYY, 2019

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Department of History, University of Delhi

view to invite students to observe and analyse how human experiences of the same set of injunctions and institutions in the past could differ due to class, status, gender, race, region, occupation, etc. Thus the MA programme encourages the students to understand but also go beyond 'causation' and other standard questions in history. It invites them to read and reflect on the issue of how to read sources but also on the relationships between historical facts and truths. The idea is to draw attention to the thick and multiple dimensions of the experience that enfold them. How may the historians discover the language and method to articulate this complexity in meaningful ways? More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the 'realities' of past and present in their own immediate environs.

The objective of the diverse range of courses, readings and different kinds of assignments is to underline that learning is not transacted only orally. Especially in the domain of history, the objective is to train students how historians pose questions, read and marshal their evidence, and transcribe it into a cogent argument. The familiarity of the normal is constantly the subject of reflection and it is here that the requirement to read and write meaningfully extends materials discussed in class lectures. The internal evaluations that are an integral part of the MA curriculum place a strong emphasis upon research based writing and oral presentations. The foundations for many future research projects have their incipient formulations in these assignments.

Programme Structure:

The MA History programme is a two-year course divided into four-semester. A student is required to complete 80 credits for the completion of course and the award of degree.

		Semester	Semester
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

	C	ore Cours	ses	Ele	ective Cou	rses	Open Elective Courses			
Semester	No. of	Credits	Total	No. of	Credits	Total	No. of	Credits	Total	Total
	Papers	(L &	Credits	Papers	(L &	Credits	Papers	(L &	Credits	Credits
		T)			T)			T)		
Ι	1	5	5	3	5	15				20
II				4	5	20				20
III				4	5	20	1	4	4	20+4
IV	1	5	5	3	5	15	1	4	4	20+4

Course Credit Scheme

* For each Core and Elective Course there will be 4 lecture hours of teaching per week.

* Open Electives to the maximum total of 8 credits.

* Duration of examination of each paper shall be 3 hours.

*Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.

Semester wise Details of History Course

SEMESTER 1									
No. of Core Courses	CREDITS IN EACH CORE COURSE								
Course	Theory Practical Tutorial Credit								
Core Course 1	4		1	5					
Total Credit in Core Cours			5						
No. of Elective Courses		CREDITS IN EAC	CH ELECTIVE COU	IRSE					
Elective Course 1	4		1	5					
Elective Course 2	4		1	5					
Elective Course 3	4		1	5					
Total Credit in Core Course			15						
TOTAL CREDIT SEMESTER 1	20								

SEMESTER 2									
No. of Elective Courses		CREDITS IN EACH ELECTIVE COURSE							
Elective Course 1	4		1	5					
Elective Course 2	4		1	5					
Elective Course 3	4		1	5					
Elective Course 4	4		1	5					
Total Credit in Elective Course			20						
TOTAL CREDIT			20						
SEMESTER 2									

SEMESTER 3										
No. of Elective Courses		CREDITS IN EACH ELECTIVE COURSE								
Elective Course 1	4 1 5									
Elective Course 2	4		1	5						
Elective Course 3	4		1	5						
Elective Course 4	4		1	5						
Total Credit in Elective Course	20									
No. of Open Elective Course		CREDITS IN EACH	OPEN ELECTIVE	COURSE						
Open Elective Course 1	4			4						
Total Credit in Open Elective Course			4							
TOTAL CREDIT	20 + 4									
SEMESTER S										

SEMESTER 4											
No. of Core Courses		CREDITS IN EACH CORE COURSE									
Course	Theory	Theory Practical Tutorial Cre									
Core Course 2	4		1	5							
Total Credits in Core Course 2			5								
No. of Flooting Courses		CDEDITS IN EAC		IDSE							
No. of Elective Courses	4	CREDITS IN EAU		F							
Elective Course 1	4										
Elective Course 2	4		1	5							
Elective Course 3	4			5							
Total Credit in Elective Course			15								
No. of Open Elective Course	C	REDITS IN EACH	OPEN ELECTIVE (COURSE							
Open Elective Course 1	4			4							
Total Credit in Open Elective Course	4										
TOTAL CREDIT	20 + 4										
SEMESTER 4	20 + 4										

UNIVERSITY OF DELHI

MASTER OF ARTS

(Acronym for the Course)

(Effective from Academic year 2019-20)



PROGRAMME BROCHURE (M.A.)

Department of Philosophy Faculty of Arts University of Delhi Delhi-110007

University of Delhi Examination Branch

Courses: M. A. in Philosophy

Check List of new Course evaluation for AC Consideration

	Parameters	Status
	Preamble	
I.	About the Department	
II.	Introduction to CBCS	
	Learning Outcomes Based	
	Approach to Curriculum	
	Planning	
III.		
	Nature and Extent of M. A.	
IV.	Philosophy	
	Aims of M. A. Programmes in	
V.	Philosophy	
	Postgraduate Attributes in	

Course Credit Scheme

	Semest er	Со	re Cour	ses	Co	re Ele	ctive	Ор	en Elec Course	tive		
							Semester			Seme	ester	
Part-I			First	First Year			Semester-I			Seme	Semester-II	
Part-II			Seco	nd Year			Semeste	r-111		Seme	ester-IV	
		No. of pape rs	Credi ts (L+T)	Total Credi ts	No. of pape rs	Cred ts (L+T)	li Total Credi) ts	No. of pape rs	Credi ts (L+T)	Total Credi ts	Total Credi ts	
	I	4	4+1	20	_	-	_	-	-	-	20	
	II	3	4+1	15	1	4+1	5	1	3+1	4	24	
	ш	3	4+1	15	1	4+1	5	_	_	_	20	
	IV	2	4+1	10	1	4+1	5	1	3+1	4	19	
	Total Credits for the Course	11		55	4		20	2		8	83	

*For each Core and Elective there will be 4 lecture hours of teaching per week

- *Open Electives Course are of 8 Credits
- *Duration of examination of each paper shall be 3 hours
- *Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.
- * Only one course can be opted from the list of core elective and open elective courses in Sem. III & IV. The student is free to opt either for one Core Elective or one Open Elective course.

Semester wise Details of M.A. in Philosophy

Semester-I

Course	Paper	Paper Title	Credits
Code	No.		
PHIL	101	Classical Indian	4+1
		Philosophy-I	
PHIL	102	Greek Philosophy	4+1
PHIL	103	Formal Logic	4+1
PHIL	104	Ethics	4+1
Total	04		20

Semester-II

Course Code	Paper No.	Paper Title	Credits
PHIL	201	Classical Indian Philosophy-II	4+1
PHIL	202	Modern Western Philosophy	4+1
PHIL	203/204	Meta Ethics/Critical Philosophical Traditions of India	4+1

PHIL	211/219/220/224 (Core Elective)	Aristotle's Metaphysics/Epistemology/Mod al Logic/Indian Logic	4+1
PHIL	212/213/214/215 216/217/218/221/ 222/223/225 (Open Elective)	Gandhi and Libertarian Socialism/ Philosophical Reflections on Literature/The Feminist Thought/Approaches to Environmental Ethics/Exploring Philosophy Through Films/Meaning of Life/Logical Thinking of Everyday Life/Questioning Normativity/ Topics in Cognitive Science/ The Philosophy of Vedic Women//Applied Ethics	3+1
Total	05		24

Semester-III

Course Code	Paper No.	Paper Title	Credit s
PHIL	301	Analytic Philosophy	4+1
PHIL	302	Continental Philosophy-I	4+1
PHIL	303/304/305/306	Social and Political Philosophy (Western)/ Social and Political Philosophy(Indian/Philosophy of Mind (Western)/Philosophy of Mind (Indian)	4+1

PHIL	311/312/313/314/31 5/316/317/ 318/319/320/321/32 2/323/324 325/326/327/328/32 9 (Core Elective)	Environmental Ethics/Ethics in Buddhism/Philosophy of Human Rights/Imagination and Symbolization/Indian Philosophy of Language/Approaches to Cognitive Science/Foundations of Cognitive Science/Indian Aesthetics/Understanding Multiculturalism/Philosophy of Biology/Virtue Epistemology Political Liberalism and Communitarianism/Philosophy of B.R. Ambedkar /Contemporary Indian Reflections on Vedanta/The Indian Modernity/Phenomenology Part-I/Philosophy from Physics/Philosophy of Love/Feminist Film Theory	4+1
Total	04		20

Semester-IV

Cour se Code	Paper No.	Paper Title	Credits
PHIL	401/402/ 403	Philosophy of Language/Continental Philosophy-II /Critical Reading of Western Philosophy	4+1
PHIL	404/405	Philosophy of Religion/Philosophy of Science	4+1

PHIL	411/412/ 416/417/ 419/420/ 421/423/ 424 /425/426 /429/430 /431/432 /431/432 /434/437 /440/442 /443/444 /445 (Core Elective)	Samkara Advaita Vededanta/Phenomenology: Vasubandhu and Husserl/Theories of Consciousness/Current Issues in Philosophy of Biology/Theory of Signs and the Semiotic Method/Personal Identity and Accountability/Debates in Contemporary Indian Philosophy: Gandhi and Tagore/On Conceptual Relativism/Philosophy of Action/Wittgenstein on Aspect Perception/Philosophy of Kashmir Saivism/Concepts: New Directions/On Conditionals/Theories of Truth/Historiography of Indian Philosophy/Technology and Ethics/Aspects of Cognitive Science/Philosophy of History/Modality/DE Re De Dicto De Se/ The Essay Course	4+1
PHIL	413/414/ 415/418/ 422/427/ 428/433/ 435/436/ 438/439/ 441/442 (Open Elective)	Knowledge and Skepticism/From Language to Mind/Mind Modularity and Cognition/Feminist Theory/Language and Thought/Phenomenology and Ethics of Meditation/The Embodied Enactive Cognition/Religion and Ecology/Philosophy of Contemporary Social Movements /Theories of Self/ A Seminar on Concepts/Phenomenology Part- II/Philosophical Counselling/Philosophy of Life and Mind/	3+1
Total	04		19

MASTER OF ARTS (S A N S K R I T)

TWO YEAR FULL TIME PROGRAMME

REVISED WITH MINOR CORRECTIONS AND CHANGES & FORMATTED AS PER CBCS LOCF TEMPLATE

RULES, REGULATIONS AND COURSE CONTENTS



DEPARTMENT OF SANSKRIT FACULTY OF ARTS UNIVERSITY OF DELHI DELHI-110007 Revised in 2019 as per CBCS LOCF Template

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A 402 : Vedic Exegesis, History & Thought

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C 303 : Nāţyaśāstra & Dhvanyāloka C 304 : Kāvyaprakāśa C 401 : Kāvyaprakāśa C 402 : Daśarūpaka & Survey of Sanskrit Poetics
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MASTER OF ARTS (SANSKRIT) TWO YEAR FULL TIME PROGRAMME

AFFILIATION

The proposed programme for North and South Campus shall be governed by the Department of Sanskrit, Faculty of Arts, University of Delhi, Delhi-110007. These courses will be available in both (North and South Campus).

PROGRAMME STRUCTURE

The M.A. programme is two years fulltime programme and divided into two parts as under. Each part will consist of two Semesters to be known as Semester-1 and Semester-2. The entire course is designed as per UGC norms adopted by DU in credit system framework of 4-semester duration and for evaluation too, DU norms will be applied. Each students must complete 88 credits to qualify for the Master's degree.

The schedule of papers prescribed for various semesters shall be as follows:

Part I	First Year	Semester - I	Semester – II
Part II	Second Year	Semester - III	Semester – IV

There are three types of courses for MA.

- Core Course: This is compulsory course for the MA (Sanskrit) students in various semesters. Department offers four (4) Core courses in Semester I, Four (4) core courses in Semester II, two (2) core courses in Semester III and two (2) core courses in Semester IV.
- 2. Elective Course: These are elective courses where students choose courses of their choice from the various courses. Department offers 09 optional groups covering the specialised fields of Sanskrit studies so that students may choose any one group for these papers according to their area of interest as EC 303, 304, 401 and 402. Each student has to opt the courses from the same group in semester III and IV. Elective group choice will not be available between groups.
- Open Elective Course: (OEC) The Department offers 12 OEC in whole. One OEC in IIIrd semester as Paper 305 Linguistic Speculations in Sanskrit (Only for Sanskrit Students) and Paper 306 Outline of Culture & Civilization as depicted in Sanskrit Literature (Only for other than Sanskrit Students).

 One OEC in Semester IV as 405 <u>Linguistic Speculations in Sanskrit</u> is only for other than Sanskrit Students. One paper out of the Nine (9) OEC from OEC 406 to OEC 414 may be opted by the students only of Sanskrit.

The schedule of papers prescribed for various semesters shall be as follows:

PART I: Semester I

Core Course 101	Vaidika Vānmaya : rksamhitā& Nirukta	4+1
Core Course 102	Poetics: Sāhityadarpaņa	4+1
Core Course 103	Sāhitya: Naișadha & Mṛcchakaṭika	4+1
Core Course 104	Outline ofCulture & Civilization as depicted inSanskrit Literature	4+1

PART I: Semester II

Core Course 201	Darśana: Nyāya & Vedānta	4+1
Core Course 202	Vyākaraņa: Laghusiddhāntakaumudī	4+1
Core Course 203	Sāhitya: Meghadūta & Uttararāmacarita	4+1
Core Course 204	An introduction to Itihāsa and Pūraņic texts	4+1

PART II: Semester III

Core 301	Linguistic Analysis of Sanskrit, Translation and	4 +1
	Laghusiddhānta-Kaumudī	
Core 302	Sāhitya: Kādambarī & Vāsavadattā	4+1

For paper 303, 304, 401 and 402, there would be following optional groups covering the specialised fields of Sanskrit studies so that students may choose any one group for these papers according to their area of interest:

Elective Group

1.	Group A	:	Vaidika Vāṅmaya
2.	Group B	:	Darśana
3.	Group C	:	Sāhityaśāstra
4.	Group D	:	Sanskrit Bhāṣā aur Vyākaraṇa
5.	Group E	:	Dharmaśāstra
6.	Group F	:	Epigraphy
7.	Group G	:	Modern Sanskrit Literature

- 8. Group H : Itihāsa & Pūrāņa
- 9. Group I : Bhāratīya Jyotișaśāstra

Elective Course 303	A/B/C/D/E/F/G/H/I	4+1				
Elective Course 304	A/B/C/D/E/F/G/H/I					
Open Elective Course	Linguistic Speculations in Sanskrit (Only for the	4				
305	Sanskrit students)					
Open Elective Course	Outline of Culture & Civilization as depicted in	4				
306	Sanskrit Literature (Only for other than Sanskrit					
	students)					

PART II: Semester IV

Elective Course 401	A/B/C/D/E/F/G/H/I	4+1
Elective Course 402	A/B/C/D/E/F/G/H/I	4+1
Core 403	Darśana: Sāṅkhya & Mīmānsā	4+1
Core 404	The philosophy of Aupanișadic tradition	4+1
Open Elective 405	Linguistic Speculations in Sanskrit	4
	Open Elective Course only for other than Sanskrit Students.	
Open Elective 406 to	Open Elective Course only for Sanskrit students	4
414		

SCHEME OF EXAMINATIONS

- 1. The medium of instruction and examination shall be either English, or Hindi, or Sanskrit.
- 2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.
- 3. The system of evaluation shall be as follows:
- 3.1 Each course will carry 100 marks, of which 30 marks shall be reserved for internal assessment based on classroom participation, seminar, term courses, tests and attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher responsible for the course. Any student who fails to participate in classes, seminars, term courses, tests will be debarred from appearing in the end-semester examination in the specific course and no Internal Assessment

III- Programme Details:

Master of Science (M.Sc.) in Chemistry

Programme Objectives (PSOs):

- 1. To provide a broad foundation in Chemistry that stresses scientific reasoning and analytical problem solving with a molecular perspective.
- 2. To make the Department a growing center of excellence in teaching, cutting-edge research, curriculum development and popularizing Chemistry.
- 3. To provide students with the skills required to succeed in M.Sc. the Chemical industry or professional school.
- 4. To make international collaborations for students and faculty exchange and research cooperation.
- 5. The Department would like to attain worldwide recognition in Chemistry research and teaching.
- 6. To expose the students to a breadth of experimental techniques using modern instrumentation.
- 7. The Department also endeavours to contribute to industry and address problems of societal importance.
- 8. The Department also aims at Chemistry outreach in the form of books, online courses, and other Chemistry education activities that showcase the role of Chemistry as a central science.

Programme Outcomes (PSOs):

At the completion of the M.Sc. Chemistry program, the students of our Department will be able to:

PSO1: Work in the interdisciplinary and multidisciplinary areas of chemical sciences and its applications.

PSO2: Analyze the data obtained from sophisticated instruments (like FTIR, NMR, GCMS, HPLC, GCMS UVVis, Fluorescence, and TGA) for the structure determination and chemical analysis.

PSO3: Apply green/sustainable chemistry approach towards planning and execution of research in frontier areas of chemical sciences.

PSO4: Have sound knowledge about the fundamentals and applications of chemical and scientific theories

PSO5: Apply appropriate techniques for the qualitative and quantitative analysis of chemicals in laboratories and in industries.

PSO6: Helps in understanding the causes of environmental pollution and can open up new methods for environmental pollution control.

PSO7: Acquires the ability to synthesize, separate and characterize compounds using laboratory and instrumentation techniques.

PSO8: Carry out experiments in the area of organic analysis, estimation, separation, derivative process, inorganic semi micro analysis, preparation, conductometric and potentiometric analysis

PSO9: Learns about the potential uses of analytical industrial chemistry, medicinal chemistry and green chemistry.

PSO10: Understands the background of organic reaction mechanisms, complex chemical structures, and instrumental method of chemical analysis, molecular rearrangements and separation techniques.

Programme Structure:

The Master of Science in Chemistry course is a Two Year Full Time Course consisting of our semesters, to be known as Semester I, Semester II, Semester III and Semester IV.

Part I	First Year	Semester I	Semester II
Part II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	nester Core courses		Elective courses		Open elective courses			Total		
	No. of	Credits	Total	No. of	Credits	Total	No. of	Credits	Total	credits
	papers	(L+T/P)	credits	papers	(L+T/P)	credits	papers	(L+T/P)	credits	
Ι	3	12 + 6(P)	18	0	0	0	0	0	0	18
II	3	12 + 6(P)	18	0	0	0	0	0	0	18
III	3	12	12	1(P)	8(P)	8	1	4	4	24
IV.	0	0	0	$\frac{4+1(P)}{1(PP)}$	16 +	20	0	0	0	20
Total cre	dits for t	he course	48		0(1)+ <mark>+(KP)</mark>	32	0	0	4	<u>∠0</u> 88

N.B.: **84** credits as core/elective courses and **4** credits as open elective course are compulsory to obtain the M.Sc. degree.

Semester-wise Details of Chemistry Course

Semester I						
Number of core courses	Six (3 Theory	7 + 3 Practical)				
	Credits in	each course				
	Theory Practical Tutorial Total					
Core course 1	4	2	0	6		
Core course 2	4	2	0	6		
Core course 3	4	2	0	6		
Total credits in core course				18		
Number of elective courses	Nil					
Total credits in elective course	0					
Total credits in Semester I		18				

Semester II						
Number of core courses	Six (3 Theory + 3 Practical)					
	Credits in each course					
	Theory Practical Tutorial Total					
Core course 4	4	2	0	6		
Core course 5	4	2	0	6		
Core course 6	4	2	0	6		
Total credits in core course			18			
Number of elective courses		1	Nil			
Total credits in elective course	0					
Total credits in Semester II			18			

Semester III					
Number of core courses	Three (1	3 Theory)			
	Credits in	each course			
	Theory	Practical	Tutorial	Total	
Core course 7	4	0	0	4	
Core course 8	4	0	0	4	
Core course 9	4	0	0	4	
Total credits in core course		12	2		
Number of elective courses	One (1 Practical)				
	Credits in each course				
	Theory	Practical	Tutorial	Total	
Elective practical 1	0	8	0	8	
Total credits in elective course		8			
Number of open electives	One				
	Credits	in each open	elective		
	Theory	Practical	Tutorial	Total	
Open elective 1	4	0	0	4	
Total credits in open elective		4	-		
Total credits in Semester III		24	4		

Semester IV

Number of core courses	Nil					
Total credits in core course				0		
Number of elective courses	Four ()	3 Theory + 1 F	Practical)			
	Credits in	each course				
			Review			
	Theory	Practical	Project	Total		
Elective course 1	4	0	0	4		
Elective course 2	4	0	0	4		
Elective course 3	4	0	0	4		
Elective course 4	4	0	0	4		
Elective practical 2	0	8	0	8		
Review/ Research Project	<mark>0</mark>	0	1	<mark>4</mark>		
Total credits in elective course		<mark>2</mark>	<mark>8</mark>			
Total credits in Semester IV		2	8			
Total credits of the course = $18 + 18 + 24 + 28 = 88$						

MASTER OF SCIENCE IN CHEMISTRY COURSE

Examination and Scheme of Papers

- (i) The duration of the course for the degree of Master of Science in Chemistry shall be two academic years.
- (ii) All the papers listed below are to be taught in two parts (Courses A and B).
- (iii) The course is divided into four semesters and there shall be an examination at the end of each semester as given below:

Scheme of Papers

Part I

Paper No.	Title	Duration of Examination (Hours)	Maximum Marks	Credits
Paper 101	Inorganic Chemistry – I Stability Constants of Metal Complexes and Their Applications / Supramolecular and Photoinorganic Chemistry (Core course 1)	3	100	4
Paper 102	Organic Chemistry – I Reactive Intermediates in Organic Chemistry / Stereochemistry of Organic Compounds (Core course 2)	3	100	4
Paper 103	Physical Chemistry – I Quantum Chemistry/ Mathematical Methods (Core course 3)	3	100	4
104-I	Inorganic Chemistry – I (Practical core course 1)	Continuous Evaluation	50	2
104-O	Organic Chemistry – I (Practical core course 2)	Continuous Evaluation	50	2
104-P	Physical Chemistry – I (Practical core course 3)	Continuous Evaluation	50	2
TOTAL			450	18

Semester I

Semester II

Paper No.	Title	Duration of Examination	Maximum Marks	Credits
		(Hours)		
Paper 201	Inorganic Chemistry – II Group Theory and its Applications / Chemistry of d-and f-block Elements (Core course 4)	3	100	4
Paper 202	Organic Chemistry – II Spectroscopy of Organic Compounds / Reagents and Methods of Organic Synthesis	3	100	4
	(Core course 5)			
Paper 203	Physical Chemistry – II Statistical Mechanics & Thermodynamics, Electrochemistry, Kinetics and Macromolecules	3	100	4
	(Core course 6)			
204-I	Inorganic Chemistry – II (Practical core course 4)	Continuous Evaluation	50	2
204-О	Organic Chemistry – II (Practical core course 5)	Continuous Evaluation	50	2
204-P	Physical Chemistry-II (Practical core Course 6)	Continuous Evaluation	50	2
TOTAL			450	18

Note: Each of the Practical Chemistry Papers shall be based on continuous evaluation. 25% of the total marks for the Practical shall be reserved for the Laboratory Record/ Sessional Work of the candidates and 15% marks for viva-voce.

30 marks (24 marks for internal exam and 6 marks for attendance) in each theory paper are reserved for internal assessment.

Part II

Semester III

Paper No.	Title	Duration of Examination (Hours)	Maximum Marks	Credits
Paper 301	Inorganic Chemistry – III Inorganic Reaction Mechanisms / Catalysis and Bio-inorganic Chemistry (Core course 7)	3	100	4
Paper 302	Organic Chemistry-III Photochemistry & Pericyclic Reactions / Medicinal Chemistry (Core Course 8)	3	100	4
Paper 303	Physical Chemistry-III Molecular structure : Spectroscopic and diffraction methods (core course 9)	3	100	4
Paper 3101*	Inorganic Chemistry (Special - I) Chemistry of Inorganic Rings, Cages and Metal Cluster Compounds / Introduction to the Solution of Multielectron Problems (Open Elective-1)	3	100	4
Paper 3102 [*]	Inorganic Chemistry (Special - II) Introduction to Nanochemistry (Open Elective-1)	3	100	4
Paper 3201 [#]	Organic Chemistry (Special - I) Chemistry of Life Processes & Bioactive Compounds (Open Elective-1)	3	100	4
Paper 3202 [#]	Organic Chemistry (Special-II) Polymer Chemistry & Processing and Role of Catalysis in Chemical Synthesis (Open Elective-1)	3	100	4
Paper 3301 ^a	Physical Chemistry (Special - I) Irreversible Thermodynamics, Transport Phenomena, Surface Phenomena & Fast Reactions (Open Elective-1)	3	100	4
Paper 3103	Practical Inorganic Chemistry – I (Elective practical 1)	Continuous Evaluation	200**	8
Paper 3203	Practical Organic Chemistry – I (Elective practical 1)	Continuous Evaluation	200**	8
Paper 3303	Practical Physical Chemistry – I (Elective practical 1)	Continuous Evaluation	200**	8

*Inorganic Chemistry Section will offer either Paper 3101 or 3102 as Open elective. [#]Organic Chemistry Section will offer either Paper 3201 or 3202 as Open elective ^aprerequisite: mathematics upto the +2 level for Paper 3301. **The Practical Paper in each branch in Semester III shall be continuously evaluated.

25% of the marks will be reserved for the Laboratory Record/ Sessional work of the candidates and

Semester IV

(1) Inorganic Group:

Paper	Title	Duration of	Maximum	Credits
No.		Examination (Hours)	Marks	
Paper 4101	Inorganic Chemistry (Special - III) Spectral Techniques in Inorganic Chemistry (Elective course 1)	3	100	4
Paper 4102	Inorganic Chemistry (Special - IV) Organotransition Metal Chemistry / Bio- inorganic Chemistry (Elective course 2)	3	100	4
Paper 4103	Inorganic Chemistry (Special - V) <i>Analytical Techniques</i> (Elective course 3)	3	100	4
Paper 4104	Inorganic Chemistry (Special - VI) Materials / Nuclear and Radiochemistry (Elective course 4)	3	100	4
Paper 4105	Inorganic Chemistry (Special -VII) Green Chemistry: An interdisciplinary approachtowards sustainable development (Elective course 5)	3	100	4
Paper 4106	Practical Inorganic Chemistry – II (Elective practical 2)	Continuous Evaluation	200#	8
Paper 4107	Review Project	$\frac{2}{12} \frac{12}{12}$	100 ^{##}	<mark>4</mark>

* Inorganic Chemistry Section will offer either Paper 4104 or 4105 as 4th elective.

[#]Out of 200 marks for practicals (continuous evaluation), 25% of these marks will be reserved for the Laboratory Record/ Sessional work of the candidates and 15% marks for viva-voce.

^{##}The Review Project includes submitting a Dissertation and making a presentation.

(2) Organic Group:

Paper No.	Title	Duration of Examination (Hours)	Maximum Marks	Credits
Paper 4201	Organic Chemistry (Special - II) Advanced Organic Synthesis / Supramolecular Chemistry and Carbocyclic Rings (Elective course 1)	3	100	4
Paper 4202	Organic Chemistry (Special - III) Terpenes and Steroids / Alkaloids and Polyphenols (Elective course 2)	3	100	4
Paper 4203	Organic Chemistry (Special - IV) Newer Synthetic Reactions and Reagents / Heterocyclic Chemistry (Elective course 3)	3	100	4
Paper 4204	Organic Chemistry (Special -V) Biomolecules (Elective course 4)	3	100	4
Paper 4205	Organic Chemistry (Special -VI) Pharmaceutical Techniques Technologies Development (Elective course 4)	3	100	4
Paper 4206	Practical Organic Chemistry – II (Elective practical 2)	Continuous evaluation	200 [#]	8
Paper 4207	Review Project	$\frac{2}{2} \frac{12}{2}$	10 <mark>0^{##}</mark>	4

*Organic Chemistry Section will offer either paper 4204 or 4205 as 4th elective.

[#]Out of 200 marks for practicals (continuous evaluation), 25% of these marks will be reserved for the Laboratory Record/Sessional work of the candidates and 15% marks for viva-voce.
^{##}The Review Project includes submitting a Dissertation and making a presentation

(3) Physical Group:

Paper No.	Title	Duration of Examination (Hours)	Maximum Marks	Credits
Paper 4301	Physical Chemistry Special Advanced Statistical Mechanics (Elective)	3	100	4
Paper 4302	Physical Chemistry Special Advanced Electrochemistry (Elective)	3	100	4
Paper 4303	Physical Chemistry Special Advanced Photochemistry & Radiation Chemistry (Elective)	3	100	4
Paper 4304	Physical Chemistry Special Computational Methods in Chemistry (Elective)	3	100	4
Paper 4305	Physical Chemistry Special Advanced Quantum Chemistry (Elective)	3	100	4
Paper 4306	Physical Chemistry Special Advanced Chemical Kinetics (Elective)	3	100	4
Paper 4307	Physical Chemistry Special Advanced Molecular Spectra (Elective)	3	100	4
Paper 4308	Physical Chemistry Special Crystal Structure (Elective)	3	100	4
Paper 4309	Physical Chemistry Special <i>Macromolecules</i> (Elective)	3	100	4
Paper 4310	Physical Chemistry Special <i>Biophysical Chemistry</i> (Elective)	3	100	4
Paper 4311	Physical Chemistry Special Physical Chemistry of Materials (Elective)	3	100	4
Paper 4312	Practical Physical Chemistry - II (Elective)	Continuous evaluation	$200^{\#}$	8
Paper 4313	Review Project	$\frac{2 \text{ days x } 6 = 12}{2 \text{ days } x + 6} = 12$	<mark>100</mark>	4
	GRAND TOTAL (M.Sc. Course)		2200	<mark>88</mark>

Note: Papers belonging to physical chemistry teaching in semester-IV may combine any two parts, viz. course A or course B, of same or different elective papers (4301 to 4311). These combined courses will form 4 elective papers.

[#]Out of 200 marks for practicals (continuous evaluation), 25% of these marks will be reserved for the Laboratory Record/ Sessional work of the candidates and 15% marks for viva-voce.

^{##}The Review Project includes submitting a Dissertation and making a presentation.

Notes:

- (1) At the beginning of Semester III, the students will be required to choose their specialization, viz. Inorganic, Organic or Physical Chemistry and take Elective papers accordingly. They will take one Special Paper (Open elective 1) in Semester III and four Papers of the specialization of their choice or, alternatively, three special papers (Electives) of the specialization of their choice and one paper out of the open elective papers offered by their specialization or other Science Departments in Semester III. They will also have to take two Special Papers (Elective practicals, one each in Semester III and IV). For Physical Chemistry (Special) Semester IV, the options available as Electives and the elective (from among Physical Chemistry Special Papers 4301 4311) will be notified at the Chemistry Department website before the session starts. Mathematics upto at least the +2 level is a prerequisite for the Physical Chemistry Open Electives.
- (2) *The two Practical Papers in each branch in Semesters III and IV shall be continuously evaluated. 25% of the marks will be reserved for the Laboratory Record/ Sessional work of the candidates and 15% marks for viva-voce.
- (3) 30 marks (24 marks for internal exam and 6 marks for attendance) in each theory paper are reserved for internal assessment.
- (4) Mathematics up to the +2 level is a prerequisite for Open Electives from Physical Chemistry.

Selection of Elective Courses:

As per University / Department Guidelines

UNIVERSITY OF DELHI MASTER OF SCIENCE in MATHEMATICS (MMATH)

(Effective from Academic Year 2019-20)

SYLLABUS



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IV: Course Wise Content Details for M.Sc. Mathematics Programme:

Courses:

Semester I

MMATH18-101: Field Theory MMATH18-102: Complex Analysis MMATH18-103: Measure and Integration MMATH18-104: Differential Equations

Semester II

MMATH18-201: Module Theory MMATH18-202: Introduction to Topology MMATH18-203: Functional Analysis MMATH18-204: Fluid Dynamics

Semester III

MMATH18-301: Any course out of the following

- i. Algebraic Topology
- ii. Commutative Algebra
- iii. Representation of Finite Groups

MMATH18-302: Any course out of the following

- i. Fourier Analysis
- ii. Matrix Analysis
- iii. Theory of Bounded Operators

MMATH18-303: Any course out of the following

- i. Advanced Complex Analysis
- ii. Advanced Measure Theory
- iii. General Topology

MMATH18-304: Any course out of the following

- i. Computational Fluid Dynamics
- ii. Computational Methods for ODE
- iii. Mathematical Programming
- iv. Methods of Applied Mathematics

MMATH18-305: (Open Elective) Any course out of the following

- i. Coding Theory
- ii. Stochastic Calculus for Finance

Semester IV

MMATH18-401: Any course out of the following

- i. Advanced Group Theory
- ii. Algebraic Number Theory
- iii. Simplicial Homology Theory
- iv. Theory of Noncommutative rings

MMATH18-402: Any course out of the following

- i. Abstract Harmonic Analysis
- ii. Frames and Wavelets
- iii. Operators on Hardy Hilbert Spaces
- iv. Theory of Unbounded Operators

MMATH18-403: Any course out of the following

- i. Calculus on P^n
- ii. Differential Geometry
- iii. Topological Dynamics

MMATH18-404: Any course out of the following

- i. Advanced Fluid Dynamics
- ii. Computational Methods for PDE
- iii. Dynamical Systems
- iv. Optimization Techniques & Control Theory

MMATH18-405: (Open Elective) Any course out of the following

- i. Cryptography
- ii. Support Vector Machines

Standing Committee on Academic Matters dated 17.08.2018 Annexure No.-41

UNIVERSITY OF DELHI MASTER OF OPERATIONAL RESEARCH (MOR)

(Effective from Academic Year 2019-20)



MOR Revised Syllabus as approved by Academic Council on XXXX, 2018 and Executive Council on YYYY, 2018

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Conversion of Grand CGPA into marks:

As notified by competent authority, the formula for conversion of Grand CGPA into marks is: Final percentage of marks = CGPA based on all four semesters x 9.5

Division of Degree into Classes

University rules to be followed.

Attendance Requirement:

University rules to be followed.

Span Period:

No student shall be admitted for the examination for any of the Parts/Semesters after the lap of **four** years from the date of admission to the Part I/Semester I of the MOR Programme.

Guidelines for the Award of Internal Assessment Marks for MOR Programme (Semester Wise)

Internal Assessment carries 30 marks out of which 5 marks are based on attendance, while 25 marks are for evaluation by individual faculty members based on assignments, class tests, presentations etc.

For a course including practical, Internal Assessment carries 20 marks out of which 5 marks are based on attendance, while 15 marks are for evaluation by individual faculty members based on assignments, class tests, presentations etc.

IV. Semester Wise Details of MOR Programme

		Duration (hrs.)	Sem. Exam Marks	Internal Assessment Marks	Total Marks	Credits
First Year:	Semester I					
Course: MOR101	Linear Programming and Extensions	3	70	30	100	4
Course: MOR102	Inventory Management	3	70	30	100	4
Course: MOR103	Queueing System	3	70	30	100	4
Course: MOR104	Statistics	3	70	30	100	4
Course:	Python Programming					4
MOR105	(a) Theory	3	50	20	70	
	(b) Practical	3			30	

Standing Committee on Academic Matters dated 17.08.2018 Annexure No.-41

		Duration (hrs.)	Sem. Exam Marks	Internal Assessment Marks	Total Marks	Credits
First Year:	Semester II					
Course:	Convex and Discrete	2	70	20	100	1
MOR201	Optimization	5	/0	30	100	4
Course:	Scheduling	2	70	20	100	1
MOR202	Techniques	3	/0	50	100	4
Course:	Marketing	2	70	20	100	1
MOR203	Management	5	/0	50	100	4
Course:	Econometric					
MOR204	Modeling and	3	70	30	100	4
	Forecasting					
Course:	Open Elective:					
MOR205:	Database					
	Management System					
	and Visual					
	Programming					4
	(a) Theory	3	50	20	70	
	(b) Practical	3			30	

			Duration (hrs.)	Sem. Exam Marks	Internal Assessment Marks	Total Marks	Credits
Second Yea	ar: Semest	ter III					
Course:	Mathema	atical	3	70	30	100	1
MOR301	Program	ming	5	70	50	100	
Course:	Reliabili	ty and	3	70	30	100	1
MOR302	Maintena	ance Theory	5	70	50	100	
Course:	Software	Engineering	3	70	30	100	Δ
MOR303			5	70	50	100	т
Course:	Open Ele	ective (Any one					
MOR304	course ou	ut of the					
	following	g):		- 0	•	100	
	(i)	Health Care	3	70	30	100	4
	<i></i>	Management		- 0	•	100	
	(11)	Revenue	3	70	30	100	4
C		Management					
Course:	Elective	(Any one					
MOR305	course ou	at of the					
	Tollowing	g):	2	70	20	100	4
	(1)	Supply Chain	3	/0	30	100	4
	(ii)	Financial	2	70	20	100	4
	(11)	Management	3	/0	30	100	4

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			Duration (hrs.)	Sem. Exam Marks	Internal Assessment Marks	Total Marks	Credits
Second Yea	r: Semeste	er IV					
Course:	Any three	Electives out of					
MOR401-	the follow	ving:					
403	(i)	Marketing	3	70	30	100	4
		Research					
	(ii)	Advanced	3	70	30	100	4
		Inventory					
		Management					
	(iii)	Queueing	3	70	30	100	4
		Networks		-0	•	100	
	(1V)	Quality	3	70	30	100	4
		Management	2	70	20	100	
	(v)	Multicriteria	3	/0	30	100	4
		Decision Mailata					
	()	Models	2	70	20	100	4
	(VI)	Data	3	/0	30	100	4
		and Data					
		Mining					
	(vii)	Decision	3	70	30	100	4
	((1))	Theory	5	70	50	100	Т
	(viii)	Dynamic	3	70	30	100	4
	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Optimization	5	, .	50	100	
	(ix)	Portfolio	3	70	30	100	4
		Management					
	(x)	Stochastic	3	70	30	100	4
		Processes					
Course:	Project V	Vork:					
MOR404-	The proje	ct work shall be					
405	carried ou	it with some					
	industry/c	company under					
	the superv	vision of faculty					
	members	of the					
	departmen	nt and the report					
	is to be su	ibmitted for					
	evaluation	n by April 30.					
	It shall ca	rry 200 marks.					
	Ducia at D	an ant		100	50	200	o
	Viva-Voc	epon		50	50	200	0

UNIVERSITY OF DELHI

MASTER OF SCIENCE in PHYSICS

M. Sc. (Physics)

(Effective from Academic Year 2018-19)

PROGRAMME BROCHURE



M.Sc. (Physics)Revised Syllabus as approved by Academic Council on XXXX, 2018 and Executive Council on YYYY, 2018

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Semester I						
Number of Core courses: 5		Credits in ea	ach core cour	se		
CORE COURSES:	Theory	Practical	Tutorial	Credits		
PH-CT401: Classical Mechanics	3	0	1	4		
PH-CT402: Quantum Mechanics I	3	0	1	4		
PH-CT403: Electronics	3	0	1	4		
PH-CT404: Mathematical Physics	3	0	1	4		
PH-CL405: General Lab I/II	0	4	0	4		
Total credits in Core courses: 20	12	4	4	20		
Number of Elective courses: Nil						
Total number of credits in Semester I: 20						

III.15 M. Sc. Programme (Semester Wise)

Semester II						
Number of Core courses: 5	0	Credits in each core course				
CORE COURSES:	Theory	Practical	Tutorial	Credits		
PH-CT406: Quantum Mechanics II	3	0	1	4		
PH-CT407: Statistical Physics	3	0	1	4		
PH-CT408 : Electromagnetic theory and Electrodynamics	3	0	1	4		
PH-CT409: Solid State Physics	3	0	1	4		
PH-CL410: General Lab I/II	0	4	0	4		
Total credits in Core courses: 20	12	4	4	20		
Number of Elective courses: Nil						
Total number of credits in Semester II: 20						

Semester III

Number of core courses: 2	Credits in each core course			
CORE COURSE:	Theory	Practical	Tutorial	Credits
PH-CT501: Nuclear and Particle Physics	3	0	1	4
PH-CL502: Computational Physics (Lab)	0	4	0	4
Total credits in Core courses: 8	3	4	1	8
Number of Elective/Open Elective courses: 3	Cı	redits in each	elective cour	se
ELECTIVE COURSES:	Theory	Practical	Tutorial	Credits
Experimental Modules:				
Module A-I:				
PH-ET511 : Physics at the Nanoscale – I (Theory)	3	0	1	4
PH-EL512 : Nanomaterials Lab – I (Lab)	0	4	0	4
Module B-I:				
PH-ET513 : Advanced Electronics - I (Theory)	3	0	1	4
PH-EL514: Advanced Electronics - I (Lab)	0	4	0	4
Module C-I:				
PH-ET515: Advanced Nuclear Physics – I (Theory)	3	0	1	4
PH-EL516: Advanced Nuclear Physics - I (Lab)	0	4	0	4
Module D-I:				
PH-ET517 : Lasers and Spectroscopy – I (Theory)	3	0	1	4
PH-EL518: Lasers and Spectroscopy - I (Lab)	0	4	0	4

Module E-I:				
PH-ET519: Advanced Solid State Physics –I (Theory)	3	0	1	4
PH-EL520: Advanced Solid State Physics – I (Lab)	0	4	0	4
Theory courses:				
PH-ET531 : General Theory of Relativity and Cosmology I	3	0	1	4
PH-ET532: Astrophysics I	3	0	1	4
PH-ET533: Condensed Matter Physics I	3	0	1	4
PH-ET534: Plasma Physics I	3	0	1	4
PH-ET535: Particle Physics I	3	0	1	4
PH-ET536: Quantum Field Theory I	3	0	1	4
PH-ET537: Advanced Mathematical Physics	3	0	1	4
PH-ED540: Dissertation I	-	-	-	4
Open Elective Courses				
PH-OT541: Radiation Safety	3	0	1	4
PH-OT542: Introductory Astronomy	3	0	1	4
PH-OT543: Complex Systems & Networks	3	0	1	4
Total credits in Electives/Open Electives: 12				
Total credits in Semester III: 20				

Semester IV						
Number of core courses: 1	Credits in each core course					
CORE COURSE:	Theory	Practical	Tutorial	Credits		
PH-CT503: Atomic and Molecular Physics	3	0	1	4		
Total credits in Core courses: 4	3	0	1	4		
Number of Elective/Open Elective courses: 4	Cr	edits in each	elective cour	se		
ELECTIVE COURSES:	Theory	Practical	Tutorial	Credits		
Exposimental Modules:						
Experimental Modules:						
Module A-II:						
PH-ET551 : Physics at the Nanoscale – II (Theory)	3	0	1	4		
PH-EL552: Nanomaterials – II (Lab)	0	4	0	4		
Module B-II:						
PH-ET553: Advanced Electronics - II (Theory)	3	0	1	4		
PH-EL554: Advanced Electronics- II (Lab)	0	4	0	4		
Module C-II:						
PH-ET555: Advanced Nuclear Physics – II (Theory)	3	0	1	4		
PH-EL556: Advanced Nuclear Physics - II (Lab)	0	4	0	4		
Module D-II:						
PH-ET557: Lasers and Spectroscopy – II (Theory)	3	0	1	4		

PH-EL558: Lasers and Spectroscopy - II (Lab)	0	4	0	4
Module E-II:	_			
PH-ET559: Advanced Solid State Physics – II(Theory)	3	0	1	4
PH-EL560: Advanced Solid State Physics – II (Lab)	0	4	0	4
Module F:				
PH-ET561 : Advanced Numerical Techniques (Theory)	3	0	1	4
PH-EL562: Advanced Numerical Techniques (Lab)	0	4	0	4
Module G:				
PH-EL564: Observational Astronomy Lab	0	4	0	4
Theory courses:				
PH-ET571 : General Theory of Relativity and Cosmology II	3	0	1	4
PH-ET572: Astrophysics II	3	0	1	4
PH-ET573: Condensed Matter Physics II	3	0	1	4
PH-ET574: Plasma Physics II	3	0	1	4
PH-ET575: Particle Physics II	3	0	1	4
PH-ET576 : Quantum Field Theory II	3	0	1	4
PH-ED580: Dissertation II	-	-	-	4
Special Theory courses:				

PH-ET581: Nonlinear Dynamics	3	0	1	4
PH-ET582: String Theory	3	0	1	4
PH-ET583 : Superconductivity, Superfluidity & Critical Phenomena	3	0	1	4
PH-ET584: Soft Matter Physics	3	0	1	4
PH-ET585: Fluid Dynamics	3	0	1	4
PH-ET586: Nuclear Astrophysics	3	0	1	4
PH-ET587: Nuclear Safety & Security	3	0	1	4
PH-ET588: Applied Physics	3	0	1	4
OPEN ELECTIVE COURSES:	Credits in each Open Elective			
PH-OT591: Biological Physics	3	0	1	4
PH-OT592: Physics Education	3	0	1	4
Total credits in Electives/Open Electives: 16				
Total credits in Semester IV: 20		1	1	1

SELECTION OF ELECTIVE/OPEN ELECTIVE COURSES:

SEMESTER III: *THREE Elective/Open Elective courses are to be selected adding up to 12 credits.*

SEMESTER IV: FOUR Elective/Open Elective/special theory courses/ Dissertation are to be selected adding up to 16 credits.

- Certain Elective Courses may have pre-requisites. Students should keep this in mind while opting for Elective courses.
- Elective Courses offered by the Department fall under the following categories: Experimental Modules, Theory courses, Dissertation and Special Theory courses, in addition to Open Electives.
- The list of Elective Courses offered, including Open Electives, may change from year to year depending upon the availability of faculty.
- Allotment of Elective and Open Elective Courses will be based on the choices indicated by the student, performance of the student in earlier semester(s) and availability of seats.

Restrictions:

- ✤ A maximum of one course from the Open Electives is allowed in each of Semesters III and IV. Total number of credits in Open Electives in the entire M.Sc. programme cannot be less than 4 and more than 8.
- A maximum of 8 extra credits can be taken during the entire M.Sc. duration.
- Further restrictions may be imposed for a particular term on a case-by-case basis depending on different constraints.
- ✤ Introductory Astronomy in Open Elective is not open to students who have opted for Astrophysics and Astronomy – I.