

# Bhasha Bhavana

(Institute of Language and Literature)

## Department of Assamese

Course Code 152

### **CERTIFICATE OF PROFICIENCY EXAMINATION IN ASSAMESE LANGUAGE** **CERTIFICATE OF PROFICIENCY- A TWO YEAR COURSE**

**Programme objectives:** Language departments of Bhasha-Bhavana offer 2 years Certificate Course for non-native speakers of that particular language. The primary objective of this course is to introduce various literature and culture of different communities and states via languages.

**Course Objectives:** The Certificate Course in Assamese has been designed to make non-Assamese learners adept in reading, understanding, speaking and writing. To make the learners skilled in Assamese the basic grammar and prose-poetry has been introduced in two papers- (i) grammar and (ii) texts. The third paper is based on oral skill or language speaking practice.

**Programme Specific Objectives:** The Certificate Course in Assamese is a course for non-native speakers and has been planned to make the learners attracted for learning, reading, understanding, writing and speaking Assamese and translating from Assamese to their respective mother languages.

## M.A. in comparative literature

**Course Objectives:** To introduce Assamese language, literature & culture, its structure, genres, characteristics to the Comparative Literature MA students, who are non-native speakers of Assamese is the objective of this course.

**Programme Specific Objectives:** To make the students skilled in understanding, reading, writing, speaking and also translating from Assamese is intended after completion of this course. The course has four papers in each semester and each paper has four section or groups of contents including 20% marks for internal assessment. The First Paper is of Introduction to the history of Assamese language and languages of Assam, Structure of Assamese, Writing and Reading Assamese and Spoken Assamese. The second paper is of Genres of Assamese literature, Reading comprehension, Essay reading and writing, Story reading and writing. The third paper is of History of Assamese Literature. The contents are- Land and People of Assam, Assamese Culture in Literature, Prose and Translation and Oral Comprehension. The fourth paper consists of Structure of Modern Assamese Literature, Readings in Assamese Essays, Poetry/Short Stories/Novel/Drama (optional), Language of Fiction: An Introduction to Stylistics and Poetry and Translation. It has been assumed that the aim of the course will create the students well-informed about Assamese Language, Literature, Culture and to construct a connection of integration with nearest state.

### **Ph.D Course Work**

#### **Course CODE - 958**

**Programme objectives:** Assamese Departments of Bhasha-Bhavana offers 5 years Ph.D Course in Assamese Language, Literature and Culture, Language and Literature of North-East India and Comparative Literature and Language. The primary objective of this research course is to study, analyse, compare and discover Assamese language, literature and culture in the light of Indian and world literature, culture and languages.

**Course Objectives:** The Ph.D Course in Assamese has been intended to make the researchers interested for any type of linguistic, literary and cultural or comparative study related to Assam or North-East India, Assamese language, literature and culture. The medium of the thesis is Assamese or English.

**Programme Specific Objectives:** The Course has been designed to make the researchers well-informed and aware about research, techniques, research methodology, data collection and analysis, writing process, bibliography etc. via Course-I. Three elective courses in three units have been offered through Course-II as follows-

### **Department of Bengali**

#### **B.A. (Honours) in Bengali**

UG Syllabus (CBCS)

**CBCS, 2017**

#### **Core Courses**

#### **C-1((Sem-I)**

#### **Bengali Language & Philology**

#### **Unit-1**

Origin & Development of Bengali Language (Old, Middle & Modern)

Origin & Development of Bengali Script

#### **Unit-2**

Descriptive Philology (Phone, Vowels & Consonants, Diphthong, Phoneme, Allophone); Bengali Dialects

#### **Unit-3**

Semantics & Vocabulary, Roman Alphabet & International Phonetic Alphabet

WBCS Paper I Section A

SET Unit I

NET Unit I

#### **C-2(Sem-I)**

**History of Bengali Literature (Ancient & Medieval Age)**

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali literature

Outcome: i.A comprehensive expertise over Bengali Literature ii. Generate employability

**Unit-1**

Charyageeti to Fifteenth Century

**Unit-2**

Sixteenth Century & Seventeenth Century

**Unit-3**

Eighteenth Century

WBCS Paper I Section B, 4) History of Bangla Literature a), b) c)

**C-3(Sem-II)**

Objective : To impart knowledge and to enable the understanding of the nuances of the Modern Bengali literature

Outcome: i.A comprehensive expertise over Modern Bengali Literature ii. Generate employability

**History of Literature (Modern Age)**

**Unit-1**

First Phase of Nineteenth Century

**Unit-2**

Second Phase of Nineteenth Century

**Unit-3**

First Phase of Twentieth Century

WBCS Paper I Section B, 4) History of Bangla Literature d) e) f)

**C-4(Sem-II)**

Objective: To impart knowledge and to enable the understanding of the nuances of the Mediaeval Bengali literature

Outcome: i.A comprehensive expertise over Mediaeval Bengali Literature ii. Generate employability

**Selected Pre-modern Bengali Texts**

**Unit-1**

Translated Literature (Any one 'Kanda' From 'Ramayana' by Krittivasa)

SET Unit II

NET Unit II

**Unit-2**

## OBJECTIVES AND OUTCOMES

Padavali Literature (Any twelve poems of atleast six parjaya of Vaishnava Padavali)

WBCS Paper II Section A 1

SET Unit II

NET Unit II

### **Unit-3**

Biographical Literature (Three Parichchedas From Each Khanda of Chaitanya Bhaghvata, Total Nine Porichchedas)

SET Unit II

NET Unit II

### **C-5(Sem-III)**

Objective : To impart knowledge and to enable the understanding of the nuances of the Mediaeval Bengali literature.

Outcome: i.A comprehensive expertise over Mediaeval Bengali Literature ii. Generate employability .

### **Selected Pre-modern Bengali Texts**

#### **Unit-1**

Mangalkabya (Akhetik/Banik Khanda of Chandimangal by Mukunda)

WBCS Paper II Section A 2

SET Unit II

NET Unit II

#### **Unit-2**

Geetika Literature (Any Two Palas From Maimansinha Geetika)

SET Unit II

NET Unit II

#### **Unit-3**

Podavali Literature (Twelve Padas of Different Parjaya of Shakta Padavali)

SET Unit II

NET Unit II

### **C-6(Sem-III)**

#### **Metre & Rhetoric**

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali metre and rhetoric.

Outcome: i.A comprehensive expertise over Bengali metre and rhetoric ii. Generate employability .

#### **Unit-1**

Various Elements of Metre (Sillable, Kala, Matra, Stress, Pause etc.); Origin & Characteristics of Different Rhythmic Styles.

SET Unit IX

NET Unit IX

## OBJECTIVES AND OUTCOMES

### **Unit-2**

Variety of Rhythmic Forms, Prose Verse, Selected Sanskrit Metre, Rhyme, Making of Scansion.

SET Unit IX

NET Unit IX

### **Unit-3**

A. Shabdalanakar : Anupras(Alliteration), Yamak(Homonym), Shelsh(Pun), Vakrokti(Trope)

B. Arthalankar : Upama(Similie), Rupak(Metaphor), Utpreksha, Atishayokti(Hyperbole), Samasokti, Byajastuti, Birodhabhas

SET Unit IX

NET Unit IX

### **C-7(Sem-III)**

#### **Literary Forms, Genres & Terminology**

##### **Unit-1**

General Concepts of Various Literary Category (Any Eight)

Epic, Lyric, Ode, Elegy, Sonnet, Tragedy, Comedy, Farce, One Act Play, Subjective & Objective Essay, Novel, Short Story, Conte, Comics

##### **Unit-2**

General Concepts of Various Literary Forms (Genre)

Poetic Diction, Allusion, Objective Correlative, Chorus, Comic Relief, Plot, Background, Point of View

##### **Unit-3**

Occidental Figure of Speech

Imagery, Transferred Epithet, Metonymy, Similie, Synecdoche, Synaesthesia

### **C-8(Sem-IV)**

Objective : To impart knowledge and to enable the understanding of Bengali poetry

Outcome: i.A comprehensive expertise over Bengali poetry ii. Generate employability

#### **Nineteenth & Twentieth Century's Poetry**

##### **Unit-1**

Kabita Sangraha by Iswar Chandra Gupta(Eight Poems)/ Padmini Upakhyan/ Bengali Lyrical Poetry of Nineteenth Century (Selected Eight Poems)

SET Unit III

NET Unit III

##### **Unit-2**

Chaturdashpadi Kabita by Madhusudan Dutt(Selected Eight poems)/ Birangana(Selected Four Epistles)/ Brajangana(Selected Eight Poems)

**Unit-3**

Sanchayita of Rabindranath Tagore (Selected Eight Poems)

**C-9(Sem-IV)**

**Bengali Poetry of Twentieth Century**

Objective : To impart knowledge and to enable the understanding of Bengali poetry

Outcome: i.A comprehensive expertise over Bengali poetry ii. Generate employability

**Unit-1**

Satyendranath Dutta / Kalidas Roy/ Jatindramohan Bagchi/ Kamini Roy (A Total of Four Poems with Two Poems by Any Two Poets)

Mohitlal Majumdar/ Jatindranath Sengupta/ Najrul Islam/ Aparijita Debi(A Total of Four Poems with Two Poems by Any Two Poets)

WBCS Paper II Section B 12)

SET Unit III

NET Unit III

**Unit-2**

Adhunik Bangla Kabita Edited by Buddhadeb Basu

Jibananda Das, Sudhindranath Dutta, Amiya Chakraborty, Bishnu Dey, Buddhadeb Basu, Premendra Mitra, Samar Sen(A Total of Four Poems with Two Poems by Any Two Poets)

WBCS Paper II Section B 12)

SET Unit III

NET Unit III

**Unit-3**

Subhash Mukhopadhyay, Nirendranath Chakraborty, Birendra Chattopadhyay, Sankha Ghosh, Alokranjan Dasgupta, Sunil Gangopadhyay, Shakti Chattopadhyay, Joy Goswami(A Total of Four Poems with Two Poems by Any Two Poets)

SET Unit III

NET Unit III

**C-10(Sem-IV)**

**Selected Bengali Dramas**

**Unit-1**

Nildarpana/ Jana/ Sajahan

SET Unit VI

NET Unit VI

**Unit-2**

Buro Shaliker Ghare Ro/ Mouchake Dhil/ Manmoyee Girls School

**Unit-3**

Nabanna/ Prothom Partha/ Sajano Bagan  
SET Unit VI  
NET Unit VI

**C-11(Sem-V)**

**Selected Bengali Novels**

**Unit-1**

Kapalkundala/ Swarnalata/ Kahake  
WBCS Paper II Section A 5)

**Unit-2**

Charitroheen/ Kobi/ Padmanadir Majhi

**Unit-3**

Lalmati/ Aranyer Adhikar/ Amritakumbher Sondhane

**C-12(Sem-V)**

**Selected Bengali Short Stories**

**Unit-1**

Selected Five Stories of Rabindranath Tagore  
SET Unit VIII  
NET Unit VIII

**Unit-2**

Prabhatkumar Mukhopadhyay, Premendra Mitra, Bibhutibhushan Bandyopadhyay,  
Tarashankar Bandyopadhyay, Manik Bandyopadhyay, Jagadish Gupta, Parasuram,  
Subodh Ghosh (Each One Story of Any Five)  
WBCS Paper II Section B 15  
SET Unit V  
NET Unit V

**Unit-3**

Ashapura Devi, Yubanashya, Banaphul, Satinath Bhaduri, Narendranath Mitra,  
Narayan Gangopadhyay, Jyotirindra Nandi, Mahasweta Devi (Each One Story of  
Any Five)  
WBCS Paper I Section B 15  
SET Unit V  
NET Unit V

**C-13(Sem-VI)**

**Selected Bengali Essays**

**Unit-1**

'Sahityer Pathe', 'Bicitra Prabandho', 'Pracheen Sahity', 'Panchabhut', 'Kalantar' of  
Rabindranath Tagore (A Total of Five Essays with one Essay From Each Book)  
WBCS Paper II Section A 8)  
SET Unit VIII  
NET Unit VIII

## OBJECTIVES AND OUTCOMES

### **Unit-2**

'Kabyagigya' of Atulchandra Gupta(Dhawani, Rasa)

SET Unit X

NET Unit X

### **Unit-3**

'Kamalakanter Daptar' (Selected Three Essays)

Ramendrasundar Tribedi, Buddhadev Bosu, Annadashankar Roy, Ashok Mitra, Bhabotosh Dutta (A Total of Three Essays Out of Any Three Writers)

SET Unit VII

NET Unit VII

### **C-14(Sem-VI)**

#### **Rabindra Literature**

##### **Unit-1**

Manasi/ Bonobani/ Akashpradeep (Selected Eight Poems)

##### **Unit-2**

Raja O Rani/ Chitrangada/ Sharodotsav

##### **Unit-3**

Chokher Bali/ Malancha/ Char Adhyay

#### **Elective Cources**

##### **Discipline Specific Elective**

##### **DSE-1(Sem-V)**

#### **Biography, Auto-Biography, Travelogue/Travel Literature, Letters**

##### **Unit-1**

Characteristics & Varieties of Biography, Auto-Biography, Letters & Travel Literature

##### **Unit-2**

Selected Texts

Biography(Ramtanu Lahiri O Tatkaleen Bangasomaj)

Auto-Biography(Atmasmriti by Sajanikanta Das/ Amar Debottaro Sampatti by Niradchandra Choudhury)(Selected)

##### **Unit-3**

Letters(Chinnapatrabali)

Travel Literature(Parassye)

##### **DSE-2(Sem-V)**

#### **Bengali Child-Juvenile Literature**

##### **Unit-1**

History of Bengali Child & Juvenile Literature(19<sup>th</sup>& 20<sup>th</sup> Century)

Bengali Periodicals Published For Child & Juvenile(Sakha O Sakhi, Balak, Sandesh, Mouchak)



## OBJECTIVES AND OUTCOMES

### **Unit-2**

Chotoder Chayanika(Dev Sahitya Kutir) Selected Four Poems  
Sera Kalpabigyan(Ananda) Selected One Story  
Nirbachito Bhuter Golpo (Ananda) Selected One Story  
Hasir Galpo(Shibram Chakraborty) Selected One Story  
Khelar Galpo(Moti Nandi) Selected One Story

### **Unit-3**

Novel  
Chander Pahar/ Joker Dhan/ Tong Ling

### **DSE-3(Sem-VI)**

#### **Globalisation & Contemporary Bengali Literature**

##### **Unit-1**

Post-90's Political, Economical, Social & Cultural Context(Selected Texts of Gandhi-Uttar Bharatbarsha by Ramchandra Guha, Anaboddho Bharat by Gurucharan Das)

##### **Unit-2**

Aakhyan(Joibo by Ramapada Chowdhury/ Ekti Upokothar Jonmo by Jaya Mitra/ Nudibanar by Manindra Gupta)

##### **Unit-3**

Yashodhara Roychowdhury's Panyasamhita, Mandakranta Sen's Hriday Abadhya Meye, Srijato's Coffe Namti Irish (Two Poems From Each Book)  
Sadhan Chattopadhyay, Raghav Bandyopadhyay, Ramkumar Mukhopadhyay, Bhagirath Mishra, Swapnamoy Chakraborty (Selected One Story From Each Writer)

### **DSE-4(Sem-VI)**

#### **Women Studies**

##### **Unit-1**

Women As Subject : Theoretical Perspective  
Women in Pre-modern India : Religion, Education, Literature (Selected Essays of Sukumari Bhattacharya)  
The Position of Bengali Women in the Modern Era(Sankochero Biwhalata, Rassundari Theke Rokea : Nari Pragatir Eksho Bachor By Golam Murshid)

##### **Unit-2**

Pre-modern Period(Chandrabotir Ramayana, Nariganer Patininda O Baromasya, Geetika)- Modern Period  
Kailasbasini Devi, Mankumari Bosu, Krishnavamini Dasi, Prasannamoyee Devi, Begum Rokea (One Essay of Each Writer)

##### **Unit-3**

Kabita Singha, Nabaneeta Debsen, Mallika Sengupta, Taslima Nasrin(One Essay of Each Writer)

## OBJECTIVES AND OUTCOMES

### Department of Chinese Language & Culture

#### B.A (Honours) in Chinese(CBCS)

Semester	Name of the Paper CBCS	Content	Objective	Expected Outcome
<b>BA SEM-1</b>	<b>CC-1</b>	Comprehensive Chinese lesson-I	Reading short passages or stories in Chinese Understanding Chinese culture, grammar and different sentence construction	Able to read stories, increased Chinese vocabulary, make sentences with different grammar and sentence construction
	<b>CC-2</b>	Chinese grammar and journalistic Chinese -I (elementary level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) sentences, sentence structure of Chinese sentences used in news paper sentences.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences.
<b>BA SEM-2</b>	<b>CC-3</b>	Comprehensive Chinese lesson II	Reading short passages or stories in Chinese. Understanding Chinese culture, grammar and different sentence constructions. Make sentences	Able to understand the context of stories, increase vocabulary, make sentences with different grammar and sentence construction
	<b>CC-4</b>	Journalistic Chinese	Understanding Chinese	Able to translate (Ch-

**OBJECTIVES AND OUTCOMES**

		II(elementary level)	grammar, translation (Ch-Eng & Eng-Ch) short paragraph of, sentence structure of Chinese sentences used in news paper sentences.	Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary.
<b>BA SEM-3</b>	<b>CC-5</b>	Comprehensive Chinese lesson III	Reading short stories in Chinese. Understanding Chinese culture, grammar and different sentence constructions. Make sentences	Able to read stories, increased Chinese vocabulary, make sentences with different grammar and sentence construction.
	<b>CC-6</b>	News paper Chinese translation- I (intermediate level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) sentences, sentence structure of Chinese sentences used in news paper sentences	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary.
	<b>CC-7</b>	Introduction to classical Chinese poetry	Reading poems of renowned Chinese poets as libai, Qu Yuan, Dufu	Understanding Chinese culture and essence of the same through Chinese poetry
	<b>SEC-1</b>	Introduction to Chinese Culture -I	Reading about Chinese culture , reading	Understanding Chinese culture, having rooted

**OBJECTIVES AND OUTCOMES**

			different stories and fables depicting various aspects of Chinese culture	understanding of cultural practices and customs.
<b>BA SEM-4</b>	<b>CC-8</b>	Comprehensive lesson-4	Reading short stories in Chinese. Understanding Chinese culture, grammar and different sentence constructions. Make sentences	Able to understand the context of stories, increase vocabulary, make sentences with different grammar and sentence construction
	<b>CC-9</b>	News paper Chinese Translation-II (intermediate level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) paragraph of news article, sentence structure of Chinese sentences used in news paper sentences.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary.
	<b>CC-10</b>	Business Chinese –I	Learning corporate Chinese, terminologies and sentences used in corporate and business.	Develop skill and efficiency of Chinese language used in corporate and business houses. Make the candidate ready for corporate and business houses.

**OBJECTIVES AND OUTCOMES**

	<b>SEC-2</b>	Introduction to Chinese Culture-II	Reading about Chinese culture , reading different stories and fables depicting various aspects of Chinese culture	Able to understand the context of stories , increase vocabulary, make sentences with different grammar and sentence construction
<b>BA SEM-5</b>	<b>CC-11</b>	Translation and composition –I	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) of basic paragraph of news article, sentence structure of Chinese sentences used in news paper sentences, essay writing.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary. Able to write short essays on different topics in Chinese.
	<b>CC-12</b>	Introduction to classical Chinese –I	Selected readings from the analects and other classical documents	Basic understanding of Chinese classics.
	<b>DSE-1</b>	Business Chinese -II	Learning corporate Chinese, terminologies and sentences used in corporate and business.	Develop skill and efficiency of Chinese language used in corporate and business houses. Make the candidate ready for corporate and business houses.

**OBJECTIVES AND OUTCOMES**

	<b>DSE-2</b>	Selected writings from Chinese modern and Contemporary literary works	Reading works of renowned Chinese writers such as Lu Xun, Mao Dun, Zhao Shuli, Guo Moruo	Understanding of Chinese literature and socio political scenario and its significance.
<b>BA SEM-6</b>	<b>CC-13</b>	Translation and Composition - II	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) paragraph of from news article, sentence structure of Chinese sentences used in news paper sentences, essay writing.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increase vocabulary and terminology
	<b>CC-14</b>	Comprehensive Introduction to China	Brief reading of china's history and geography	Introduce with Chinese history and other aspects of china as a nation
	<b>DES-3</b>	Conversation Chinese	Text and audio classes, reading and listening of contents of contemporary issues.	Improving listening capability of the student and understanding.
	<b>DSE-4</b>	Introduction to Classical Chinese-II	Selected readings from the analects and other classical documents	Basic understanding of Chinese classics.
<b>Generic Elective /Interdisciplinary( For Students of</b>		P1.Religion and Society in China, P-2. Politics and	Selected Chapters from books , articles	Basic Understanding of Chinese language ,

## OBJECTIVES AND OUTCOMES

<b>Other Departments )</b>		Literature in China, P-3. Ancient History of China from Remote Antiquity to Ming Dynasty (Bilingual), P-4. Elementary Chinese language	and audio classes	Religion, Politics and history
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### BA (Honours) in Chinese (NON CBCS)

Semester	Name of the Paper CBCS	Content	Objective	Expected Outcome
BA SEM-1	H-1	Comprehensive Chinese lesson-I	Reading short passages or stories in Chinese Understanding Chinese culture, grammar and different sentence construction	Able to read stories, increased Chinese vocabulary, make sentences with different grammar and sentence construction
	H-2	Chinese grammar and journalistic Chinese -I (elementary level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) sentences, sentence structure of Chinese sentences used in news paper sentences.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences.

**OBJECTIVES AND OUTCOMES**

BA SEM-2	H-3	Comprehensive Chinese lesson II	Reading short passages or stories in Chinese. Understanding Chinese culture, grammar and different sentence constructions. Make sentences	Able to understand the context of stories , increase vocabulary, make sentences with different grammar and sentence construction
	H-4	Journalistic Chinese II(elementary level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) short paragraph of, sentence structure of Chinese sentences used in news paper sentences.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary.
BA SEM-3	H-5	Comprehensive Chinese lesson III	Reading short stories in Chinese. Understanding Chinese culture, grammar and different sentence constructions. Make sentences	Able to read stories, increased Chinese vocabulary, make sentences with different grammar and sentence construction.
	H-6	News paper Chinese translation- I (intermediate level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) sentences, sentence structure of Chinese sentences used in news paper sentences	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary.



**OBJECTIVES AND OUTCOMES**

BA SEM-4	H-7	Comprehensive Chinese lesson-4	Reading short stories in Chinese. Understanding Chinese culture, grammar and different sentence constructions. Make sentences	Able to understand the context of stories , increase vocabulary, make sentences with different grammar and sentence construction
	H-8	News paper Chinese Translation-II (intermediate level)	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) paragraph of from news article, sentence structure of Chinese sentences used in news paper sentences.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary.
BA SEM-5	H-9	Introduction to classical Chinese poetry	Reading poems of renowned Chinese poets as libai, Qu Yuan, Dufu	Understanding Chinese culture and essence of the same through Chinese poetry
	H-10	Translation and composition -I	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) paragraph of from news article, sentence structure of Chinese sentences used in news paper sentences, essay writing.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increased vocabulary. Able to write short essays on different topics in Chinese.
	H-11	Business Chinese	Learning corporate Chinese, terminologies and sentences used in	Develop skill and efficiency of Chinese language used in corporate and business houses. Make the candidate

## OBJECTIVES AND OUTCOMES

			corporate and business.	ready for corporate and business houses.
	H-12	Master pieces of ancient Chinese prose -I	Selected readings from the analects and other classical documents	Basic understanding of Chinese classics.
BA SEM-6	H-13	Comprehensive Introduction to China	Brief reading of china's history and geography	Introduce with Chinese history and other aspects of china as a nation
	H-14	Translation and Composition -II	Understanding Chinese grammar, translation (Ch-Eng & Eng-Ch) paragraph of from news article, sentence structure of Chinese sentences used in news paper sentences, essay writing.	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increase vocabulary and terminology
	H-15	Conversation Chinese	Text and audio classes, reading and listening of contents of contemporary issues.	Improving listening capability of the student and understanding.
	H-16	Master pieces of ancient Chinese prose -II	Selected readings from the analects and other classical documents	Basic understanding of Chinese classics.

### **M.A. in Chinese**

MA SEM-1	A-1	Advance level of Translation and Comprehension	Translation and analysis of Chinese text and news paper documents	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increase vocabulary.
	A-2	Introduction to Chinese	Reading of literary works of	Have knowledge of ancient Chinese literature

**OBJECTIVES AND OUTCOMES**

		ancient literature-I	Pre Qin to Ming dynasty	
	A-3	Selected readings from Chinese literature	Reading of zhao shuli's work..	Have an understanding of contemporary Chinese literature
	A-4	Readings from Buddhist literature in Chinese -I	Selected readings from the analects and other classical documents, works of Confucius Mencius and other scholars.	Understanding of Chinese classics and values of China
MA SEM-2	A-5	Advance level of Translation and Composition	Translation and analysis of Chinese text and news paper documents	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increase vocabulary and terminology
	A-6	Modern and Contemporary Chinese Literature	Reading of works of Lu Xun , Guomoruo, Mao Dun.	Knowledge about pioneers of modern Chinese literature and significance of their literary works.
	A-7	Introduction of modern and Contemporary representative China's authors.	Introduction of contemporary Chinese writers	Knowledge about contemporary Chinese literature and significance of their literary works
	A-8	Readings from Buddhist literature in Chinese-II	Selected readings from the analects and other classical documents, works of Confucius Mencius and other scholars.	Understanding of Chinese classics and values of China
MA SEM-3	A-9	India china political and cultural interaction in	China and India after independence and liberation , development	Understanding China and India after independence and liberation , development plans

## OBJECTIVES AND OUTCOMES

		the post colonial period	plans and socio political scenario	and socio political scenario
	A-10	History of Modern China	Introduction to history of modern china and its discourse	Understanding Chinese modern history and its discourse.
	A-11	Translation of political documents of China –I	Translation and analysis of Chinese text and news paper document and work report of NPC	Able to translate (Ch-Eng & Eng-Ch) of basic Chinese news paper sentences, increase vocabulary.
	A-12	Development of New China under Chairman Mao	Mao as a leader in new China and his policies for china development	Understand Mao as a leader in new China and his policies for china development
MA SEM-4	A-13	China's relation with south Asian sub continent in the post colonial period	China's relation with India , Pakistan and Bangladesh	Understanding chinese foreign policy and its relation with India , Pakistan and Bangladesh
	A-14	Readings in ancient Literature in Buddhism	Selected readings from the analects and other classical documents, works of Confucius Mencius and other scholars.	Understanding of Chinese classics and values of China
	A-16	Development of China in the reform and opening up period.	Deng xiao ping as leader , china's open door policy and implementation	Understanding the socio political scenario of china during the reform and opening up period.

### PhD Course work in Chinese

PhD Course work SEM-I	Course No. I	Research Methodology	Methodology and Techniques, basic characteristics and procedures of research.	Make the researcher have an understanding of textual method, survey of research and modern trends to facilitate the
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**OBJECTIVES AND OUTCOMES**

				formulation and quantitative research.
	Course No. II	<p>Elective Course</p> <p>a. Comparative study of Indian and Chinese Philosophy Six systems &amp; Indian Philosophy.</p> <p>b. Comparative study of Contemporary India &amp; Chinese development</p> <p>c. History of Buddhism in China.</p> <p>d. Comparative study of Indian and Chinese society and culture</p> <p>e. History of Chinese Language &amp; Literature</p>	<p>Provide course material based on the elected subject.</p> <p>Gathering research base knowledge of the said course</p>	<p>Research base study on that particular topic, gathering knowledge on concerned subject and develop capability of research based study.</p>
SEM-II	Course No. III	<p>Review of published Research work in the relevant field of research and written presentation of a synopsis on the proposed area/ title of research.</p>		

**Center for Modern European Languages, Literatures and Culture Studies**

**B.A. (Honours) in French/German/Italian/Russian (2015-2016)**

## OBJECTIVES AND OUTCOMES

### **BA Hons. in French/German/Italian/Russian (Semester I):**

**Course-I, Part I: Specialized Study of Language (I).** Objective: acquiring basic idea of language structure and basic communicative skills.

Learning Outcome: Ability to communicate in typical situations of everyday life, Level A1.

**Course-III, Part 1: History, Culture, Philosophies and Ideas of Europe (I):** From Antiquity to Middle Ages. Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester II):**

**Course-I, Part II: Structural Study of Language (II).** Objective: acquiring basic idea of language structure and basic communicative skills at intermediate level.

Learning Outcome: Ability to read and comprehend texts in various registers of language, complex communicative skills in typical situations of everyday life, Level A2.

**Course-III, Part 2: History, Culture, Philosophies and Ideas of Europe (I):** From Middle Ages to Reformation. Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester III):**

**Course-II, Part I: Structural Study of Language (I).** Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B1.

**Course-IV, Part 1: History, Culture, Philosophies and Ideas of Europe (II):** From Reformation to Enlightenment. Objective: Initiation into basic social, political and cultural history of Europe in the stated period. Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester IV):**

**Course-II, Part II: Structural Study of Language (II).** Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material

(videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B2.

**Course-IV, Part 2: History, Culture, Philosophies and Ideas of Europe (II):** From Enlightenment to Present Day. Objective: Initiation into basic social, political and cultural history of Europe in the stated period. Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

**BA Hons. in French/German/Italian/Russian (Semester V):**

**Course-V, Part 1: Advanced Study of Language (I).** Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics.

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

**Course-VI, Part 1: Translation Theories and Practice (I).** Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

**Course-VII, Part 1: History of Literature (I).** Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Middle Ages to Neo-Classical / (German) Enlightenment to Romanticism / (Italian) Middle Ages to Reformation / (Russian) 19<sup>th</sup> Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

**Course-VIII, Part 1: Specialized Study of Authors (I):** Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts..

**BA Hons. in French/German/Italian/Russian (Semester VI):**

**Course-V, Part 2: Advanced Study of Language (II).** Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics.

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

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**Course-VI, Part 2: Translation Theories and Practice (II).** Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

**Course-VII, Part 2: History of Literature (II).** Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17<sup>th</sup> Century to Present Day / (Russian) 20<sup>th</sup> Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

**Course-VIII, Part 2: Specialized Study of Authors (II):** Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

### **BA Hons. in French/German/Italian/Russian (2016-2017)**

**BA Hons. in French/German/Italian/Russian (Semester I):  
Course-I, Part I: Specialized Study of Language (I).** Objective: acquiring basic idea of language structure and basic communicative skills.

Learning Outcome: Ability to communicate in typical situations of everyday life, Level A1.

**Course-III, Part 1: History, Culture, Philosophies and Ideas of Europe (I):** From Antiquity to Middle Ages. Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester II):**

**Course-I, Part II: Structural Study of Language (II).** Objective: acquiring basic idea of language structure and basic communicative skills at intermediate level.

Learning Outcome: Ability to read and comprehend texts in various registers of language, complex communicative skills in typical situations of everyday life, Level A2.

**Course-III, Part 2: History, Culture, Philosophies and Ideas of Europe (I):**



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From Middle Ages to Reformation. Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester III):**

**Course-II, Part I: Structural Study of Language (I).** Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B1.

### **Course-IV, Part 1: History, Culture, Philosophies and Ideas of Europe (II):**

From Reformation to Enlightenment. Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester IV):**

**Course-II, Part II: Structural Study of Language (II).** Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B2.

### **Course-IV, Part 2: History, Culture, Philosophies and Ideas of Europe (II):**

From Enlightenment to Present Day. Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

### **BA Hons. in French/German/Italian/Russian (Semester V):**

**Course-V, Part 1: Advanced Study of Language (I).** Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

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**Course-VI, Part 1: Translation Theories and Practice (I).** Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

**Course-VII, Part 1: History of Literature (I).** Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Middle Ages to Neo-Classical / (German) Enlightenment to Romanticism / (Italian) Middle Ages to Reformation / (Russian) 19<sup>th</sup> Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

**Course-VIII, Part 1: Specialized Study of Authors (I):** Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

**BA Hons. in French/German/Italian/Russian (Semester VI):**

**Course-V, Part 2: Advanced Study of Language (II).**

Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

**Course-VI, Part 2: Translation Theories and Practice (II).** Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

**Course-VII, Part 2: History of Literature (II).** Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17<sup>th</sup> Century to Present Day / (Russian) 20<sup>th</sup> Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

**Course-VIII, Part 2: Specialized Study of Authors (II):** Objective:

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Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

### **BA Hons. in French/German/Italian/Russian (Semester VI NON-CBCS Syllabus):**

**Course-V, Part 2: Advanced Study of Language (II).** Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

**Course-VI, Part 2: Translation Theories and Practice (II).** Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

**Course-VII, Part 2: History of Literature (II).** Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17<sup>th</sup> Century to Present Day / (Russian) 20<sup>th</sup> Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

**Course-VIII, Part 2: Specialized Study of Authors (II):** Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

### **MA in French: Semester I**

**Course I: Introduction to Linguistics.** Objective: Definition and objective of linguistics (Phonology, Morphology, Syntax etc.).

Learning outcome: As a learner of a foreign language, developing a critical insight into the science of language.

**Course II: Culture and Civilization (I): Middle Ages to Enlightenment.** Objective: Students are expected to get acquainted with geography and history of France through readings of texts pertaining to the history and cultural movements of France.

Learning outcome: Developing awareness about physical, historical and cultural context of various forms of art including literature.

**Course III: Introduction to Phonetics and Phonology of French.** Objective: Imparting detailed knowledge about phonological system of the French language including study of various elements of phonetics such as speech organs, air stream mechanism etc.

Learning outcome: Developing a scientific understanding of the acoustic production of speech and its relevance in the pedagogy of foreign language teaching.

**Course IV: Literature: Middle Ages to 18<sup>th</sup> Century (I).** Objective: Developing thorough acquaintance with history of French Literature across ages through close readings of texts to be chosen by the course coordinator.

Learning outcome: Identifying the correlation between socio-political history and literature as a cultural production.

### **Department of English**

#### **B. A. Honours in English under (CBCS)**

##### **I. Core Courses**

#### **Paper 1: Indian Classical Literature**

**Course Objectives:** The recommended syllabus familiarises entry-level students with the broad rubric of genres and themes embodied in ancient and classical Indian literature. The purpose is to allow them to connect literary and cultural developments beyond boundaries of single nations, cultures and languages. Given the essential porosity of all literature, art, knowledge and culture, it is important to give students exposure to the comparatist methodology right from the outset of the three-year Honours programme. Without understanding the traffic of ideas and motifs between continents, students will not arrive at a truly contemporary reading of world literature in the ancient and classical world of the West and the East.

**Learning Outcome:** Given that we make judicious use of the leverage given to departments for partial modification of the syllabus on the basis of existing areas of specialization and preference among teachers, we can vouch that students successfully completing this course will have gained a selective but in-depth understanding of the particularities of Indian literature and culture and its moorings in socio-political realities of those centuries. Parallely, it will certainly have groomed them in reading the different core papers both historically and relationally. The suggested reading ensures that due importance is given to framing the discussion of literary texts against the salient critical positions articulated by theorists and critics emerging from that time-period.

### **Paper 2: European Classical Literature**

**Course Objectives:** It was any way imperative to route an intensive reading in early, medieval and early modern British literature through ancient and classical Greco-Roman literature and culture. The broadly representative selection, along with the semester-to-semester revisions we make to break the monotony and to sync the selection with changing thrusts in subsequent papers, ensures that students probe intensively in patterns of thought, motifs and representational strategies. Class presentations in related subjects are encouraged to ensure independent and shared explorations beyond the texts designated for detailed study.

**Learning Outcome:** We would like to think that the course we design and then implement after revisions provides an optimal balance between broad historical overview and close textual explorations. Students move on from this course with a nuanced grounding in the remarkable maturity and modernity of classical literature and the classical underpinnings of much modern works and even contemporary writing today.

### **Paper 3: Indian Writing in English**

#### **Course Objectives:**

The course comprises a well-represented cluster of modern Indian classics of the twentieth century in poetry, prose and drama. The endeavour is give the students a solid grounding in the rich range of literatures produced at the cusp of the Indian mind and the English language; and to offer them insights into the processes through which the language of the colonizer was gradually assimilated into the horizon of expression by Indian writers anxious to embody the complexities of their encounter with modernity under foreign rule and afterwards.

**Learning Outcome:** At the end of the course, it is expected that students will have been able to configure the collectivity called Indian literature in English along with all its regional variations.

### **Paper 4: British Poetry and Drama: 14th to 17th Centuries**

**Course Objectives:** The course content spanning three centuries of British poetry and drama is meant to showcase the thematic and generic intersections between medieval and early modern British poetic and dramatic traditions. The background reading charts the necessary philosophical context in Renaissance perspectives on the human condition, with a view to annotating the thematic and rhetorical structures underlying individual literary exercises. We make sure that students

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laterally explore other works by the same writers through independent projects. The priority is laid upon using the texts as a platform for wide-ranging discussions in the key tenets of medieval and Renaissance literature.

**Learning Outcome:** It is believed that the student passing on from the course will have gained a reasonably secure toehold in a staggeringly varied corpus of literature that cannot be adequately represented within the limited purview of a semester syllabus. Students will also have learned to look beyond traditional historiographic labels and demarcations and recognized the fluidity of interactions and influences between successive centuries of literary practices even within national boundaries.

### **Paper 5: American Literature**

**Course Objectives:** The course is designed to accommodate milestones in the literary map of America from its inception to the present in the areas of poetry, prose fiction and drama alike. The selection is aimed to provide a base for demonstrating the broad historical trends in the representation of American culture in its literary works.

**Learning Outcome:** The completed course will have acquainted the student with landmark texts across the gamut of American literature and helped them locate in these texts key moments in America's journey of becoming as a nation.

### **Paper 6: Popular Literature**

**Course Objectives:** The course is intended to help students develop a critical understanding of the different constituent categories of writing within the broad rubric of popular literature and also learn to differentiate between popular literature and its alternative, i.e. canonical literature, using parameters theorized under Suggested Reading.

**Learning Outcome:** The syllabus can be expected to have introduced undergraduate students to notable texts in popular literature from across expatriate sub-continental cultures as well as from Britain with special reference to children's literature, detective fiction, subaltern literature and mainstream fiction.

### **Paper 7: British Poetry and Drama: 17th and 18th Centuries**

**Course Objectives:** This paper aims to pick up from the earlier paper concentrating on 14<sup>th</sup> to 16<sup>th</sup> century British Poetry and Drama. The chronological methodology of studying British literature in clusters of centuries as opposed to

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cultural historical labels means that writers from the early and the late seventeenth century are read alongside those from early and late eighteenth century. New alignments and influences emerge as a result of this approach. As the Suggested Reading will indicate, themes for theoretical overview include categories as excitingly variant as gender, women, religion, and market forces. This pattern, consistently followed in other papers as well, help merge literature studies with culture studies in an interdisciplinary pedagogy.

**Learning Outcomes:** The course is likely to educate students about the broad philosophical concerns of British literature in a period that was rich in polemics. The difficulty index of the texts taught as well as the suggested reading will have challenged students into engaging with dense material.

### **Paper 8: British Literature: 18th Century**

**Course Objectives:** This paper is essentially an adjunct or twin to its predecessor. In terms of its pedagogical format, it follows its predecessor in foregrounding continuities between the late seventeenth literature and writings across genres in the eighteenth century, i.e. between Restoration and pre-Romantic literatures.

**Learning Outcomes:** The student completing this course will have consolidated her grounding in seventeenth and eighteenth century literature and culture through two successive papers.

### **Paper 9: British Romantic Literature**

**Course Objectives:** The course is heavily invested in the most substantial segment of Romantic literature, namely poetry, covering all the major names. At the same time, it accommodates a seminal piece of prose fiction by a woman Romantic.

**Learning Outcome:** The course is expected to have groomed students in strategies of close engagement with Romantic poetry and Romantic critical theory.

1. William Blake 'The Lamb', 'The Chimney Sweeper' (from The Songs of Innocence and The Songs of Experience) 'The Tyger' (The Songs of Experience) 'Introduction' to The Songs of Innocence Robert Burns 'A Bard's Epitaph' 'Scots WhaHae'
2. William Wordsworth 'Tintern Abbey' 'Ode: Intimations of Immortality' Samuel Taylor Coleridge 'Kubla Khan' 'Dejection: An Ode'

### **Paper 10: British Literature: 19th Century**

## OBJECTIVES AND OUTCOMES

**Course Objectives:** This is a justifiably ambitious paper comprising a wide range of verse and prose classics from the long nineteenth century. The suggested reading indicates the felt necessity of balancing the literary content with landmark texts in seminal social, economic and political theory that have since shaped reading methodology in fundamental ways.

**Learning Outcome:** The course module will have given students a fair amount of exposure to a spectrum of nineteenth century texts and genres. In addition, it will have introduced students to the beginnings of Marxian and Darwinian thought.

**Course Objectives:** In this paper, the objective is to cover a cross-section of global women's writing from the late eighteenth century onwards, with a view to configuring the beginnings of the woman identity in literature and then tracing Indian ramifications of literature by women writers about the woman condition.

**Learning Outcome:** Students are expected to have gained intensive grounding in issues surrounding representation of the woman condition and the politics of women's writing.

### **Paper 12: British Literature: The Early 20th Century**

#### ***Course Objectives***

The syllabus is intended to provide students extensive textual grounding in major early twentieth century novelists and the two most significant poets. In addition, pioneering critical and theoretical works are also introduced in order that later critical and theoretical trends can be traced back to their origins.

**Learning Outcome:** Students are expected to have conceptualised Modernism and its multiple refractions from the carefully selected poetic and fictional texts. Additionally, they will have been taught to differentiate between twentieth century literature and Modernist writing.

### **Paper 13: Modern European Drama**

**Course Objectives:** This course is designed to introduce students focally to the major divergences in twentieth century developments in drama and theatrical practices with special reference to the Theatre of Ideas, Absurdist drama and Epic Theatre. Understandably, the cluster is pan-European in thrust and the texts are taught intensively in authoritative English translation.



**Learning Outcome:** The projections for the student successfully completing this paper are that she will have acquired a broad and in-depth knowledge of the salient trends in drama.

### **Paper 14: Postcolonial Literatures**

**Course Objectives:** In this module, the focus returns to non-British literatures of the world originating in erstwhile British colonies that have become classics in English translation.

**Learning Outcome:** As a concluding core paper, Postcolonial Literatures (in the plural) serves to bring the undergraduate course full circle in terms of addressing texts that 'write back' to British and European canonical and popular writings across centuries. Taken as a whole, the undergraduate syllabus for Honours in English is expected to leave the outgoing, final semester student with a well-rounded understanding of the specificities of British Literature even as its overlap with successive movements and moments in world literature is systematically traced and critically assessed.

## **II. Discipline Centric Electives (Any Four)**

### **Paper 5: Literary Theory**

**Course Objectives:** The purpose of this paper is to give mature undergraduate students a sound foundation in the five major theoretical schools that have had a formative influence on our reading and writing practices in the literature and culture studies disciplines.

**Learning Outcome:** Students of this paper will have been introduced to theoretical categories pertaining to the fundamental socio-economic and political conditions mediating the construction or production and circulation of literature.

### **Paper 6: Literary Criticism**

**Course Objectives:** This elective paper is projected to introduce undergraduate students majoring in literatures in English to seminal critics of poetry and literature who have helped define literary historiography from the Romantic period to the present.

**Learning Outcome:** Students completing this course will be well advised as to the major tenets of Romantic, Modernist, and New Critical theories, and also the rudiments of feminist criticism. In practice, students will have acquired the skills necessary for interpreting literary texts in the light of such critical positions and for citing critical texts thus used.

### **Paper 7: Science Fiction and Detective Literature**

**Course Objectives:** This paper is an optional adjunct of the core paper on Popular Literature. It offers more concentrated grounding in two branches of Popular Literature outlined in the title. For the sake of penetration, either of the two branches is studied. The selection here pertains to Detective Fiction begins with one of the earliest texts in detective fiction, from nineteenth century England, and ends with one from the present millennium set in India.

**Learning Outcome:** The paper is expected to make the student conversant with broad issues and concerns relating to the socio-political framework and narrative modalities of detective fiction.

### **Paper 8: Literature and Cinema**

**Course Objectives:** The exhaustive course content is meant for students to gain a serious grounding in the intersections between literature and cinema both theoretically and through close interpretation of word-texts and their cinematic adaptations. The content is duly balanced between mainstream Western genres and texts and those originating in India.

**Learning Outcome:** Students will have learned to inter-read between word texts and motion pictures using methodologies particular to the one or the other as well as shared ones. The list of additional suggested viewing will have given due exposure to students interested in trying out interpretative strategies on other canonical film-texts of India and the West.

### **Paper 11: Research Methodology**

**Course Objectives:** This crucial course proposes to groom undergraduate students in the modalities of research. As the course components enlisted here suggest, the objective is to take students through the entire trajectory of identifying a research problem, text and hypothesis to the actual writing of an article based on well-substantiated findings.

**Learning Outcome:** Students may be reasonably expected to have been trained empirically and theoretically in all aspects of research methodology pertaining to short projects leading onto the writing of a scholarly paper. They will have learned to distinguish between literary essays and academic articles and also to gauge the

differential nature of small research projects culminating in a single paper and larger dissertation projects.

**Paper 12: Travel Writing**

**Course Objectives:** This paper trains students in reading and critiquing a genre that has commanded considerable critical and theoretical attention lately. Travel writing as a mode of ethnographic research is one of the emerging areas of interdisciplinary research in the humanities. The selection is impressively broad-ranging and entails accounts of travel by early and established travel writers as well as by personages from other walks of life.

**Learning Outcome:** Students completing this course will have been acquired a fairly extensive overview of travel writing as a genre in world literature as a whole as also the methodological components pertinent to travel literature as an academic discipline.

**Department of English**

**B. A. (Undergraduate Course ) in English under CBCS**

**1. BA CBCS Ability Enhancement Compulsory Course (AECC) Semester I (July-December)**

**AECC: English Communication: English Communication**

**Course Objectives:** The purpose of this course is to introduce students to the theory, fundamentals, and tools of communication and to develop in them vital communication skills which are integral to personal, social, and professional interactions. Keeping in mind the context of rapid globalization and increasing recognition of social and cultural pluralities, the course hopes to address various means of communication: both verbal and non-verbal, through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc. The questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

**Learning Outcome:** It is hoped that at the end of this course, students will find a difference in their personal and professional interactions -such as in interviews, group discussions and office environments -and recognize the significance of clear and effective communication.

**2. BA CBCS Skill Enhancement Courses (SEC) Semester III (July-December)**

**SEC: Business Communication**

**Course Objectives:** The course aims to familiarize students with the nuances of business communication. Imparting correct strategies of business writing will necessitate introducing students to the organizational capacity of language along with an emphasis on the appropriate use of grammar, diction, and syntax, based on audience-specific purpose.

**Learning Outcome:** At the end of the course it is expected that the students will be well versed in the necessary communicative skills required to carry on professional negotiations with precision and clarity.

### **3. Skill Enhancement Course (SEC): Semester IV (January-June)**

#### **SEC: Introduction to Films/Cinema**

**Course Objectives:** The purpose of this course is to familiarize students with the role of film in society via an interdisciplinary approach. Students will be introduced to the history of international cinema and equipped with relevant theoretical approaches to read film as a cultural artefact by contextualising the interrelationship between thematic content, aesthetic choice, narrative strategies, and socio-political scenario.

**Learning Outcome:** At the end of the course students develop the skill to analyse film using theoretical tools **and** learn how film, both as a cultural text and an industry, is intimately intertwined with sociocultural and historical factors.

### **4. BA CBCS Generic Elective (GEC): Semester I (July-December)**

#### **GEC: Language, Literature and Culture**

**Course Objectives:** This course aims at increasing students' awareness of how language functions and some aspects of the languages that they speak or encounter in their daily lives, keeping in mind the global context and issues pertaining to the multilingual and multicultural nature of India. Furthermore, students will be made aware of significant formal and thematic features of the literature in Indian languages and trends in contemporary Indian culture, especially as they are reflected in the media.

**Learning Outcome:** At the end of the course it is expected that the student will have acquired knowledge of some basic aspects of language in general, a broad view of the languages and literatures of India, and an understanding of the values and assumptions underlying contemporary popular culture, with special reference to the media.

### **5. GEC: Contemporary India – Women & Empowerment: Semester II (January – June)**

**Course Objectives:** The purpose of this course is to make students aware of women's role in shaping modern India and of being shaped by it. This will largely be a historical account with focus on women's education, women and various professions, women and politics, and women and social reform. There will be selections from standard textbooks for courses on Women's Studies along with

selected fictional and non-fictional accounts by Indian women hailing from various strata of society.

**Learning Outcome:** At the end of the course students will be aware of the various ways in which women have contributed in shaping modern India, appreciate the role literature written by women plays in documenting their lived experience in relation to contemporary cultural milieu, and ultimately grasp the importance of understanding history and society via the intersection of gender, class, and caste.

### **6. GEC: Media and Communication Skills: Semester III (July-December)**

**Course Objectives:** The purpose of this course is to equip students with skills required to utilize media for effective communication. In an age that emphasizes technological advancement and globalization the significance of media is incontestable. Students will be introduced to the fundamentals of different branches of mass communication and made aware of the research aptitude required and ethics involved in the process of producing content for various media platforms.

**Learning Outcome:** At the end of this course, it is hoped that students will employ clear and effective communication in various kinds of media writing and understand the processes involved in the dissemination of information.

### **7. GEC: Academic Writing and Composition: Semester IV (January-June)**

**Course Objectives:** The course is an introduction to the fundamentals of academic writing and aims to equip students with the set of skills required for the purpose. Students will be given the opportunity to develop writing skills and be made aware of the research aptitude and critical thinking required for academic writing. Furthermore, students will be made aware of the process and ethics involved in research and be trained in putting forward their arguments in a clear and concise manner. The recommended readings are only suggestive- the students and teachers have the freedom to consult other materials on various units/topics that are a part of this course.

**Learning Outcome:** At the end of the course it is hope that students will understand and appreciate the process behind, develop critical thinking required, and acquire writing skills suited for academic writing.

## **MA in English (2017-19)**

### **Paper M 1.1 (Core): The Renaissance**

**Course Objectives:** This course engages with the development of the Renaissance primarily in England, though keeping in view the larger context of the Renaissance and Reformation movements both in the South and North of Europe, from the 15th to the early 17th century. The historical, socio-political, cultural, ideological implications involved will be explored through broad discussions of the "history of

ideas” of the period, with reference chiefly to English texts, selected across different genres (poetry, drama, prose).

**Learning Outcome:** The students are expected to develop an understanding of the European discursive milieu of the time, shaped by English as well as non-English discourses, for instance, Machiavelli’s political treatise on the ideal ‘prince’, or Pico della Mirandola’s discourse on the ‘dignity of man’, or Montaigne’s upholding of the notion of the ‘noble savage’). They will also learn to locate the literary texts in the larger European literary and non-literary context.

### **Paper M 1.2 (Core): Literature of the Enlightenment**

**Course Objectives:** This course attempts to trace the major ideas articulated by the European Enlightenment and trace its representation in the English literature of the Long Eighteenth century. It will engage with the History of Ideas of the time drawing upon the works of John Milton, Thomas Hobbes, Rene Descartes, John Locke, David Hume, Adam Smith and Immanuel Kant. Then it would explore the implications of such ideas for English literary works of the time, like those by Alexander Pope, John Gay, Jonathan Swift and Henry Fielding,

**Learning Outcome:** Through this course, the students, it is hoped, will gain an in-depth understanding of seminal issues like Enlightenment and the discourse of Reason, Enlightenment and Political Society, Enlightenment and the question of Freedom, Enlightenment and the discourse of Sensibility, Enlightenment and questions of Slavery, Women and the Enlightenment, among others. They would also learn to appreciate the shaping influence of many of these ideas on their own modern Indian existence.

### **Paper M 2.1 (Core): The Long Nineteenth Century Literature**

**Course Objectives:** In this course students will be introduced to the political, sociological, and cultural phenomena like the French Revolution and the Industrial Revolution that shaped life and literature in England in the nineteenth-century. We shall look into the immediate socio-cultural and literary consequences of these revolutions including the advent of Romanticism and the restructuring of the society in the industrial era.

**Learning Outcome:** Through this course, the students will develop a fair bit of understanding of the long-term effects that had made it possible for radical Romantic ideas, mid-nineteenth century complacency about imperial and industrial achievements, as well as a reaction to this inertia later in the century, all to exist in the same age. Divided into two parts, dedicated to history of ideas and texts representing different genres and phases respectively, the course will

help students to locate the literary texts of the time within the developing discourse of modernity.

### **Paper M 2.2 (Core): Twentieth Century Literature**

**Course Objectives:** The course seeks to engage with the emergent culture of modernism and postmodernism through an intense reading of some of the groundbreaking philosophical, psychoanalytical, and artistic texts of the time. It aims at acquainting students with the radically experimental aesthetic and political culture of Europe, in particular England, in the twentieth century. A parallel reading of great thinkers like Karl Marx, Sigmund Freud and Friedrich Nietzsche, of movements like Symbolism, Impressionism, Imagism and Futurism, and literary texts produced by authors like D. H. Lawrence, James Joyce, Virginia Woolf, T. S. Eliot, W. B. Yeats and so on, would introduce the students to the complex literary milieu of the twentieth century England.

**Learning Outcome:** The students, we hope and believe, will learn to appreciate the continuing influence of the great nineteenth century shaping factors as well as the emergent twentieth century trends on the art, literature and culture of the period concerned. Through an engagement with the increasingly interdisciplinary artistic culture of the time, not only would they gain an understanding of the functioning of the complex culture of modernism, they will also learn to appreciate the ensuing postmodern culture of late Capitalism that started to invade the entire world since the 1960s.

### **Paper M 2.3 (Core): Rabindranath Tagore**

**Course Objectives:** The course would engage with the literary and non-literary work of Rabindranath Tagore, with reference to the discourse of Bengal Renaissance and the colonial and postcolonial material-ideational universe that shaped his context. The initial focus will be on the nodal points in the life and times of Tagore, including his politics, his engagement with Bangla Literature and creative-philosophical interaction with the West, his idea of Visva-Bharati and so on. Discussions will range from his involvement with the cooperative movements to his 'modernist' experiments in painting and music.

**Learning Outcome:** It is expected that students would receive from this course a broad picture of Tagore the polymath, the polemicist, the activist and the multi-faceted artist. They would learn about the philosopher-intellectual's contribution towards the formation of modern Bengali and Indian identity, and thus would appreciate the relevance of his ideas in the contemporary Indian context.

### **Paper M 3.1 (Core): Literary Criticism**

**Course Objectives:** This course offers an introduction to Literary Criticism that pre-dates the advent of 'Literary Theory,' comprising nevertheless 'theories' or 'schools' of criticism such as the 'mimetic,' 'didactic,' or 'expressive.' Writers and their work appear here as part of a historical scheme since thematically some of

the writings tend necessarily to overlap. The course would introduce students to a range of seminal critical works in the West to showcase their applicational relevance to literary works even today, in the age of 'High literary Theory.'

**Learning Outcome:** The students would receive an understanding of a range of Western critical positions from this course. From Classical theorists like Plato, Aristotle, Horace or Longinus and Renaissance critics like Philip Sidney who emphasizing the relations between the literary work and the universe advocate the theory of mimesis, to the neo-classical criticism of Dryden and Johnson who, however, opened up ideas of propriety and decorum and helped prepare the ground for the Romantic revolution, they would be taken through a long conceptual history. They will also receive a fair introduction to the critical contributions of people like William Wordsworth, S. T. Coleridge, Matthew Arnold, Walter Pater, T. S. Eliot and F.R Leavis.

### **Paper M 3.2 (Core): American Literature**

**Course Objectives:** The course seeks to introduce to students the rich history and development of American literature of more than two hundred years. From the revolutionary period of the late-eighteenth century, when the first novels in the tradition were published, through the phases of Romanticism, Realism, Naturalism and Modernism to the present, American Literature has gone through certain radical shifts which it would engage with. In the process, the course would keep referring to the shaping influence of various socio-political-economic-religious movements that shaped the modern American identity.

**Learning Outcome:** After going through the Course, the students should have a grasp over the history of emergence of modern American identity. They should be able to read and analyse American novels, poetry and dramas through the prism of this development. It is expected that this course would equip them to understand the parallels and differences between the histories of evolution of American literature on the one hand and European English literature on the other.

### **Paper M 4.1 (Core): Literary Theory I**

**Course Objectives:** The course will be based upon texts, themes and major schools and positions which may or may not be reflected in the texts prescribed for detailed studies. As many basic theoretical premises may be scattered through authors, proponents and texts, it is impossible to capture all nuances and approaches within the framework of the semester system. Students are encouraged to read beyond the texts prescribed for primary reading in the syllabi. The schools of literary theory that would be taken up for special discussion in this course are Marxism, Psychoanalysis, Structuralism and Poststructuralism.

**Learning Outcome:** It is expected that after going through this course the students will be closely acquainted with the basic tenets of various theoretical schools that cropped up in Europe and America during the 1960s and after. Doing that would also encourage them to revisit and explore certain seminal



philosophical traditions existing in Europe since the Enlightenment. The course hopes to equip them to re-read cultural texts from novel and diverse perspectives.

### **Paper M 4.2 (Core): Literary Theory II**

**Course Objectives:** The course would take up for intensive exploration some of the major theoretical schools, namely Reader Response Theory, Postmodernism, Gender Studies and Ecocriticism, some of which are pretty recent intellectual developments. It would seek to acquaint students with the context, history and implications of their development. At the same time, the internal variations and theoretical debates within each of these traditions would be dealt with in detail.

**Learning Outcome:** The course will help students contextualize literary theories and understand that they are specific products of certain historical-ideological histories. They would also learn to read and reread texts and sign-systems from diverse theoretical perspectives. The course would enable students to gain insights into the politics of their own everyday existence and thus acquire greater agency over their life.

### **Paper M 4.3 (Core): Postcolonial Literature**

**Course Objectives:** The course seeks to engage with the now established but much contentious domain of postcolonial literature through reading of theoretical and literary texts in English, in translation as well as—in a few cases—in their non-English original. Since there are several backgrounds and cultures that went through the experience of colonialism, it would be our endeavour to introduce the students to representative texts from as many traditions as possible. In the process, the course would also deal with the internal variations within this plural postcolonial culture, so as to avoid the pitfall of cultural homogenization.

**Learning Outcome:** It is expected that the course will enable students to understand the positive and negative impacts of colonialism on various cultures across the world, including their own. They will develop an understanding of the birth and genesis of their own identity which is a product of cultural exchange and assimilation through colonial experience. Reading of texts from various cultures would not only help them to identify their own similarities and dissimilarities of experience with different cultures, but also to understand the politics of inter-connection between language, history and being.

### **Optional Papers**

#### **M. Op. 2: Indian Fiction in English**

**Course Objectives:** The course aims to familiarize students with the various facets, nuances associated with Indian fictions written in English spanning across a trajectory of time period beginning from the conceptualization of thoughts about the need to break free from overarching English language controlled by western colonial modernity. Through the choice of fictions the course would like to address issues like why certain episodes of Indian history did not get "historicized," what were the politics involved therein? The course would exemplify why English language has a plural identity in a postcolonial world? And that it is necessary to shun the influence of a standardized, homogenized English language the vocabulary of which is delimited and impregnated with colonial experiences of subjugation.

**Learning Outcome:** The course would enrich the existing plethora of subjects like postcolonial literature and subaltern studies which are offered as part of core courses. It would enable the students to form ideas about why English language needs to be "Indianised." The course would attempt to foster opinions regarding how we can think in English having retained our cultural, social, political identity as Indians. The course would introduce the students to diverse array of thoughts specific to the subject which would further initiate them into the fields of research work.

### **M. Op. 9: Literature and War**

**Course Objectives:** This course with a pan-continental approach would attempt to decipher the impact of wars upon our society and culture. The course will cut across temporal barriers to project upon similar as well as unique experiences gathered by people during different periods of war time crisis. Assortments of songs, movies, graphic novels have been compiled along with seminal war time literary texts to be taught as part of this course. The course module would focus upon human emotions and upheaval relevant to wars and its aftermath.

**Learning Outcome:** Students will learn how our societal pattern changes with the ravages caused by wars. How wars deeply, often permanently affect the human psyche, the traits of which are subsequently carried forward by our genes over generations. The course would also analyse how certain inevitable cultural exchanges during wars transgress spatial barriers, dissolve the concept of imaginary borders and often unite people on the ground of empathy and suffering.

### **M. Op. 13: Gender and Sexuality in Literature and Films**

**Course Objectives:** The course would theorise how sexuality is controlled, repressed and contained in a society. Particular focus would be laid upon the fact how gender is performed and often culturally inscribed. The students would get a thorough understanding of how homosexual identity is asserted by transgressing

stereotypical notions about gender. The course would like to address issues regarding the mind, body dichotomy which plays prominent roles in asserting or questioning gender based identities.

**Learning Outcome:** Students would be sensitised about the aspect of gender and sexuality with special focus upon same sex desire. Films as medium of popular culture would help them to understand how problematic and relevant the aspect of homosexuality is in contemporary society. Films chosen as part of this course would provide a historiography of the struggle and resilience which followed in order to assert one's homosexual identity. Moreover students would also acquire knowledge about how literary texts are adapted into films.

### **M. Op. 18: Canadian Literature: An Overview**

**Course Objectives:** The objective of this course is to make the students aware of how Canadian literature fits into the postcolonial discourse. Historically, stress would be laid on how Canada was drained of its natural, ecological resources because of repeated imperial invasions. Students would learn how incidents of looting, plundering, homicide led to mass extermination of the indigenous tribes in Canada. Through the work of Canadian authors students would be acquainted with how despite marginalization writers were struggling to reclaim their past heritage, indigenous cultural identity untainted by the impact of colonization and imperialism. Then finally the course would engage with the ambiguous question whether at all is it possible to get hold over a pure past or is it just elusive?

**Learning Outcome:** The course would enrich the students' existing knowledge on post colonial literature. It would enable them to pursue further research work in this field of studies. This course would widen their understanding of ethnography, aboriginal literature, oral literature and so on. The students would realize why the aforementioned fields happen to be important components of post colonial studies. The course has been designed in such a way that it would help the students to form ideas about the newly emerging domain of eco-criticism.

### **M. Op. 52: Literature of the Absurd**

**Course Objectives:** This course offers scope for a thorough understanding of the Theatre of the Absurd in its international dimensions by focusing on relevant background documents and manifestos, on texts ranging from the 1940s to the 1970s (in English translation) and on critical material offering informed perspectives on Absurd Theatre. The course will normally combine lectures and discussion, with a greater emphasis on classroom discussion. The instructor will explain many of the technical aspects of drama and provide historical background to the texts where necessary.

**Learning Outcome:** Students will learn about drama's ability to express the deepest and most complex feelings pertaining to human beings as individuals, family members, and as members of society. The students will also learn about the role of the body during performance. How perhaps does drama imbue the body

with agency and enable a process of liberation by questioning the societal repression that prioritize the mind over body?

### **M. Op. 6: Spy Thrillers**

**Course Objectives:** This course would attempt to analyse the assistance provided by spies during various historical epochs with special focus upon the war years. The course would provide a historiography of the emerging trends of espionage literature. It would engage in dialogues like how civilians usually view the spies? How is the idea of the nation imagined by the spies? Is it just patriotism which inspires them take up this profession or is there an underlying picaresque zest for adventure which perhaps compels them to take up the job? The course would also project upon how and why travelogues are generally used as important tropes in the literature of espionage. Finally the course would engage in discussion about how the notion of masculinity got circulated through the spy thrillers? What were the scopes and limitations for the portrayal of women spies in such thrillers?

**Learning Outcome:** Having completed the course the students would have gathered sufficient knowledge about espionage literature. They would be able to pursue further research work in this field of study. Espionage literature would specially help them to understand mollycoddled perspectives regarding the history and literature of wars in detail.

### **M. Op. 24: Travel Writing (Indian Travel Writings)**

**Course Objectives:** Occupying the space between fact and fiction, travel narratives expose cultural fault lines and reveal the changing desires and anxieties of both the traveller and the reader. Written in different forms like diaries, tracts, and memoirs, travel writing is very protean in form. Travel writing, as centrally concerned with the structured representation of identity and difference has focused on issues such as individual subjectivity; national and other identities; representations, knowledge and power; genre and authority; imaginative geographies. This course offers readings in different kinds of travel narratives from India, written both in English and the Bhasha literatures.

**Learning Outcome:** It will explore the ways in which travel writing has defined, reflected, or constructed Indian responses to issues of colonialism, gender and postmodernity. The initial section of the course will explore the theory of travel writing through critical texts and key words, while certain texts will subsequently be studied in detail.

### **M.Op.27: Literature and Environment**

**Course Objectives:** Ecocriticism has a comparatively short history of about four decades, formally, as a critical approach to literary studies. The course would analyse how consciousness of various environmental and ecological issues has

found representations in literature since the ancient period? How is this phenomenon being evaluated ecocritically today? Though the theorization of ecocriticism has taken place primarily in the West the course would attempt to offer the students an understanding of ecocriticism from postcolonial perspective.

**Learning Outcome:** The students will be able to get a grasp over the theory of ecocriticism from a holistic perspective. It would help them to utilise the framework of ecocriticism in order to analyse and interpret certain strands of feminist theory. This course would practically offer the scope for students to understand how they can use a literary tool like ecocriticism to analyse certain pertinent novels.

### **M. Op. 53: Women & Literature/Literature by Women (Victorian Women Authors)**

**Course Objectives:** This course would engage with the works of lesser known Victorian women authors. Women authors take on the idea of British colonial expansion would be studied. How the suffragists were fighting for their voting rights in Victorian England will be discussed with the help of a play. How women in Victorian England were exploring the notion of same sex desire will be elaborated through certain short stories and poems prescribed as part of this course. The poems selected would point at how women in Victorian England were celebrating domestic love and filial bonding, how they were raising voices against social malpractices. The course would also project upon how the women were contesting prevalent Victorian taboos about the fallen women. Some women in Victorian England were well versed at contemporary scientific theories this issue will be discussed through poems in which the women were directly referring to ideas promulgated by Darwin.

**Learning Outcome:** This course would provide diverse scope for understanding the condition of women in Victorian England. Despite the pressure imposed by the forces of patriarchy women were carving out a niche for themselves. The students would learn how women in Victorian England through the medium of writing were exploring freedom, asserting agency and were questioning the shackles imposed by the norms of Victorian morality.

### **M. Op. 58: Literature of the Uncanny**

**Course Objective:** The British Empire's encounter with the colonial other generated fear, anxiety which often got projected in the uncanny tales about India written by the British. The course would highlight how the fear of reverse colonization loomed large in such works of fiction. How through these works the British ended up shattering and questioning the principles of Enlightenment rationality upon which the Empire was founded. The course would also bring to the attention of the students how strange objects, charms, talisman from the East (in this context India) enabled the British to satiate their repressed desires which the standards of Victorian morality had vigorously curtailed.

**Learning Outcome:** This course would enable the students to understand the politics of repression in Victorian England. How memsahibs who accompanied their husbands to India during British rule were able to explore freedom and assert agency through the writing of uncanny tales based in India. This course would help students to grasp how the fear about the end of British rule got projected in those uncanny tales, and how such tales were imbued with racism and highlighted the superiority of the British.

### **M. Op. 54: Dalit Literature**

**Course Objective:** This course will aim at providing an overview of the nuanced perspectives discerned in Dalit literature. With the help of a brief historiography, students will be sensitized regarding the evolution of consciousness about caste based discrimination and the establishment of the policies of reservation in various social sectors. We will try to understand how caste oppression leads to social and economic backwardness. Interrelationships and the intersections between class, caste, gender will be studied to understand and raise questions about the diverse nature of oppression faced by the Dalits. Geopolitical aspects, the notion of religion (for example the question of Dalit Muslims) and the Adivasi agenda will be analysed to comprehend the plural dimensions prevalent in dalit literature. Cross generic texts (some of them are contemporary and can be classified as popular literature) have been selected to understand the manner in which the Dalits have expressed themselves through multiple alternative mediums.

**Learning Outcome:** The course will engage in understanding whether a definition of the term 'Dalit' is possible at all. Who are considered 'Dalits'? We will observe how over the time the term Dalit has been appropriated, politicized and stereotyped in several ways. We will try to understand why some thinkers consider the term Dalit to be derogatory.

### **M. Op. 57: Literature and the City**

**Course Objective:** The thrust area of the course is on the manner in which the city of Kolkata got represented in various literary texts. The course would trace the wider trajectory beginning from the type of historical fiction about Calcutta which got circulated during the British Raj to the depiction of the city in the age of globalization. Perception of the city from the viewpoint of the child, the flaneur, the poet, the singer will be studied to understand how a city is imagined, impregnated with meanings and constructed out of multiple layers of narratives. The course would further enrich the domain of postcolonial studies.

**Learning Outcome:** The students would be able to analyse the relationship between literature and city. They will understand how culturally, often through the mode of popular literature the process of urbanization is brought forth. Students will learn how literature about city lead to the birth of fluid spatiotemporal zones which often overlap, gets distinguished, dissolve at will and at times end up feeding into the project of nostalgia. The course has been designed in such a way that it would channelize the students' research potentials.

### **M. Op. 50: Non-fictional Prose Writing**

**Course Objectives:** The objective of this course is to convey how the idea of nationalism, self rule or the concept of "swaraj" emerged in the Indian context as resistance to British colonial oppression. This notion will be explored through the choice of non-fictional prose by writers who were mainly writing during the period of India's struggle for freedom from British rule. This course would familiarize the students with how writers like Aurobindo, Vivekananda were cultivating notions of Indian masculinity contesting the British stereotype of the effeminate, physically weak Bengali men. The course would also focus upon how the trope of religion was being used by writers to glorify Indian civilization.

**Learning Outcome:** This course would enrich the understanding of postcolonial literature specifically rooted to the Indian context. It would further motivate the students to enhance their research skills.

### **M. Op. 26: Children's Literature**

**Course Objectives:** This course would explore the cultural ramifications of children's literature in England during the late-nineteenth-early-twentieth century, the heyday of the genre in that culture. Special focus will be on the culture of production, dissemination and reception of children's texts implicated in the contemporary discursive milieu. It would provide the students with an overview of the political, ideological and aesthetic discourses prevalent in that period and understand their vital connections with the world of children's literature. The ways in which discourses on race, gender and class shaped modes of representation, foregrounding and silencing in the genre, and the ways space was created for voices of resistance to function within literary texts, would be discussed in detail.

**Learning Outcome:** On having completed the course the students will have attained a fair bit of understanding about Victorian society, culture and politics centering on the project of British nation-building. They would learn to appreciate how constructions of various 'others'-- class, gender and racial-- was central to this collective project. The students would also get to learn how cultural exchanges in the colonies added extra edge and diversified the genre of children's literature prevalent in Victorian England.

### **M. Op. 50: Indian English Poetry**

**Course Objectives:** This course would provide an overview of Indian English poetry traversing the time zone from India's struggle for freedom from British rule to contemporary Indian context. How the idea of the Indian nation developed and got profusely circulated through poetry would be the major highlight of this course. Wide array of texts have been selected to focus upon how Indian writers through the mode of poetry contested British colonial oppression. The urge to develop an authentic Indian identity specific to the cultural, political experiences as Indians would be the focus of this course.

**Learning Outcome:** This course would add on to the existing plethora of postcolonial literature and would enable the students to get a transparent notion

about how Indian struggle for independence from British rule happened to be a major portion of Indian literature in English.

**M.Phil in English**

**First Semester: Two courses – 1.0 compulsory & one from 2.1/2.2 (Literary Theory)**

**Course No. 1.0: (8 credits/100 marks): Compulsory**

***Research Methodology and Techniques***

**Course objective:** The students should have a wide awareness of the various methods and techniques of conducting research. They would also be introduced to the ethical aspect of research in an age of information explosion.

**Learning outcome:** After doing this course, the students will have gained an understanding of the domain of independent research. They would have acquired the skill of conceptualising a hypothesis, following which they would move on to apply various research techniques to confidently pursue their interrogation.

**Course No. 2.1: (8 credits/100 marks): Elective course (selections from the following)**

***Literary Theory I: Language & the Mind***

**Course objectives:** The researchers would be taught to study the programmed employment of language by writers far more incisively. The course aims at foregrounding the centrality of language and semantics in a substantial body modern literary theory as crucial to representation, and selfhood. The interrelationships between the world outside, the human subject and the work of art, the course would seek to establish, are mediated through language in the inner sanctum of human psyche.

**Learning outcome:** The researchers will have benefitted from the rich treasure of theories produced by thinkers hailing from different corners of the world. They would learn to question any easy and simplistic assumption about the nature of artistic creativity and of the meaning-making exercise. The result should be a vigorous questioning on their part of the students of the matrix of signifiers that we continuously negotiate to exist in our societies.

**Course No. 2.2: (8 credits/100 marks): Elective course (selections from the following)**



***Literary Theory II: Histories & Politics***

**Course objectives:** The definitions of history and politics have undergone sea-change over the years. The objective of the present course is to further sensitize the students to the unavoidable reality of the human subject and her knowledge being shaped by an intricate network of power-plays. A critical awareness of the discursive functioning of innumerable centers of power and various kinds of identity politics leaving their marks upon the fields of art and literature is what the course would aim at developing.

**Learning outcome:** As members of the society, it is expected, the students would be able to grapple with and question the functioning of social registers and various political forces not only in the world of art and aesthetics, but also in actual lived life. Not only would they emerge as critically aware readers, but also they would develop the skill of living life more meaningfully.

**Second Semester: Two courses – One each from clusters 3.1/3.2/3.3 and clusters 4.1/4.2/4.3 based on genres**

**Course No. III: Elective Course (8 credits/100 marks)**

***Course No.3.1 Theories of Fiction/Novel – Historical Perspectives***

**Course objectives:** The students should receive comprehensive information about the history and evolution of the genre of fiction, from the time of its emergence in the Enlightenment Europe to its multifaceted development all over the world till date. An examination of the local cultural experiences that impacted the novel form would help them locate the heterogeneous histories of the novel in their plural contexts.

**Learning outcome:** The students will have received a thorough grounding in the chronological development of the novel form and its diverse spatial and cultural formations. This will, in turn, help them understand the nature of aesthetic, historical and cultural transactions between different cultures all over the globe—European, North and South American, Indian and African and so on.

***Course No.3.2 Theories of Poetry – Historical Perspectives***

## OBJECTIVES AND OUTCOMES

**Course objectives:** The phases of development undergone by the genre of poetry from the beginnings to the present day constitute the history of the creative uses of language aimed at communication of emotion. The present course would introduce the students to a detailed outline of the history of evolution of English poetry, tracing its history back to the European classical context and its various incarnations right up to the twentieth century.

**Learning outcome:** Having gone through this course, the students will have acquired a clear picture of the developments of British poetry. This would include a thorough understanding of the interrelation between the world of poetry and the socio-political-cultural discourses at work at various places and times in this long tradition.

### **Course No.3.3 Theories of Drama – Historical Perspectives**

**Course objectives:** A detailed discussion of the birth, genesis and evolution of the genre of drama taking place in several cultural contexts would be undertaken in this paper. A special emphasis will be given on the European and Indian theatrical developments in particular.

**Learning outcome:** After doing the course, it is expected, the students should acquire a vision of the historical developments of theatre in many parts of the world. They would thus be able to locate their own projects within the large schema of things accordingly.

### **Course No. IV: Elective Course (to be chosen/opted for from among several courses) (8 credits/100 marks)**

#### **Course No.4.1 Theories of Fiction/Novel – Theoretical Perspectives**

**Course objectives:** The students of this course would be introduced to a range of theories of fiction produced primarily, but not exclusively, by Euro-American literary and philosophical thinkers in the twentieth century. A course on the theoretical perspectives would enable them to explore the various themes, forms, styles and techniques adopted by authors from rigorously critical perspectives.

**Learning outcome:** The researchers will have become more sensitive to the relationship between aesthetics and politics present in the world of texts. They would develop an understanding of the ways in which social, political, economic, philosophical and other cultural experiences leave their imprints in the world of fiction.

#### **Course No.4.2 Theories of Poetry – Theoretical Perspectives**

**Course objectives:** The students would be encouraged to look at poetry not merely as 'spontaneous overflow of powerful feelings,' but as more rationally conducted mediations of experiences. Through a rigorous exploration of the relationship between generic conventions, linguistic practices, formal maneuvers and their relationship with the larger field of cultural signification, the course would try and develop in them a critical poetry-reading acumen.

**Learning outcome:** The course, it is hoped and believed, will have helped students to approach poetry from a more rational and objective perspective. This would also enable them to explore the evolving position of the subject in society as well as the world of poetic representation.

### ***Course No.4.3 Theories of Drama – Theoretical Perspectives***

**Course objectives:** In this course students will receive training in the understanding, appreciation, and criticism of drama. The course would introduce students to the various theoretical perspectives available on drama and theatre as literary and performative genres in Europe, India and elsewhere.

**Learning outcome:** This course will have enabled students to develop a theoretical understanding of various aspects of drama as literary and performance text, namely action, character, stage, representation and so on. They will gain a grounding on the experimental achievements of several theatre practitioners and thinkers and would be in a better position to understand the transaction between the aesthetics and politics of theatre.

## **Ph.D. in English**

### **Coursework for Ph. D**

**2019-20**

### **First Semester**

### **Course No. I: (8 credits/100 marks): Compulsory**

#### ***Research Methodology and Techniques***

**Course objectives:** The students should have a wide awareness of the various methods and techniques of conducting research. They would also be introduced to the ethical aspect of research in an age of information explosion.

**Learning outcome:** After doing this course, the students will have gained an understanding of the domain of independent research. They would have acquired

the skill of conceptualising a hypothesis, following which they would move on to apply various research techniques to confidently pursue their interrogation.

**Course No. II: Elective Course (to be chosen/opted for from among several courses) (8 credits/100 marks)**

***Course No.2.1 Theories of Fiction/Novel***

**Course objectives:** The students of this course would be introduced to a range of theories of fiction produced primarily, but not exclusively, by Euro-American literary and philosophical thinkers in the twentieth century. A course on the theoretical perspectives would enable them to explore the various themes, forms, styles and techniques adopted by authors from rigorously critical perspectives.

**Learning outcome:** The researchers will have become more sensitive to the relationship between aesthetics and politics present in the world of texts. They would develop an understanding of the ways in which social, political, economic, philosophical and other cultural experiences leave their imprints in the world of fiction.

***Course No.2.2 Theories of Poetry***

**Course objectives:** The students would be encouraged to look at poetry not merely as 'spontaneous overflow of powerful feelings,' but as more rationally conducted mediations of experiences. Through a rigorous exploration of the relationship between generic conventions, linguistic practices, formal maneuvers and their relationship with the larger field of cultural signification, the course would try and develop in them a critical poetry-reading acumen.

**Learning outcome:** The course, it is hoped and believed, will have helped students to approach poetry from a more rational and objective perspective. This would also enable them to explore the evolving position of the subject in society as well as the world of poetic representation.

***Course No.2.3 Theories of Drama***

**Course objectives:** In this course students will receive training in the understanding, appreciation, and criticism of drama. The course would introduce

## OBJECTIVES AND OUTCOMES

students to the various theoretical perspectives available on drama and theatre as literary and performative genres in Europe, India and elsewhere.

**Learning outcome:** This course will have enabled students to develop a theoretical understanding of various aspects of drama as literary and performance text, namely action, character, stage, representation and so on. They will gain a grounding on the experimental achievements of several theatre practitioners and thinkers and would be in a better position to understand the transaction between the aesthetics and politics of theatre.

Department of Hindi  
C B C S  
Core Course – 1  
बी. ए. (ऑनर्स) हिन्दी

हिन्दीसाहित्यकाइतिहास : आदिकाल, मध्यकाल

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क.) साहित्यकाइतिहासलेखन, उसकीआवश्यकताएवंउपयोगिताकोसमझसकेंगे।ख.) साहित्यकेविकासएवंपरिवर्तनप्रक्रियाकोजानेंगे | ग.) हिन्दीसाहित्यकेइतिहासविभाजनकोजानसकेंगे। घ.) हिन्दीसाहित्यइतिहासकेविभिन्नकालखंडोंकीविशेषताओसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रदेश-विदेशकीविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

मध्यकालीनकविता

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क) भक्तिकालकेमहत्वपूर्णकवियोंकीकविताओंकोजानसकेंगे।विशेष- अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रदेश-विदेशकीविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

हिन्दीसाहित्यकाइतिहास : आधुनिककाल

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) हिन्दीसाहित्यइतिहासकेआधुनिककालकीमहत्वपूर्णविशेषताकोजानसकेंगे |ख ) आधुनिककालसेसम्बन्धितकाव्यविषयोंकेसाथसाथगद्यविधायोंकीमहत्वपूर्णउपलब्धियोंकोजानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रदेश-विदेशकीविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

आधुनिकहिन्दीकविता

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क) हिन्दीसाहित्यकेएकविशेषकालखंडछायावादसेसम्बन्धितकवियोंऔरउनकीकाव्यविशेषताओंको |ख ) छायावादयुगिनकाव्यकेमहत्वसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

## OBJECTIVES AND OUTCOMES

### C B C S

#### Core Course – 5

बी. ए. (ऑनर्स) हिन्दी

छायावादोत्तरहिन्दीकविता

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) छायावादोत्तरकालसेसम्बन्धितमहत्वपूर्णकविओंऔरउनकीकाव्यविशेषताको | ख ) छायावादोत्तरकालकेकाव्यमहत्वसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेविभिन्नप्रकारकीउपयोगीपरीक्षाओंमेंसफलहोसकेंगे |

### C B C S

#### Core Course – 6

बी. ए. (ऑनर्स) हिन्दी

भारतीयकाव्यशास्त्र

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) भारतीयकाव्यशास्त्रकेप्रमुखसिद्धांतऔरउनकेगुणोंसेपरिचितहोंगे | ख ) रसअलंकारछंदकेमहत्वसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### C B C S

#### Core Course – 7

बी. ए. (ऑनर्स) हिन्दी

हिन्दीकहानी

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) हिन्दीकहानीकीविकासयात्रासेपरिचितहोंगे | ख ) हिन्दीकीकुछविशेषकहानियोंकेबारेमेंउनकीविशेषतासहितजानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेविभिन्नप्रकारकीउपयोगीपरीक्षाओंमेंसफलहोसकेंगे |

### C B C S

#### Core Course – 8

बी. ए. (ऑनर्स) हिन्दी

हिन्दीभाषाएवंलिपि

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) हिन्दीभाषाकीविकासयात्राकोजानसकेंगे | ख ) देवनागरीलिपिकेइतिहासऔरउसकीविशेषताकोजानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### C B C S

#### Core Course – 9

बी. ए. (ऑनर्स) हिन्दी

हिन्दीउपन्यास

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) हिन्दीकेचारप्रमुखउप-यासोंकेमाध्यमसेरचनाकरकेमंतव्यऔरवर्णितसमाजकासचजानसकेंगे | ख ) रचनाकरकेउद्देश्यसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### C B C S

#### Core Course – 10

बी. ए. (ऑनर्स) हिन्दी

## OBJECTIVES AND OUTCOMES

हिन्दीनिबंधएवंअन्यगद्यविधाएँ

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) छात्रोंकेअन्दरसृजनात्मकप्रतिभाकाविकासहोगाख ) छात्रहिन्दीकेश्रेष्ठनिबंधों, संस्मरणोंकेकुछहिस्सोंसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

Core Course – 11

बी. ए. (ऑनर्स) हिन्दी

पाश्चात्यकाव्यशास्त्र

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) पाश्चात्यकाव्यशास्त्रकेप्रमुखसिद्धांतोंसेपरिचितहोसकेंगे | ख ) साहित्यकोसमझनेमेंसिद्धांतोंकाउपयोगकरसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

(12 )

C B C S

Core Course – 12

बी. ए. (ऑनर्स) हिन्दी

हिन्दीनाटकऔरएकांकी

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) हिन्दीकेप्रमुखशुरुआतीनाटकों , एकांकीसेपरिचितहोसकेंगे | ख ) पठितएकांकी, नाटकोंकेलेखनउद्देश्यसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

Core Course – 13

बी. ए. (ऑनर्स) हिन्दी

हिन्दीकीसाहित्यिकपत्रकारिता

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) हिन्दीपत्रकारिताकाइतिहासजानसकेंगेख ) हिन्दीपत्रकारिताकेमहत्वऔरउससेहोनेवालेलाभसेपरिचितहोंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

Core Course – 14

बी. ए. (ऑनर्स) हिन्दी

प्रयोजनमूलकहिन्दी

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) हिन्दीकेकार्यालयीउपयोगकोजानसकेंगेख ) हिन्दीभाषाकेव्यवसायिकरूपकोपहचानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

DSE – 1

कबीरदास

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) भक्तिकालकेबड़ेकविकबीरदासकीकाव्यगतसंवेदनासेपरिचितहोसकेंगे | ख ) कबीरदासकेमानवतावादीदृष्टिकोणकोजानसकेंगे | विशेष- अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

DSE – 2

## OBJECTIVES AND OUTCOMES

### सूर्यकांतत्रिपाठी 'निराला'

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) हिन्दीभाषाकेव्याकरणिकपक्षकोजानसकेंगे | ख ) हिन्दीवर्णकेप्रकारकोजानसकेंगे | विशेष -  
अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओमेंसफलहोसकेंगे |

### C B C S

#### D S E - 3

##### तुलसीदास

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे- क) भक्तिकालकेकवितुलसीदासकीकाव्यविशेषताओसेपरिचितहोसकेंगे | ख)  
तुलसीदासकेकव्यमेंनिहितभक्तिभावनाकेस्वरूपकोपहचानसकेंगे | विशेष -  
अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओमेंसफलहोसकेंगे |

### C B C S

#### D S E - 4

##### हिन्दीकीराष्ट्रीयकाव्यधारा

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क) स्वन्त्रताआंदोलनकोध्यानरखकरलिखेगएकाव्यकेबारेमेंजानसकेंगे | ख )  
राष्ट्रीयकाव्यधाराकेमहत्वऔरकाव्यविशेषतासेपरिचितहोसकेंगे | विशेष -  
अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओमेंसफलहोसकेंगे |

### C B C S

#### G E C - 1

##### सर्जनात्मकलेखनकेविविधक्षेत्र

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे - क ) सर्जनात्मकलेखनकेविविधरूपसेपरिचितहोसकेंगे | ख ) सर्जनात्मकलेखनकेमहत्वपरिचितहोसकेंगे | विशेष-  
अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओमेंसफलहोसकेंगे |

### C B C S

#### G E C - 2

##### आधुनिकभारतीयसाहित्य

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे - क) भारतीयसाहित्यकीमहत्वपूर्णरचनाओसेपरिचितहोंगे | विशेष -  
अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओमेंसफलहोसकेंगे |

### C B C S

#### G E C - 3

##### पाश्चात्यदार्शनिकचिंतनएवंहिन्दीसाहित्य

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) विभिन्नपाश्चात्औरभारतीयदार्शनिकचिंतनकेबारेमेंजानसकेंगे | ख )इसदार्शनिकचिंतनोंकामहत्वजानपाएंगे |  
विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओमेंसफलहोसकेंगे |

### C B C S

#### G E C - 4

##### संपादनप्रक्रियाऔरसाज-सज्जा



## OBJECTIVES AND OUTCOMES

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) पत्रपत्रिकाओंकेसंपादनसेसम्बन्धिततथ्योंकोजानसकेंगे | ख ) पत्रपत्रिकाओंकीसामग्रीसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

SEC - 1

भाषाशिक्षण

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) हिन्दीभाषासेसम्बन्धितसामान्यऔरजरूरीतथ्योंकोजानसकेंगे | ख ) शब्दोंकेविविधरूपसेपरिचितहोसकेंगे | ख ) अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

SEC - 2

अनुवादविज्ञान

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) अनुवादकेप्रकारसेपरिचितहोंगे | ख ) अनुवादकेमहत्वसेपरिचितहोंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

AECC

MIL (HINDI)

Paper - 1

हिन्दीव्याकरणऔररचना

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) हिन्दीव्याकरणकेस्वरूपसेपरिचितहोंगे | ख ) हिन्दीव्याकरणकेस्वरूप, मुख्यविषयसेपरिचितहोंगे | विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

C B C S

AECC

MIL (HINDI)

paper - II

हिन्दीभाषाऔरसंप्रेषण

इसपाठकेअध्ययनकेउपरांतछात्रजानसकेंगे- क ) हिन्दीभाषाकेव्याकरणिकपक्षकोजानसकेंगे | ख ) हिन्दीवर्णकेप्रकारकोजानसकेंगे | विशेष - अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

एम. ए. (हिन्दी) प्रथमवर्ष

सेमेस्टर - 1

पत्र - 2

नाटकऔरनिबंध

## OBJECTIVES AND OUTCOMES

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगें हिन्दीकेप्रमुखनाटकोंएवंनिबंधसेवर्णितविषयकीविशेषताओंकोचिन्हितकरसकेंगें अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेविविधप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	— क)	हिन्दीकेप्रमुखनाटकोंएवंनिबंधोंकेमर्मकोसमझसकेंगें विशेष	ख) -
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एम. ए. (हिन्दी) प्रथमवर्ष  
 सेमेस्टर – 1  
 पत्र – 3  
 भाषा – विज्ञान

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगें भाषाविज्ञानऔरव्याकरणसेसम्बन्धितमहत्वपूर्णगंभीरविशेषताकोजानसकेंगें अध्ययनउपरांतप्राप्तजानकारीकाउपयोगकरकेबिभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	— क)	भाषाविज्ञानसेसम्बन्धितमहत्वपूर्णतथ्योंएवंनियमोंकोजानसकेंगें विशेष-	ख)
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एम. ए. (हिन्दी) प्रथमवर्ष  
 सेमेस्टर – 1 पत्र – 4  
 हिन्दीसाहित्यकाइतिहास (आरंभसेरीतिकालतक)

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगें —क) छात्रहिन्दीसाहित्यकेतीनमहत्वपूर्णकालखंडों, साहित्यिकउपलब्धियोंसेपरिचितहोसकेंगें छात्रहिन्दीसाहित्यसेसम्बन्धिततीनकालखंडोंकीसाहित्यिकप्रवृत्तियोंसेपरिचितहोसकेंगें   विशेष-अध्ययनकेउपरांतछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	—क)	साहित्यिकउपलब्धियोंसेपरिचितहोसकेंगें विशेष-अध्ययनकेउपरांतछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	ख)
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एम. ए. (हिन्दी) प्रथमवर्ष  
 सेमेस्टर – 2 पत्र – 5  
 छायावादोत्तरकाव्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगें — क) छात्रछायावादोत्तरकालखंडकेचारमहत्वपूर्णकवियोंकीकविताओंऔरउनकीविशेषताओंसेपरिचितहोसकेंगें   विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	— क)	छात्रछायावादोत्तरकालखंडकेचारमहत्वपूर्णकवियोंकीकविताओंऔरउनकीविशेषताओंसेपरिचितहोसकेंगें   विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	ख)
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एम. ए. (हिन्दी) प्रथमवर्ष  
 सेमेस्टर – 2 पत्र – 6  
 कथासाहित्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगें — क) हिन्दीकथासाहित्यकेमहत्वपूर्णकथाकारोंऔरउनकेकथासाहित्यकोजानसकेंगें कथासाहित्यकेमर्मकोसमझतेहुएउनकीविशेषताकोचिन्हितकरसकेंगें   विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	— क)	हिन्दीकथासाहित्यकेमहत्वपूर्णकथाकारोंऔरउनकेकथासाहित्यकोजानसकेंगें विशेष-अध्ययनकेउपरांतप्राप्तजानकारीकाउपयोगकरकेविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगें	ख)
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एम. ए. (हिन्दी) प्रथमवर्ष

## OBJECTIVES AND OUTCOMES

सेमेस्टर – 2 पत्र – 7

हिन्दीभाषाऔरप्रयोजनमूलकहिन्दी

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) हिन्दीभाषाकेविभिन्नरूपकोगंभीरतासेजानसकेंगे | ख) हिन्दीकेप्रयोजनपरकरूपकोजानसकेंगे | विशेष-  
अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) प्रथमवर्ष

सेमेस्टर – 2

पत्र – 8

हिन्दीसाहित्यकाइतिहास ( भारतेन्दुयुगसेवर्तमानकालतक )

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) हिन्दीसाहित्यकेआधुनिककालकीविशेषताकोजानसकेंगे | ख) आधुनिककालीनसंभविधाओंकाइतिहासजानसकेंगे | विशेष- अध्ययनकेउपरांतप्राप्तज्ञानकाउपयोगवेविभिन्नप्रतियोगीपरीक्षाओंसेफलताप्राप्तकरनेमेंकरेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 3 पत्र – 9

आदिकालीनकाव्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) आदिकालीनकाव्यकीमहत्वपूर्णविशेषताओंकोजानसकेंगे | ख) आदिकालीनकाव्यप्रवृत्तियोंसेपरिचितहोंगे | विशेष- अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 3

पत्र – 10

भक्तिकाव्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) हिन्दीसाहित्यकेसर्वोच्चचर्चितकालखंडकेकालकाआस्वादनकरसकेंगे | ख) भक्तिकालीनकालकेमहत्वऔरउनकीविशेषतासेपरिचितहोसकेंगे | विशेष- अध्ययनकेउपरांतप्राप्तज्ञानकाउपयोगवेविभिन्नप्रतियोगीपरीक्षामेंकरसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 3 पत्र – 11

रीतिकाव्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) हिन्दीसाहित्यकेएकविशेषकालखंडरीतिकालकेमहत्वपूर्णकवियोंकीकाव्यगतविशेषतासेपरिचितहोसकेंगे | विशेष- अध्ययनकेउपरांतप्राप्तज्ञानकेआधारपरछात्रविभिन्नप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

भारतीयसाहित्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) छात्रभारतीयसाहित्यकीव्यापकताकोसमझपाएँगे | ख) छात्रभारतीयसाहित्यमेंभिन्न –  
भिन्नभाषासेसम्बंधितसाहित्यकीविशेषतासेपरिचितहोपाएँगे | विशेष- अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 4 पत्र – 13

भारतीयकाव्यशास्त्र

## OBJECTIVES AND OUTCOMES

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे –क) भारतीयकाव्यशास्त्रसेपरिचितहोसकेंगे |ख) भारतीयकाव्यशास्त्रकेप्रमुखसिद्धान्तोंएवंस्थापनाओंकोजानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 4

पत्र – 14

पाश्चात्यकाव्यशास्त्र

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) पाश्चात्यकाव्यशास्त्रसेसम्बन्धितप्रमुखसिद्धान्तोंऔरविचारोंकोजानसकेंगे | ख) पाश्चात्यकाव्यशास्त्रकीगंभीरविशेषताओसेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तज्ञानकाउपयोगकरतेहुएविभिन्नप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 4 पत्र – 15

हिन्दीआलोचना

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे –क) हिन्दीआलोचनाकेप्रकारसेपरिचितहोसकेंगे | ख) हिन्दीकेविभिन्नमहत्वपूर्णआलोचकोंकीआलोचनादृष्टिकोजानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रकारकीपरीक्षाओंमेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 4 पत्र – 16 (वैकल्पिक)

तुलसीदास

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे –क) भक्तिकालकेसर्वोधिकचर्चितकवितुलसीदासकीभक्ति -भावना, काव्यविशेषताकोविस्तारसेजानसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 4

पत्र – 16 (वैकल्पिक)

(ख) प्रेमचंद

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे –क) हिन्दीकेकथासम्राटकेकथासाहित्यऔरउनकीविशेषताकोगंभीरतासेसमझसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरतेहुएछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

एम. ए. (हिन्दी) द्वितीयवर्ष

सेमेस्टर – 4 पत्र – 16 (वैकल्पिक)

जयशंकरप्रसाद

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) छायावादकेप्रमुखकवि, नाटककारकहानीकारप्रसादकेसाहित्यकीमहत्वपूर्णविशेषतासेपरिचितहोसकेंगे | विशेष-अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

हिन्दीसर्टिफिकेटपरीक्षापाठ्यक्रम

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे –क) छात्रहिन्दीवर्ण, शब्द, वाक्यआदिकेप्रयोगकोजानसकेंगे|ख) छात्रहिन्दीभाषामेंपत्र, निबंधआदिलिखसकेंगे | विशेष-इसपत्रकेअध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरकेविभिन्नप्रकारकीप्रतियोगीपरीक्षामेंसफलहोसकेंगे |

हिन्दीसर्टिफिकेट

## OBJECTIVES AND OUTCOMES

### प्रश्नपत्र -2 : साहित्य

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) छात्रहिन्दीकविताऔरहिन्दीगद्यकेकुछबेहतरीनरूपसेपरिचितहोसकेंगे | विशेष-  
पत्रकेअध्ययनकेउपरांतप्राप्तज्ञानकाउपयोगकरछात्रविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### हिन्दीसर्टिफिकेट

### प्रश्नपत्र – 3 : मौखिकपरीक्षा

इसपत्रकेअध्ययनकेउपरांतगैरहिन्दीभाषीछात्रभीहिन्दीमेंलिख – पढ़सकेंगे |

### हिन्दीमेंडिप्लोमाकोर्स [ पाठ्यक्रम ]

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) हिन्दीभाषासेपरिचितहोसकेंगे |ख) हिन्दीव्याकरणकेसामान्यनियमोंसेपरिचितहोसकेंगे | विशेष-  
अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरकेविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### हिन्दीमेंडिप्लोमाकोर्स [ उपाधि – पत्र ] पाठ्यक्रम :

इसपत्रकेअध्ययनकेउपरांतछात्रजानसकेंगे – क) हिन्दीव्याकरणसेसम्बन्धितनियमोंकोजानसकेंगे | ख) हिन्दीकेएकनाटकसेपरिचितहोसकेंगे | विशेष-  
अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरछात्रविभिन्नप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### हिन्दीमेंडिप्लोमाकोर्स [ उपाधिपत्र ] पाठ्यक्रम

इसपत्रकेअध्ययनकेपश्चातछात्रजानसकेंगे- क) हिन्दीसाहित्यकेइतिहाससेपरिचितहोसकेंगे | ख ) हिन्दीकीकविता , कहानीनिबंधसेपरिचितहोसकेंगे | विशेष-  
अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरकेविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

### हिन्दीडिप्लोमा

बी. फाइन (आनर्स ) हिन्दीसामान्य : प्रथमवर्ष

इसपत्रकेअध्ययनकेउपरांतगैरहिन्दीभाषीछात्रहिन्दीमेंपढ़ – लिखबोलसकेंगे | विशेष-  
अध्ययनकेउपरांतप्राप्तज्ञानकारीकाउपयोगकरकेविभिन्नप्रकारकीप्रतियोगीपरीक्षाओंमेंसफलहोसकेंगे |

## Department of Japanese, Nippon-Bhavana B.A. (Honours) Semester Course in Japanese (January 2015)

1<sup>st</sup>

Semester

**Course No:** JP 1 (H1)

**Course Title:** Intermediate Japanese - I

**Course Credit:** 4

**Course Contents:** The text focuses on various topics on Japanese society, culture etc. Sentence pattern, grammatical structure, idiomatic phrases, reading and writing of approximately 150 *kanjis*.

**Objective:** To prepare students to have a smooth passage from elementary to intermediate level by improving their vocabulary, grammar and *kanji* skills.

**Course No:** JP 2 (H2)

## OBJECTIVES AND OUTCOMES

**Course Title:** Intermediate Japanese - II

**Course Credit:** 4

**Course Contents:** The text focuses on various topics on Japanese society, culture, social behavior etc. This course covers grammar of intermediate level.

**Objective:** To improve the language skills.

2<sup>nd</sup>

Semester

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**Course No:** JP 3 (H3)

**Course Title:** Intermediate Japanese - III

**Course Credit:** 4

**Course Contents:** The text focuses on various topics on Japanese society, history, culture etc. Sentence pattern, grammatical structure, idiomatic phrases, reading and writing of approximately 150 *kanjis*.

**Objective:** To prepare students to have a smooth passage from elementary to intermediate level by improving their vocabulary, grammar and *kanji* skills.

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**Course No:** JP 4 (H4)

**Course Title:** Intermediate Japanese - IV

**Course Credit:** 4

**Course Contents:** The text focuses on various topics on Japanese society, culture, social behavior etc. This course covers grammar of intermediate level.

**Objective:** To improve language skills.

3<sup>rd</sup>

Semester

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**Course No:** JP 5 (H5)

**Course Title:** Advance Japanese - I

## OBJECTIVES AND OUTCOMES

**Course Credit:** 4

**Course Contents:** The text focuses on topics like characteristics of *Katakana*, food culture, scientific inventions, social and environmental awareness etc. Four language learning skills i.e. listening, speaking, reading, writing (LSRW) are the important components of this course.

**Objective:** Imparting adequate knowledge of Japanese to enable them to appear in entrance tests of various universities in Japan.

---

**Course No:** JP 6 (H6)

**Course Title:** Advance Japanese - II

**Course Credit:** 4

**Course Contents:** The text focuses on topics pertaining to Japanese lifestyle, for example, attitude of the present younger generation, social awareness, popular culture etc. Advance level grammatical structure, idiomatic expressions are the important components of this course.

**Objective:** To create general awareness in students about life in Japan.

### 4<sup>th</sup> Semester

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**Course No:** JP 7 (H7)

**Course Title:** Advance Japanese - III

**Course Credit:** 4

**Course Contents:** The text focuses on various topics related to linguistics, social problems, social awareness etc. Four language learning skills i.e. listening, speaking, reading, writing (LSRW) are the important components of this course.

## OBJECTIVES AND OUTCOMES

**Objective:** Imparting adequate knowledge of Japanese to enable them to appear in entrance tests of various universities in Japan.

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**Course No:** JP 8 (H8)

**Course Title:** Advance Japanese - IV

**Course Credit:** 4

**Course Contents:** The text focuses on various topics pertaining to Japanese lifestyle for example linguistics, changing attitude of the younger generation, social awareness and popular culture etc. Advance level grammatical structure idiomatic expressions are the important components of this course.

### 5<sup>th</sup> Semester

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**Course No:** JP 9 (H9)

**Course Title:** Reading Selected Texts

**Course Credit:** 4

**Course Contents:** The lessons focus on philosophy, thoughts and social aspects of Japanese Society.

**Objective:** To give an opportunity to improve the language proficiency to advance level.

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## OBJECTIVES AND OUTCOMES

<b>Course No:</b>	JP 10 (H10)
<b>Course Title:</b>	Survey of Japanese Literature
<b>Course Credit:</b>	4
<b>Course Contents:</b>	From ancient to mediaeval period (500-1600 AD). Introduction to Japanese Mythology, Folklore, Legends, Narratives, <i>Kojiki</i> , <i>Nihonshoki</i> , <i>Manyoshu</i> , <i>Zuihitsu</i> , <i>Nikki</i> etc.
<b>Objective:</b>	To acquaint the students with Japanese literature of different periods.

---

<b>Course No:</b>	JP 11(H11)
<b>Course Title:</b>	Japanese History - I
<b>Course Credit:</b>	4
<b>Course Contents:</b>	Pre-historic to medieval period (10000 B.C to 1600A.D). Geographical background of Japan, Periodization of Japanese history, pre-historic period ( <i>Jomon</i> , <i>Yayoi</i> , <i>Kofun</i> ), ancient period ( <i>Asuka</i> , <i>Nara</i> , <i>Heian</i> ), and medieval period ( <i>Kamakura</i> , <i>Nanbokucho</i> , <i>Muromachi</i> , <i>Sengoku</i> ).
<b>Objective:</b>	To give a thorough knowledge of Japanese history.

---

<b>Course No:</b>	JP 12 (H12)
<b>Course Title:</b>	Techniques of Translation
<b>Course Credit:</b>	4
<b>Course Contents:</b>	Understanding simple techniques of translation. Practice of translation from English to Japanese and vice-versa of short passages on various topics such as culture, society, religion, lifestyle etc.

## OBJECTIVES AND OUTCOMES

**Objective:** To improve the translation skills of students and encourage them to take up non-scientific translation works.

**Teaching Material:** Short passages from books, newspapers, magazines and internet.

### 6<sup>th</sup> Semester \_\_\_\_\_

**Course No:** JP 13 (H13)

**Course Title:** Cultural History of Japan

**Course Credit:** 4

**Course Contents:** An overview of Japanese cultural history from ancient to modern period.

**Objective:** To give an exposure to students about assimilation and development of Japanese culture over the periods.

---

**Course No:** JP 14 (H14)

**Course Title:** Introduction to Japanese Literature

**Course Credit:** 4

**Course Contents:** Selected poems from *Manyoshu* and literary pieces from *Monogatari*, *Nikki* and *Zuihitsu*.

**Objective:** To familiarize students with various genres of Japanese literature till Muromachi period.

---

**Course No:** JP 15 (H15)

**Course Title:** Japanese History-II

**Course Credit:** 4

**Course Contents:** Pre-modern period (*Azuchimomoyama* and *Edo* period).  
The first European Encounter, Unification process under *Oda Nobunaga*, *Toyotomi Hideyoshi*, *Ieyasu Tokugawa*,

## OBJECTIVES AND OUTCOMES

Establishment of *Baku-han* system, Confucian impact, Policy of Isolation, Emergence of pre-modern cities and development of industry, Rise of scholarship and spread of *Chōnin* culture, Disturbance and reforms of *Baku-han* system, Perry Mission, End of Isolation and *Tokugawa* regime.

**Objective:** To impart knowledge of pre-modern Japanese history.

---

**Course No:** JP 16 (H16)

**Course Title:** Creative Writing and Rapid-Reading

**Course Credit:** 4

**Course Contents:** To improve the writing skill of the students to enable them to write in Japanese on various topics. To enable students to practice rapid-reading and comprehending Japanese text.

**Objective:** To improve reading, writing and comprehension skills of students.

**Teaching Material:** Material to be selected by the Teacher.

**Department of Japanese (Nippon Bhavana)  
B.A. (HONOURS) in JAPANESE Under (CBCS)**

**1<sup>st</sup>  
Semester**\_\_\_\_\_

**Course No:** CC-I

**Course Title:** Intermediate Japanese - I

**Course Credit:** 6

## OBJECTIVES AND OUTCOMES

**Course Contents:** The text focuses on various topics on Japanese society, culture etc. Sentence pattern, grammatical structure, idiomatic phrases, reading and writing of kanji appearing in the texts.

**Objective:** To prepare students to have a smooth passage from elementary to intermediate level by improving their vocabulary, grammar and *kanji* skills.

**Course No:** CC-II

**Course Title:** Intermediate Japanese - II

**Course Credit:** 6

**Course Contents:** The text focuses on various topics on Japanese society, culture, social behavior etc. This course covers grammar of intermediate level.

**Objective:** To improve the language skills.

2<sup>nd</sup>

Semester

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**Course No:** CC-III

**Course Title:** Intermediate Japanese - III

**Course Credit:** 6

**Course Contents:** The text focuses on various topics on Japanese society, history, culture etc. Sentence pattern, grammatical structure, idiomatic phrases, reading and writing of kanji appearing in the texts.

**Objective:** To prepare students to have a smooth passage from elementary to intermediate level by improving their vocabulary, grammar and *kanji* skills.

**Course No:** CC-IV

**Course Title:** Intermediate Japanese - IV

## OBJECTIVES AND OUTCOMES

**Course Credit:** 6

**Course Contents:** The text focuses on various topics on Japanese society, culture, social behavior etc. This course covers grammar of intermediate level.

**Objective:** To improve language skills.

3<sup>rd</sup>

Semester

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**Course No:** CC-V

**Course Title:** Advance Japanese - I

**Course Credit:** 6

**Course Contents:** The text focuses on topics like characteristics of *Katakana*, food culture, scientific inventions, social and environmental awareness etc. Four language learning skills i.e. listening, speaking, reading, writing (LSRW) are the important components of this course.

**Objective:** Imparting adequate knowledge of Japanese to enable them to appear in entrance tests of various universities in Japan.

**Course No:** CC-VI

**Course Title:** Advance Japanese - II

**Course Credit:** 6

**Course Contents:** The text focuses on topics pertaining to Japanese lifestyle, for example, attitude of the present younger generation, social awareness, popular culture etc. Advance level grammatical structure, idiomatic expressions are the important components of this course.

**Objective:** To create general awareness in students about life in Japan.

**Course No:** CC-VII

## OBJECTIVES AND OUTCOMES

<b>Course Title:</b>	Techniques of Translation
<b>Course Credit:</b>	6
<b>Course Contents:</b>	Understanding simple techniques of translation. Practice of translation from English to Japanese and vice-versa of short passages on various topics such as culture, society, religion, lifestyle etc.
<b>Objective:</b>	To improve the translation skills of students and encourage them to take up non-scientific translation works.
<b>Teaching Material:</b>	Short passages from books, newspapers, magazines and internet.

4<sup>th</sup>

Semester

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<b>Course No:</b>	CC-VIII
<b>Course Title:</b>	Advance Japanese - III
<b>Course Credit:</b>	6
<b>Course Contents:</b>	The text focuses on various topics related to linguistics, social problems, social awareness etc. Four language learning skills i.e. listening, speaking, reading, writing (LSRW) are the important components of this course.
<b>Objective:</b>	Imparting adequate knowledge of Japanese to enable them to appear in entrance tests of various universities in Japan.
<b>Course No:</b>	CC- IX
<b>Course Title:</b>	Advance Japanese - IV
<b>Course Credit:</b>	6
<b>Course Contents:</b>	The text focuses on various topics pertaining to Japanese lifestyle for example linguistics, changing attitude of the younger generation, social awareness and popular culture etc. Advance level grammatical

## OBJECTIVES AND OUTCOMES

structure idiomatic expressions are the important components of this course.

**Course No:** CC- X

**Course Title:** Creative Writing and Rapid-Reading

**Course Credit:** 6

**Course Contents:** To improve the writing skill of the students to enable them to write in Japanese on various topics. To enable students to practice rapid-reading and comprehending Japanese text.

**Objective:** To improve reading, writing and comprehension skills of students.

**Teaching Material:** Material to be selected by the teacher concerned.

**5<sup>th</sup>**

**Semester**

**Course No:** CC-XI

**Course Title:** Reading Selected Texts - I

**Course Credit:** 6

**Course Contents:** The lessons focus on philosophy, thoughts and social aspects of Japanese Society.

**Objective:** To give an opportunity to improve the language proficiency to advance level.

**Course No:** CC-XII

**Course Title:** Japanese History - I

**Course Credit:** 6

**Course Contents:** Pre-historic to medieval period (10000 B.C to 1600A.D). Geographical background of Japan, Periodization of Japanese history, pre-historic period (*Jomon, Yayoi, Kofun*), ancient period

## OBJECTIVES AND OUTCOMES

(*Asuka, Nara, Heian*), and medieval period (*Kamakura, Nanbokucho, Muromachi, Sengoku*).

**Objective:** To give a thorough knowledge of Japanese history.

6<sup>th</sup>

Semester

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**Course No:** CC-XIII

**Course Title:** Reading Selected Texts - II

**Course Credit:** 6

**Course Contents:** The lessons focus on philosophy, thoughts and social aspects of Japanese Society.

**Objective:** To give an opportunity to improve the language proficiency to advance level.

**Course No:** CC-XIV

**Course Title:** Japanese History-II

**Course Credit:** 6

**Course Contents:** Pre-modern period (*Azuchimomoyama* and *Edo* period).  
The first European Encounter, Unification process under *Oda Nobunaga, Toyotomi Hideyoshi, Ieyasu Tokugawa*, Establishment of *Baku-han* system, Confucian impact, Policy of Isolation, Emergence of pre-modern cities and development of industry, Rise of scholarship and spread of *Chōnin* culture, Disturbance and reforms of *Baku-han* system, Perry Mission, End of Isolation and *Tokugawa* regime.

**Objective:** To impart knowledge of pre-modern Japanese history.



**DISCIPLINE SPECIFIC ELECTIVES, or the DSEs (optional, any four)**

**Course No:** DSE-I

**Course Title:** Survey of Japanese Literature - I

**Course Credit:** 6

**Course Contents:** From ancient to Heian period (500-1192 AD).  
Introduction to Japanese Mythology, Folklore, Legends, Narratives, *Kojiki*, *Nihonshoki*, *Fudouki*, *Manyoshu*, *Kokinwakashu*, *Makura no soushi*, *Nihonryouiki*, *Genjimonogatari*, *Konjakumonogatari*, *Taketorimonogatari* etc.

**Objective:** To acquaint the students with Japanese literature of different periods.

**Course No:** DSE-II

**Course Title:** Cultural History of Japan -I

**Course Credit:** 6

**Course Contents:** From ancient to Heian period (500-1192 AD). Characteristics of Japanese Culture, Jomon culture, Yayoi culture, Tomb culture and Yamato Imperial Court, Evolution of Ancestral worship, Asuka culture – Hakuho culture and Tempyou culture, Nara culture, Evolution of National culture during Heian period.

**Objective:** To give an exposure to students about assimilation and development of Japanese culture over the periods.

**Course No:** DSE-III

**Course Title:** Introduction to Japanese Literature - I

**Course Credit:** 6

**Course Contents:** Selected pieces from works of ancient to Heian period.  
Introduction to Japanese Mythology, Folklore, Legends, Narratives, *Iroha poem*, *Kojiki*, *Nihonshoki*, *Fodouki*,

## OBJECTIVES AND OUTCOMES

*Manyoshu, Kokinwakashu, Makura no soushi, Nihonryouiki, Genjimonogatari, Konjakumonogatarishu, Taketorimonogatari etc.*

**Objective:** To familiarize students with various genres of Japanese literature till Heian period.

**Text Book:** Pieces to be selected by teacher concerned.

**Course No:** DSE-IV

**Course Title:** Survey of Japanese Literature - II

**Course Credit:** 6

**Course Contents:** From Kamakura to Muromachi period (1193-1600 AD).  
*Heikemonogatari, Hojouki, Shinkokinwakashu, renga, Tsurezuregusa, Taiheiki, Otogozoushi no monogatari etc.*

**Objective:** To acquaint the students with Japanese literature of different periods.

**Course No:** DSE- V

**Course Title:** Cultural History of Japan - II

**Course Credit:** 6

**Course Contents:** From Kamakura to Muromachi period (1193 - 1600 AD).  
Rise of Warrior Class and the Mediaeval Culture – Religion, Art and Literature

**Objective:** To give an exposure to students about assimilation and development of Japanese culture over the periods.

**Course No:** DSE-VI

**Course Title:** Introduction to Japanese Literature - II

**Course Credit:** 6

**Course Contents:** Selected pieces from literary works of Kamakura to Muromachi.

## OBJECTIVES AND OUTCOMES

**Objective:** To familiarize students with various genres of Japanese literature from Kamakura to Muromachi period.  
*Heikemonogatari, Hojouki, Shinkokinwakashu, renga, surezuregusa, Taiheiki, Otogozoushi no monogatari etc.*

**Text Book:** Pieces to be selected by teacher concerned.

**Course No:** DSE-VII

**Course Title:** Japan's Educational system since Meiji Restoration (1868)

**Course Credit:** 6

**Course Contents:** Education policy and its implementation, development of the education system etc.

**Objective:** To familiarize students with the Education system initiated by the Meiji Government and its successful implementation leading to Education for all.

### GENERIC ELECTIVE COURSES, or the GECs (for students of other departments) ALL COMPULSORY

**Course No.** GEC - I

**Course name:** Introduction to Japan: Her Language and Culture Learning through Activities (I)

**Credit:** 6

**Course Contents:** Learning Japanese through listening to a variety of natural contextualised conversations related to immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

**Objective:** To create general awareness in students about Japan.

**Text Book:** MARUGOTO Japanese Language and Culture-Level A1-  
*Katsudou*

Developed by Japan Foundation  
Goyal Publishers & Distributers Pvt. Ltd.  
(Lesson 1-9)

**Course No.** GEC - II

## OBJECTIVES AND OUTCOMES

**Course name:** Introduction to Japan: Her Language and Culture  
Learning through Conversation Practice (I)

**Credit:** 6

**Course Contents:** Comprehending the language structure that underlie communication related to immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

**Objective:** To enable the students to carry on basic conversation on day to day topics

**Course No.** GEC - III

**Course name:** Introduction to Japan: Her Language and Culture  
Learning through Activities (II)

**Credit:** 6

**Course Contents:** Basic Japanese language for communication,  
Activities to enhance communication

**Objective:** Learning Japanese by listening to situational conversations.

**Text Book:** MARUGOTO Japanese Language and Culture -Level 2-  
*Katsudou*

**Course No.** GEC - IV

**Course name:** Introduction to Japan: Her Language and Culture  
Learning through Conversation Practice (II)

**Credit:** 6

**Course Contents:** Comprehending the language structure that underlie communication related to immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

**Objective:** To give a glimpse of the various cultural elements in Japanese society.

## OBJECTIVES AND OUTCOMES

### **SKILL-ENHANCEMENT COURSES, or the SECs (*compulsory* for students of Department of Japanese)**

**Course No.** SEC - I

**Course name:** **Communicative Language Activities**

**Credit:** 2

**Course Contents:** Learning Japanese through listening to a variety of natural contextualised conversations of most immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

**Objective:** Improving ability in communicative language skill.

**Course No.** SEC - II

**Course name:** **Communicative Language Competence**

**Credit:** 2

**Course Contents:** Comprehending the language structure that underlie communication related to of most immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

**Objective:** Improving ability in language knowledge.

### **Preparatory course in Japanese (January 2015)**

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**Course Name:** JPREP - 1  
**Course Title:** Basic Japanese

**Objective:** To introduce Japanese language at the basic level, to enable students to read and write the phonetic scripts, *Hiragana* and *Katakana*, and approx. 600 *Kanji*, to teach some aspects of Japanese society and culture.

**Course Name:** JPREP - 2

**Course Title:** Composition, comprehension and translation

## OBJECTIVES AND OUTCOMES

<b>Objective:</b>	To enable students to comprehend and write simple sentences in Japanese.
<b>Course Name:</b>	JPREP - 3
<b>Course Title:</b>	Dictation, Reading and Conversation
<b>Objective:</b>	To enable students to comprehend and make simple conversation in different situations using basic sentence patterns. To teach pronunciation and intonation of Japanese sounds and to enable students to comprehend and speak simple sentences in Japanese.

**DEPARTMENT OF SANSKRIT  
UNDERGRADUATE COURSE FOR SANSKRIT (HONS.)  
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**2018-2019**

**Core Course : B.A. (Hons.) Sanskrit**

<b>C-1 Classical Sanskrit Literature (Poetry)</b>		
<b>Prescribed Course:</b>		<b>Total 56 Credits</b>
Section 'A'	Raghuvamśam: Canto-I (Verse: 1-25)	12 Credits
<b><u>B.A.(honours) in Sanskrit</u></b>		
<b>7. Raghuvamśam: &amp; Origin and Development of Mahākāvya and Gītikāvya</b>		
<b>Course Content-</b> These two texts are prescribed for the students of B.A. Semester-I [C-1-Classical Sanskrit Literature (Poetry), Section A & E]. Raghuvamsa of Kalidasa is divided into 19 cantos. From this book only 25 verses of Canto-I are prescribed as text. Origin and Development of Mahākāvya and Gītikāvya are also prescribed as text from history of Sanskrit Literature.		
<b>Objective-</b> This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Mahākāvyas and Gītikāvyas.		
<b>Outcome-</b> Though Students will take the detailed study of a very small text of a great Mahakavya, yet the course is structured in such a way that the provision is there by which they will make themselves familiar with the contents of the poem as a connected whole and the chronological development of Mahākāvya and Gītikāvya helps the students to negotiate texts independently.		

**Paper: C-1, Sec-B: (a) Nitiśatakam (1-20 Verses)**

**Paper: C-1, Sec-D: (b) Kumārasambhavam Canto-v (1-30 Verses)**

**Course Content:**

- (a) Nitiśatakam comprises wise advices of Bhartrhari for an ideal human life.  
(b) Kumārasambhavam (Canto-v) written by Kālidāsa depicts divine love between Śiva and Parvati through his high literary sensibility.

**Objective:**

- (a) Objective is to acquaint the young students with the realities of life and with how to face it successfully. (b) Our aim is to teach students the grammar and artistry of Sanskrit (or of any language) language.

**Outcome:**

- (a) Students become sound in Sanskrit language and in understanding the ups and downs of life. (b) They inculcate finer feelings, literary sensibilities, spiritual practices and the deeper understanding of Sanskrit language.

**Unit-Wise Division:**

**Section 'A'**

**Raghuvamśam: Canto-I (Verse: 1-25)**

**(a) Śukanāśopadeśaḥ**

**Course Content:** The text deals with a moral preaching of a teacher towards his disciple, the nature of Laxmi or wealth and nature of a king.

**Objectives:** The significance of peaching of a teacher and which changes the life of young generation and shows a right path.

**Outcome:** Young students learn about the bad impact of enjoyment of material world from this text. Moreover, they learn about the importance of wealth and influence of political powers. They learn what is to be done and what is not be done.

**(b) Viśrutacaritam:**

**Course Content:** The text is based on the story of a prince of the book Daśakumāracaritam of Daṇḍī.

**Objectives:** The text reveals a real social picture during the period Daṇḍī.

**Outcome:** From this text students learn that how to help others from the character of Viśruta.

**(c) Kathā-Sāhitya/Fulklore:**

**Course Content :** This paper prescribes various kathās or ancient stories with example of different characters concerned with various texts, viz., Kathāsaritsāgara of Somadeva, Bṛhatkathā of Guṇāḍya, Pañcatantra of Viṅṣuśarma, Hitopadeśa of NārāyaṇaPaṇḍit etc. The Prose literature makes a link between the ancient prose writer like Subandhu, Banabbhatta and Dandi with the most famous prose writer PanditAmbikaDutta

**Objectives:** The teaching of Kathā-Sāhiya changes young mind from bad thinking to good thinking. There was a big gap between ancient and modern prose writing. The modern prose writer filled up the gap of this and showed a new light to the students of modern age.

**Outcome: The** moral teaching of the kathā-Sāhiya creates positive thinking in the mind of students. The modern prose literature has very important role to make a link between ancient and modern thoughts reflected in the contemporary literature.

**C-4**

**Sanskrit Composition and Communication**

**Abhijnānaśākuntalam & Critical Survey of Sanskrit Drama**

**Course Content-** These two texts are prescribed for the students of B.A. Semester-III [C-5-Classical Sanskrit Literature (Drama), Section B,C &D]. Abhijnānaśākuntalam is a drama of seven act based on the well-known love story of king Dusyanta and maiden Sakuntala as given in the ancient Indian epic, the Mahabharata. The scene of the first four Acts as laid at Kanva's hermitage at the foot of the Himalaya is prescribed for Section B. In Acts V-VII where the scene shifts to the capital, Hastinapur and Marica's hermitage on the Hemakuta mountain is prescribed for Section C. CriticalSurvey of Sanskrit Drama is prescribed for Section D in the syllabus.

**Objective-** Kalidasa excels other poets in his description of the sublime and the beautiful. Characters depicted here are romantic and idealistic in their conception. His descriptive power is so great and so enchanting that he holds his readers spell-bound. The purpose of this course is to expose students to the richness of thought of a profound dramatist named Kalidasa and at the same time to acquaint with the rich tradition of Sanskrit drama.

**Outcome-** Through the study of this text students become familiar with the characteristic peculiarities of Indian drama on the basis of structure, diversity of language to be spoken by the characters etc.



**C-6**

**Poetics and Literary Criticism**

**Paper: C-6, Sec-A: (a) Introduction to Sanskrit poetics**

**Paper: C-6, Sec-B: (b) Forms of Kāvya-literature**

**Paper: C-6, Sec-C: (c) Power of Word and Rasa-sutra**

**Course Content:**

(a) Aspects of Sanskrit poetics and aesthetics (b) Types of Sanskrit creative writings (c) Powers of poetic words and aesthetic delight

**Objective:**

(a) The objective of this course is to acquaint students with ancient literary criticism of India from various angles (b) The knowledge of the typology of Sanskrit literature is to be achieved so that students can have a knowledge of the features of different form of Sanskrit poetry. (c) Having the knowledge of the powers of the poetic words, the students can better understand all the levels of meaning in poetry of the languages they know. This is expected to lead to the fitness to relish aesthetic delight and appreciate it.

**Outcome:**

(a) Having passed through the course, the students understand the intricacies of aesthetics and poetics (b) They have a comparative view of the ancient and modern forms of poetry (c) Knowing the powers of words a student acquires the capability of relishing and critically appreciating the different levels of meaning in poetic expressions and the aesthetic delight.

**C-8**

**Indian Epigraphy, Palaeography and Chronology**

**BA- Semester IV – Epigraphy and Inscriptions, Buddhist Hybrid Sanskrit**

**Course Content** – Indian Epigraphy, Ancient Indian History, History of Indian Inscriptions, Ancient scripts, Some selected inscriptions, such as, Aśokan Inscriptions (Girnar versions), Pillar edict of Aśoka (Sarnath), Junagar Inscription of Rudradaman, Eran Inscription of Samudragupta, Mehrauli Inscriptions etc. Moreover, the chronology is also added in the syllabus. Inscriptions, along with the language and the script are given importance in the curriculum. Lalitavistara, the Buddhist Hybrid Sanskrit text has also been included in the syllabus.

**Objectives** – Epigraphy and Inscriptions are the living documents of the history. Mostly the ancient Indian inscriptions are inscribed in Brāhmī and Kharoṣṭhī scripts and interestingly the language used in the inscriptions is Prakrit. Prakrit being the language of the mass of ancient India, had been considered

## OBJECTIVES AND OUTCOMES

to be the languages of the Inscriptions that it should be easily accessible to the common people.

**Outcome** – The study of Epigraphy and Inscriptions had always been the source of the history. Ancient scripts help to understand the development of the script in modern vernaculars also. Through the study of Inscriptions ancient tradition, heritage and culture etc are known. So it acquaints with the ample sources of human civilization. Here is the necessity of the study.

### **C-9 Modern Sanskrit Literature**

#### **Paper: C-9, Sec-C: Gitikāvya and other genres**

#### **Sec-D: General survey**

#### **Course Content:**

(C) Poems of Modern Sanskrit poets who are lyrical and some of whom also experiment poetic forms of other countries (D) A general study of selected modern Sanskrit poets.

#### **Objective:**

(C) Aim of the course is to introduce various modern forms of poetry with new experiments to the students (D) objective of this part of course is to take the young students on a literary journey with a wide variety of modern Sanskrit poets.

#### **Outcome:**

(C) Students become capable in composing different forms of Sanskrit literature and in becoming literary critics (D) With exposure to different works of poets, students become proficient in being good teachers and composers.

#### **Unit-Wise Division:**

#### **Section 'A'**

#### **Mahākāvya and Charitakāvya**

#### **Svātantrya Sambhavam and Bhīmāyanam**

**Course Content-** Two texts entitled Svātantrya Sambhavam of Revaprasada Dwivedi (Canto 2, verses 1-45) and Bhīmāyanam of Prabha Shankar Joshi (Canto X. verses 20-29; Canto - XI. Verses 13-20 & 40-46) are prescribed for B.A. (Honours) Semester-IV [C-9, Modern Sanskrit Literature]. The first text is from a Mahakavya and the second text is from a Charita Kavya of Modern Sanskrit Literature.

## OBJECTIVES AND OUTCOMES

**Objective-** The purpose of this course is to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

**Outcome-** Through the study of these texts students become familiar with the vast area of modern Sanskrit Literature.

### **Section 'B'** **Gadya Kāvya and Rūpaka**

#### **C-9, Semester-IV: Muktaadhara**

##### **Course Content:**

A playlet was written by Rabindranath Tagore and translated in Sanskrit by Sri Dhyanesht Narayan Chakraborty. This deals with the struggle of the peasants of the village Shivatarai against the king of Uttarakuta, who constructed a dam on the spring Muktaadhara and had stopped the water supply to the villagers of Shivatarai.

##### **Objective:**

Rabindranath considered nationalism as the manifestation of humanity. So the great message can be achieved from this drama that the autocracy of science destroys the divine quality of human beings and humanism can not be established through the hatred, conflict, bloodshed and chauvinism.

##### **Outcome:**

Through the reading of the Sanskrit rendering of this playlet a student finds real pleasure, and this is very encouraging for modern Sanskrit translation-studies as well as the development of a modern literature in Sanskrit.

#### **C-10** **Sanskrit and World Literature**

##### **C-10 (CBCS)**

##### **Sanskrit and World Literature:**

##### **Upanisad and Gita in world literature**

**Content:** Sanskrit and World Literature: Upanisad and Gita in world literature

##### **Course Objective:**

This course focuses on the Persian translation of Upanisads done by Dara Shikoh in 17<sup>th</sup> century and the Latin version of it. To produce a sketch of the historical background of the translation of Bhagavadita, the most prominent source of Indian spirituality and philosophy, in different languages of the world, is another objective of this unit of the course.

**Learning outcome:**

Students comprehended how Sanskrit is associated with the world literature and how the academia of the world came to know about the two major texts of ancient literature of India through translations.

**B.A. Sem IV (Paper - C-10)**

**Sanskrit and world literature**

**Content** – Buddhist hybrid Sanskrit literature, Upanisad, Gita, Sanskrit Fable, Ramayana & Mahabharata in South-east asian countries, Kalidasa literature and Sanskrit studies across the world. This paper taught to the students of Graduation.

**Objectives** – This paper has the objectives like- To acquaint the students of graduation about spread of Sanskrit throughout the world.

**Outcome** – Students of the targeted group actually acquainted with the subject matters.

**Paper: C-10: Sec-E: Kalidasa in World lit**

**Sec-F: Sanskrit studies across the world**

**Course Content:**

(E) Kalidasa in World lit creature (F) Sanskrit studies across the world

**Objective:**

(E) To give students a world vision on Kalidasa (F) To give them an idea of the acceptability of Sanskrit in the world.

**Outcome:**

(E & F) Students be come able to have a world view on Kalidasa and on Sanskrit language and literature as well.

**C-11**

**Vedic Literature**

**B.A. Sem. V, Vedic History, Paper C-11**

**Course Content:**The paper prescribes the Vedic history, chronology, socio-cultural behavior etc.

**Objective:**Students would know the history of the Vedic literature in this paper. It unravels before them the ancient-most Indian Culture, Pantheon, knowledge-system and way of life.

**Outcome:**The paper helps student to know the history of Vedic literature.

**C-12**

**Sanskrit Grammar**

## OBJECTIVES AND OUTCOMES

All these sections shall be taught from Laghusiddhānta-kaumudī. You may hope relevant page-134 – 5 of CBCS, UGC

**Course Content:** Laghusiddhantakaumudi (Vibhaktyartha, krt, Samjna and Sandhi sections and Bhavadi section), Sanskrit Composition and Communication, Basic Sanskrit Grammar etc.

**Course Objective:** To enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively and appropriately according to the situation.

**Course Output:** Students will develop the abilities in Sanskrit grammar, oral skills, reading, writing and communication skills. They will also improve their accuracy and fluency in producing and understanding spoken and written Sanskrit.

### C-14

#### Self Management in the Gitā

#### BA Sem-VI, C-14

#### Self Management in the Gita

**Content:** Self Management in the Gita

**Objective:** The purpose of Bhagavad Gita is to revive our Sanatana occupation or Sanatana dharma which is eternal occupation of the living entity. It gives knowledge about diet control, blanced life, physical and mental discipline.

**Output:** It has been found that the students got more interest about the text. They become more aware about their physical and mental health.

### Discipline Specific Elective

#### DSE-1

#### Indian System of Logic and Debate

#### DSE-1, Semester-V: Indian System of Logic and Debate

#### Course Content:

This paper deals with the study of fundamentals of Science of Debate, Theory and method of Debate, council of Debate, its kinds the nature of Discussant, Opponent judge and the syllogistic logic.

#### Objective:

To enhance the power of making argument to analyse and understand the philosophical texts.

## OBJECTIVES AND OUTCOMES

### Outcome:

It helps the students to understand the method, expedience and limit of debate.

### DSE-2 Art of Balanced Living

Prescribed Course:		Total 56 Credits
Section 'A'	Self-presentation	16 Credits
Section 'B'	Concentration	20 Credits
Section 'C'	Refinement of Behaviour	20 Credits

### BA, Sem V, DSE-2 (CBCS) Section-A – Self-presentation

**Content:** Education of Self-presentation

#### Course Objectives:

The objective of this course is to teach the student the method of Self-presentation as prescribed by the ancient texts like Brihadaranyaka Upanisad. Shravana, manana and nididhyasana are three most effective means to acquire the knowledge of Self-inspection.

#### Learning outcome:

Students got the knowledge that is preserved in ancient Sanskrit text like Upanishad and came to know the method of self-presentation; experiencing it they ultimately secured the knowledge of the process of art of balancing in their life.

### DSE-3 Sanskrit Linguistics

### DSE-3 (CBCS) Sanskrit Linguistics

**Content:** Sanskrit Linguistics

#### Course Objectives:

The objective of this course is to give an overall view of different aspects of language and Linguistics. As Sanskrit is one of the oldest languages of the world, the students should learn the position of it in the language-families. At the same time another objective of this course is to inform the student about different branches of linguistics/ philology and different approaches of modern linguistics, so that, not only from the view point of traditional grammar, but they can analyze Sanskrit language from the perspective of philology also.

**Learning outcome:**

Students have acquired the introductory knowledge about Linguistics and Language families, particularly of Indo-European Language family. Subsequently, they came to know the perspective of the modern philology and linguistics which would help them to continue further study in Sanskrit from the point of view of modern approaches of Linguistics.

**DSE – 4  
Environmental Awareness in Sanskrit literature**

**B.A. Sem.-V, DSE-IV**

**Course Content:** This paper focuses on environmental studies in which the human awareness of his environment is concerned.

**Objective:** This paper teaches students to be aware of the relationship between the environment and human or animal existence.

**Outcome:** Taking cues from the Vedic and classical literature they are being prepared for the protection of the environment surrounding the earth.

**DSE-4: Section-C: Environmental Awareness in Classical Sanskrit Literature**

**Course Content:**

C- Ideas on environmental awareness, preservation and management in the Classical Sanskrit literature.

**Objective:**

It acquaints students with the ancient poets wisdom on the environmental preservation.

**Outcome:**

Students become inspired to preserve the world environment.

**Generic Elective Course in Sanskrit**

**GE-1  
Basic Sanskrit**

## OBJECTIVES AND OUTCOMES

<b>Prescribed Course:</b>		<b>Total 56 Credits</b>
Section 'A'	Grammar and composition Part - I	26 Credits
Section 'B'	Grammar and composition Part - II	20 Credits
Section 'C'	Literature	10 Credits
<b>Unit-Wise Division:</b>		
<b>Section 'A'</b>		
<b>Grammar and Composition Part I</b>		
<b>Unit: I</b>	Nominative forms of pronouns- <i>asmad, yuṣmad, etat</i> and <i>tat</i> in masculine, feminine and neuter. Nominative forms of 'a' ending masculine and neuter gender nouns with <i>paṭh, khād, likh</i> and similar simple verbs in present, past and future. Objective forms of the above nouns and pronouns in singular with more simple verbs	<b>08 Credits</b>
<b>Unit: II</b>	Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.	<b>06 Credits</b>
<b>Unit: III</b>	'ā' and 'ī' ending feminine words in nominative and accusative cases with <i>loṭ lakāra</i> (imperative).	<b>04 Credits</b>
<b>Unit: IV</b>	'ā' and 'ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns <i>tat, etat, yat, kim</i>	<b>02 Credits</b>
<b>Unit: V</b>	Masculine and Feminine nouns ending in 'ī' and masculine nouns ending in 'u' in various cases in singular	<b>03 Credits</b>
<b>Unit: VI</b>	Masculine nouns ending in consonants – <i>bhavat, guṇin, ātman</i> and Feminine nouns ending in consonants – <i>vāk</i> , Neuter nouns ending in consonants – <i>jagat, manas</i>	<b>03 Credits</b>
<b>Section 'B'</b>		
<b>Grammar and Composition Part II</b>		
<b>Unit: I</b>	Special Verb forms – in <i>parasmaipada</i> – past, present, future and imperative – <i>kr, śrū</i>	<b>05 Credits</b>
<b>Unit: II</b>	Special Verb forms – in <i>parasmaipada</i> – past, present, future and imperative <i>jñā</i> . Special Verb forms – in <i>parasmaipada</i> – past, present, future and imperative <i>dā</i> .	<b>02 Credits</b>
<b>Unit: III</b>	<i>ātmanepada</i> – <i>sev, labh</i>	<b>02 Credits</b>
<b>Unit: IV</b>	Phonetic changes – <i>visarga sandhi</i> vowel sandhis.	<b>06 Credits</b>



## OBJECTIVES AND OUTCOMES

<b>Unit: V</b>	Participles - <i>śatṛ, śānac, ktavatu, kta. Pratyayas - ktvā, lyap, tumun. Active - passive structures in lakāras - (third person forms only) and pratyayas kta, ktavatu</i>	<b>05 Credits</b>
<b>Section 'C' Literature</b>		
<b>Unit: I</b>	Gita Chapter XII	<b>10 Credits</b>

<b>GE-2 Indian Culture and Social Issues</b>		
<b>Prescribed Course:</b>		<b>Total 56 Credits</b>
Section 'A'	Dharma and Stages of Life	16 Credits
Section 'B'	Caste System	30 Credits
Section 'C'	Purification (Samskāra)	10 Credits
<b>GE - 2 Indian Culture and Social Issues</b>		
<p><b>Content-</b> This paper designed for the students who have opted Sanskrit as their subsidiary subject. The target students of this paper in our University are, students of History, Geography, Hindi, Philosophy, English, Bengali, Yogic Science and Comparative Religion. This paper contains subject matters like caste systems, Stages of life, Indian thought of Purification, Introduction to Dharma etc.</p> <p><b>Objective</b> – This paper is an edover to make aware of Indian culture and social issues. Target students are from various other Departments of this University. Sole objective is to give fundamental exposition to the targeted group.</p> <p><b>Outcome</b> – This paper carefully designed and helps the students to have a glance to the Indian culture history in particular.</p>		

<b>GE-4 Fundamentals of Indian Philosophy</b>	
<b>G-4 (Fundamentals of Indian Philosophy)</b>	
<b>Content:</b> Vedanta Literature and Thought	
<b>Course Objectives:</b>	

## OBJECTIVES AND OUTCOMES

The objective of this course is to give an introduction to the structure, history and development of the whole Vedanta tradition. Subsequently, some basic theories of the non-dualistic school of Sankaracarya are been taught. As it is a course of generic elective, the basic objective is to offer an outline of the Vedanta philosophy so that the students from other disciplines can get the foundational and overall concept of Indian philosophy.

### **Learning outcome:**

Students acquired the foundational concept of the history of the development of the Vedanta schools, as well as of some doctrine of Advaita Vedanta.

### **Skill Based Ability Enhancement Elective Course**

#### **AEEC-1 Evolution of Indian scripts**

#### **BA, Sem-III (CBCS) AEEC-1**

#### **Evolution of Indian Script**

**Content:** Evolution of Indian Script

#### **Course Objective:**

This course offers the knowledge about ancient system of Indian Writing. An introduction to the history of writing of human civilization is also being given through this course. As this is a course for skill development, the major objective of this course is to teach the students some ancient scripts like Brahmi etc., so that they can decipher the ancient scripts in their future research related to epigraphy and manuscriptology.

#### **Learning Outcome:**

Students got the basic concept about the writing system of ancient India. They learnt the paleographical details and the history of the development of ancient Indian scripts. They practiced how to decipher the Ashokan Brahmi script.

#### **AEEC-2 Sanskrit Meters and Music SECC-2 - Sanskrit Meters**

## OBJECTIVES AND OUTCOMES

**Course Content-** Definition, Example, Analysis and Lyrical Methods of some selected Meters like bhuja 'gaprayāta, sragvi, ī, totaka, harigītikā etc. are prescribed in this course.

**Objective-** The objective of this course is to learn Sanskrit meter for analysis and lyrical techniques.

**Outcome-** First learners of Sanskrit will get the complete information regarding selected Classical meters with lyrical techniques.

### Department of Sanskrit, Pali & Prakrit Visva-Bharati, Santiketan

#### B. A. in Sanskrit

[To be introduced from Academic session 2017-18] (C.B.C.S)

#### Honours (Core Course)

#### BA, Sem- (Non-CBCS)

#### Ishopanishad:

#### Course Objectives:

Ishopanishad is one major Upanishadic text of Shukla-Vajurveda. The objective of this course is to offer the knowledge of the basic foundation of Indian philosophy, Indian spirituality.

#### Learning Outcome:

Students have learnt the inner philosophy of the Upanisadic doctrine through this text. They also got the knowledge of the Upanisadic foundation, required for preparing Vedantic theory.

#### BA, Sem – VI, Paper - XVI (Non-CBCS)

#### Vedantasara

**Content:** Vedantasara

#### Course Objectives:

Vedantasara is a prakarana text of 15<sup>th</sup> century decoding different theories of Advaita Vedanta. Sadananda-yogindra compared and compiled the Vedanta doctrines of different scholars of Advaita tradition. The objective of this course makes the students knowledgeable about the basic structure of the whole Vedanta sastric tradition.

#### Learning outcome:

Students got the introductory concept of Vedanta, specifically of Advaita Vedanta. The topic, objectives and goal of Advaita Vedanta and other

foundational aspects that are required to get the deeper knowledge in philosophy, have been learnt by the students of this particular course.

**M.A. in Sanskrit, (Semester System)**

[Effective from 2015-2016 Academic Session]

**Semester – I**

**Paper – I Vedic Studies**

Total – 40

**M.A. Sem. I, Vedic Studies, Paper - I**

**Course Content :** In this papersome selected hymns from Vedas associated with various deities viz., Agni, Indra, Mitra, Varuna, Asvini Kumaras, Sarasvati, Purusa etc. are mentioned which speak about the characteristics and concept of Vedic deities and their relationship with human beings and nature.

**Objective:** Purpose of this paper is to acquaint students with the Vedic Parthenon, Culture and Gods - so that they will know the ancient-most root of Indian Culture.

**Outcome:** The students get a clear idea about the nature of mantras, concept and characteristic of Vedic deities etc.

**Paper-III**

**Nyāya-Vaiśeṣika**

**Tarka Saṃgraha**

**Paper-III, Semester-I: Nyaya vaisesika-Tarkasamgrahu**

**Course Content:**

It is a philosophical text based on Nyaya vaisesika school of thought. It deals with the nature of various objects of knowledge, the characteristics of valid knowledge and its classifications.

**Objective:**

To help the first learner for grasping the process of philosophical arguments as presented in various texts.

**Outcome:**

After the thorough reading of this primary text students become familiar with the style of the analytical methods of philosophy as well as the knowledge of technical terms of philosophical literature and how to apply them.

**Paper-IV Prakrit**

**MA – 1 (Semester I) Prakrit**

**Course Content** – This course has Prakrit Grammar and Prakrit Literature. In the context of Prakrit grammar, Vararuci's Prakrit prakāśa has been taken in the syllabus. In first two chapters, vowels and non-conjunct consonants are treated. In Prakrit literature, two books are studied, and these are, Daśavaikālika and Karpūramañjarī. Daśavaikālika is a Jain Canonical text, written in Ardhamāgadhī Prakrit and Karpūramañjarī, is a Prakrit drama called Saṭṭaka. This is written by Rājaśekhara in 10th century CE.

**Objectives** – Prakrit has many dialects and sub-dialects. Some of the classifications of Prakrit are Māhāraṣṭrī, Śaurasenī, Māgadhī, Ardhamāgadhī and so on. In the time of Lord Mahāvīra (600 BCE), Prakrit has earned recognition as a language. Ardhamāgadhī Prakrit is used in the Śvetāmbara Jain Canonical texts, where as Śaurasenī is used in the Digambara scriptures and in many non-Jain texts. In Sanskrit dramas, some characters speak Śaurasenī. In Vararuci's Prākṛta-prakāśa general features of Māhāraṣṭrī are dealt and Daśavaikālika is prescribed for Jain ethics and through Ardhamāgadhī. In the same way Karpūramañjarī the saṭṭaka is prescribed for knowing the language Śaurasenī and for the specimen of ancient drama in India.

**Outcome** – Prakrit, linguistically called as Middle Indo-Aryan (MIA), has a great impact on New Indo-Aryan languages (NIA), such as, Bengali, Hindi, Odia, Assamese, Marathi, Gujarati, Punjabi, Rajasthani and many other modern Indian languages. It is interesting to note that the remnants of Old Indo-Aryan (OIA) or development of the OIA language to NIA is perfectly realized through the MIA. So learning Prakrit is important to understand the linguistic tradition in India.

**Semester – II**

**Paper-V Vedic Literature and Linguistics**

Unit-I: Ṛgvedabhāṣyopakramanikā & Kenopaniṣad

**M.A Sem. II (Paper V)**

**Content** – This paper includes Sayana's introduction to interpretation of Ṛgveda, Upaniṣad and General linguistics. It is a combination of three aspects – Trend of Vedic Interpretation, Vedānta philosophy and Comparative Linguistics.

**Objective** – Unit I aims at the understandings of Interpretational technology of Sayana.

## OBJECTIVES AND OUTCOMES

Unit II introduces in-depth study of Upaniṣad and understanding its value.

Unit III gives basic knowledge on Comparative Linguistics .

**Outcome** – In general this paper helps the students to Understand the Vedic Interpretation by Sayana and also focuses on the Phonological concepts of general linguistics with exposition to the Vedantic concepts of life and beyond.

### **M.A. Sem- II Kenopanishad**

**Content:** Kenopanishad

#### **Course Objectives:**

Kenopanishad is one major Upanishadic text that explores the Brahmaidya. The objective of this course is to offer the knowledge of the basic foundation of Indian philosophy, Indian spirituality and ancient mythology.

#### **Learning Outcome:**

Students have learnt the theory of non-duality through this text. They also got the knowledge of the Upanisadic groundwork, essential for preparing Vedantic theory.

### **MA-Sem-II, Paper-VI**

**Course Content:** Vaiyakaranasiddhartakaumudi (Ajanta Puṇḍinga, Taddhita, Kṛtya, Strī).

**Course Objective:** To enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively and appropriately according to the situation.

**Course Output:** Students will develop the abilities in Sanskrit grammar, oral skills, reading, writing and communication skills. They will also improve their accuracy and fluency in producing and understanding spoken and written Sanskrit.

### **MA-Sem-II, Paper-VI**

**Course Content:** Vaiyakarana – Siddhanta-Kaumudi (Samjna & Paribhasa, ac-Sandhi & hal sandhi, nic, san, yañ, Bhavadi)

**Course Objective:** To enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively and appropriately according to the situation.

**Course Output:** Students will develop the abilities in Sanskrit grammar, oral

skills, reading, writing and communication skills. They will also improve their accuracy and fluency in producing and understanding spoken and written Sanskrit.

### **MA – 1 (Semester II) Pali and Sanskrit Philology**

**Course Content** – In this semester some Pali texts along with Pali grammatical features are prescribed. Two Jātakas – Kaṭṭhahārī Jātaka and Gumbīya Jātaka are taught in the Department. Apart from that, the Dhammapada, Munisutta, Dhammacakka-pavattana sutta, Bhaddavaggīya vatthu, Kāludāyī theragāthā etc are taught. In the syllabus the first rock edict of Aśokan Inscriptions, Girnar, Jaugaḍa and Shahbazgarhi versions are prescribed. Some fundamental Prakrit grammar and Prakrit philology are also included in the syllabus. In Sanskrit Philology, the development of Indo-European to the Old Indo-Aryan and some Phonological laws are prescribed in the syllabus.

**Objectives** – Pali is used in the Buddhist texts. The language has close connection with the Buddhist canons. So learning Buddhism is also a means for learning Pali. Sanskrit has a close relation with Pali and Prakrit. So through language and literature it reveals the culture, custom and tradition of ancient India. Learning Pali with the Sanskrit background is an added advantage.

**Outcome** – Every literature has three major dimensions, such as, language, literary theories and the philosophy. Pali has also these major aspects in its literature. Through the knowledge of the language it is possible to reach the teachings of philosophy. Philosophy has also the application in the society. So it goes without saying that the teaching of Buddha, in terms of compassion and non-violence is so essential in modern era.

### **Semester-III**

#### **Paper-IX**

#### **Veda Group**

#### **Post-Vedic Texts:**

Taittareya Bhāṣyabhūmika  
Bodhayana Dharmasūtra

#### **M.A Sem III (Paper – IX)**

**Content** – This paper included two texts named Taittirīya-Bhāṣhya-Bhūmika by Sayana and Boudhāyana-Dharmasūtra. One related to debate on Sayana's interpretation other one related to social system of sutra-period.

### Objectives

- To equip the students with the sayana's interpretation of Yajurveda, the History of introduction and Mīmāṃsā thought system.
- To equip the students with the ancient social structure, History, Geography and legal procedure as well.

Outcome – As a result our student have been well equipped with the legal procedure of ancient India and technique of vedic interpretation by Sayana.

### Indian philosophy Group

#### Atheist School:

Unit-I : Sarva-darśana-saṃgraha

#### Cārvāka

### MA, Sem-III (Indian Philosophy), Paper-IX

#### Carvaka Philosophy

**Content:** Carvakdarsam

**Objective:** Knowledge of reality or valid cognition is called prama and the source of knowledge is called pramana. The carvaka holds that the perception is the only pramaṇa or dependable source of knowledge. For establishing this position he criticizes the possibilities of other sources of knowledge like inference and testimony which are regarded as valid pramaṇa by many philosophers.

**Output:** It has been found that the students become more inquisitive after studying the text of caravaka philosophy. They realize the materialistic view prevailed in the ancient text which is popular among the common people.

### MA-2 (Philosophy Group) – Semester III

**Course Content** – Jainism (Ārhat darśana) from Sarvadarśana-saṃgraha of Sāyana-Mādhava or Mādhavācārya. After Buddhism, Jainism comes. Mādhavācārya, through the argument of Jainism refutes the theory of kṣaṇikavāda of Buddhism. This course covers the theory of omniscience and the three jewels (triratna). It deals with the two basic fundamentals, such as, soul and non-soul, five fundamentals, seven fundamentals and nine fundamentals. It also deals with Saptabhaṅgī-naya including Syād-vāda and Anekānta-vāda.



**Objectives** – Mādhavācārya dealt with the different schools of Indian Philosophy. He composed those matters in a very systematic way in the Sarvadarśana-saṃgraha. While discussing on the Buddhist Philosophy, he kept kṣaṇikavāda as the final point. Consequently he started Jainism with the refutation of kṣaṇikavāda. Establishment of the theory of Omniscience as propounded by the Jain Philosophy has become a prime point. The fundamentals of Jain Philosophy have been composed in the Tattvārthasūtra. Mādhavācārya quoted those sūtras to justify his arguments. Sarvadarśana-saṃgraha is very important in the sense that Mādhavācārya has interpreted Jainism in a new way. It helps to understand the common aspects of different philosophies.

**Outcome** – Indian culture and heritage is known through the tradition of two major faiths and cultures, such as, Brāhmanic and Śramaṇic cultures. Buddhism and Jainism come under the category of Śramaṇic cultures. These two, along with Cārvāka are in the category of atheist philosophy. Jainism believes the existence of individual soul of all living beings and the soul without the help of any external power can attain final liberation. So the basic two teachings are applicable to the human society that, in terms of existence the importance of soul of all creatures are same and the act of non-violence with all creatures. The five great vows, such as, non-violence, truth, non-stealing, celibacy and non-possessiveness are the nature of human values. Herein lies the importance of the study of Jainism.

### **MA, Sem-III (Indian Philosophy), Paper-IX**

#### **Atheist School**

Mulamadhyamakarikā – Buddhist Philosophy

**Content:** The Mulamadhyamakarikā, written by Nagarjuna, is the first regular work on the Madhyamika Philosophy. The book is based on the exposition of middle path doctrine which discards all limitation. It also demonstrates the absolute i.e. sunyata.

**Objective:** To explain the cause and effect theory through non-conditionality. Which is a unique one in the history of Indian philosophical thought.

**Output:** Students can understand the variety of Truth i.e. conditional and transcendental, which has been explained through logical method.

#### **Literature Group**

##### **Drama:**

Unit-I : **Mṛcchakatikam**

**(Sem.-III) : Paper-IX: Mrichhakatikam**

##### **Course Content:**

## OBJECTIVES AND OUTCOMES

The famous drama of Sudraka

### **Objective:**

Course aims at teaching students the subtle nuances of a Prakarana type of Sanskrit drama.

### **Outcome:**

Students become capable of giving tables, making critical appreciations and sociological studies on Sanskrit drama in particular and drama in general.

### **Paper-X**

#### **Veda Group**

#### **Prātiśākhyā:**

Rg Prātiśākhyā ( 1<sup>st</sup> Four Pattalas)

#### **M.A. Sem III (Paper X)**

**Content** – This paper deals with the science of Vedic Semantics. The text accepted is part of Ṛkprātiśākhyā, includes subject matters like Saṁjñā , paribhāṣā, Sandhi and svāra.

**Objective-** To educate the students regarding different aspects of Vedic semantology.

**Outcome-** This syllabus serves two purposes directly. It helps the students to know the Vedic grammatic forms. As well as it helps the students to get oriented with the Indian system of linguistics.

#### **Indian Philosophy Group**

#### **Nyāya-Vaiśeṣika:**

Bhāṣāpariccheda with Siddhāntamuktavali

(Upto Anumāna Khanda)

#### **MA (Indian Philosophy Group)**

#### **Paper-X, Semester-III: Bhāṣāpariccheda with siddhantamuktavali**

#### **Course Content:**

It is a book written by Viswanath Nyayapanchanana of the Nyaya vaisesika school of Indian philosophy. The first part of the book is the interpretation of the various nature of the knowable objects and valid knowledge. The second part deals with the four distinct sources of knowledge. The last section of this book deals with the absolute cessation of all pain and pleasure.

**Objective:**

To enhance the power of analyzing based on philosophical arguments is the mere objective of this study.

**Outcome:**

Through the study of this text students become familiar with the style of the analytical methods of philosophy and they can explain the subject matter of any text scientifically with the help of philosophical by technical terms.

**Literature Group****Paper-XI****Veda Group****Other Samhitās:****M.A. Sem. III, Veda, Paper – XI**

**Course Content :** In this papersome selected hymns from Atharvaveda and Yajurveda are taught. These hymns are associated with Kāla, Sita, Skambha, Pṛthivī, Sivasamkalpa etc.

**Objective :** Both Yajurveda and Atharvaveda are gradually being neglected in the modern Indian knowledge-system. The hymns from both the Vedas are selected for introducing their cultural, spiritual and knowledge vibrations to the students.

**Outcome :** Students know the socio-cultural behavior of Vedic people from these texts as the source book.

**Indian Philosophy Group****Sāṃkhya:**

Sāṃkhyatattvakaumudi

**MA, Sem-III (Indian Philosophy), Paper-XI****Samkhya Philosophy**

**Content:** Sāṃkhya-tattva-kaumudi full text

**Objective:** Samkhya aims at the knowledge of reality for the practical purpose of putting an end at all pain and suffering. It gives knowledge of the self which is clearly higher than that given by other system.

**Output:** It has been found that the students become more inquisitive after studying the text of Samkhya philosophy. They become more logical and

curious about other subjects when they study this text. They also got a clear idea of pain and suffering.

### Literature Group

#### Poetics:

Kāvyaṣṙakāsh (chapters – I-V)

### 2. Kavyaṣṙakashah

**Course Content-** The book is designated by the title as Light of Poetry. In the syllabus chapters – I-V of Kavyaṣṙakashah are prescribed for the students of M.A. Literature Group of Semester: III (Paper-XI, Poetics), and chapters-VII & X of Kavyaṣṙakashah are prescribed for the students of Literature Group of Semester: IV (Paper-XV, Poetics). Topics like Aim & Scope of poetry, Equipments of composing poetry, Definition of poetry, Kinds of poetry, Kinds of words and Sense, Function of suggestion etc. are discussed in the first half and Rasadosa, figures of speech like simile, poetical fancy, reciprocal comparison, metaphor, paronomasia, corroboration etc. are discussed in the second half in this text.

**Objective-** Mammata is peerless in his aesthetic sensibility which animates the whole of his work and makes it full of interest to one and all interested in pure literary criticism. Mammata appears thus as a true successor of Anandavardhana and Abhinavagupta, giving a new orientation to literary study.

**Outcome-** Students get an idea of the aesthetic use of language comes under the categories of suggestion, propriety etc. They understand the extraordinary nature of poetic vision that has been explained at length in the book.

### Paper-XII

#### Veda Group

#### M.A. Sem. III, Veda, Paper – XII

**Course Content :** This paper contains selected hymns from the Ṛgveda Samhita-Suktas associated with Mitra-Varuṇa, Savita, Uṣas, Nāsadīya, Srī, Sraddhā, Sanjñāna etc. which speak about the special characteristics and concept of deities and they are concerned with human being and nature. Moreover, Nāsadīya-sūkta speaks about creation of the universe in philosophical modes.

**Objective :** Students are taught the hymns of the ancient-most Veda i.e. the Rig Veda in this paper. It lets them know the picture of the society as reflected in this Veda. The oldest Vedic culture, oldest literary sensibility and the oldest Vedic way of life are taught to them through this paper.

## OBJECTIVES AND OUTCOMES

**Outcome :** To know the socio-cultural behavior of the Vedic people, these texts are source books.

### **Indian Philosophy Group**

#### **Vedānta:**

Vedāntā Paribhāṣā

Vedānta Paribhāṣā by Dharmaraja-advarindra.

### **MA, Sem-III, Paper-XII Vedanta-Paribhasā**

**Content:** Vedanta-Paribhasā

#### **Course Objectives:**

Vedanta Paribhasa is a prakarana text, authored by Dharmaraja-advarindra. It contains eight chapters dealing with Epistemology and Ontology of Vedanta, particularly of Advaita tradition. The text was composed in 16<sup>th</sup> century. Vedanta is one of the most prominent theistic philosophical schools of ancient India. The objective of the course is to give a basic idea of the doctrines as propagated by Shankaracarya and other scholars of Advaita Vedanta. Specifically, the epistemology and ontology, the two most significant areas of philosophies are in the focus of this course. It carries the thoughts of a continuous tradition of Advaita Vedanta (up to 16<sup>th</sup> Century), where different views of the sub-schools of Advaitins are brought forth.

#### **Learning outcome:**

Students got the clear idea about the thoughts and theories of Advaita tradition. They also came across the patterns of arguments of ancient India.

### **Literature Group**

#### **Literary Criticism:**

Unit-I : Dhvanyālokaḥ (Chapter-I)

Unit-II : Sāhitya Darpaṇaṃ (Chapter-I, II, III up to Rasa-nirupaṇa)

### **5. Sahitya- Darpanah**

**Course Content-** Sahitya- Darpanah (Chapters I-III) of Visvanatha Kaviraja is prescribed for the students of M.A. Literature Group of Semester: III

(Paper-XII, Literary Criticism). Topics like Congruity of sound and sense, Refutation of prior theories on the definition of poetry, dominant feelings, temporary feelings, improper relish of sentiment and emotion etc. are dealt in here.

**Objective-** Sahitya- Darpanah tries to pick holes and raises questions on the logic of the definitions of Poetry told by rhetoricians prior to him. The definition of poetry etc. which are told here are indeed land marks in the literary criticism of ancient India.

**Outcome-**Through the study of this text students realise the specialty of Indian Rhetoricians and their power of analyzing various theories related to Indian Poetics.

### **Semester – IV**

#### **Paper - XIII**

#### **Veda Group**

#### **Karmkāṇḍa:**

Śatapatha Brāhmaṇa

( Ka.I Addhyāya I-III ,Selected Portion)

Jaiminiya Nyāyamālāvistāra( Ch-I, 1-5)

#### **M.A. Sem IV (Paper XIII)**

#### **Satapatha Brahmana. Jaiminiya Nyayamala**

**Content** – Satapatha Brahmana (Selected Portion) the most important and vital Brahmana text of Vedic literature is the important source of sacrificial science. Jaiminiya Nyayamalavistara is also a text of Mimansa system.

**Objectives** – The paper has the objectives like –

To educate the students about the sacrificial technology of Vedic period.

To acquaint the students with Mimansa system.

**Outcome** – After studying these two texts students become well acquainted with the trend and technology of Sacrificial Literature.

#### **Indian Philosophy Group**

#### **Nyāya-Vaiśeṣika:**

Bhāṣāpariccheda with Siddhāntamuktāvalī  
from Śabda khanda upto the end of the book

**MA (Indian Philosophy Group)**

**Bhāṣāpariccheda with siddhantamuktavali**

**Paper-XIII, Semester-IV**

**Course Content:**

It is a book written by Viswanath Nyayapanchanana of the Nyaya vaisesika school of Indian philosophy. The first part of the book is the interpretation of the various nature of the knowable objects and valid knowledge. The second part deals with the four distinct sources of knowledge. The last section of this book deals with the absolute cessation of all pain and pleasure.

**Objective:**

To enhance the power of analyzing based on philosophical arguments is the mere objective of this study.

**Outcome:**

Through the study of this text students become familiar with the style of the analytical methods of philosophy and they can explain the subject matter of any text scientifically with the help of philosophical by technical terms.

**Literature Group**

**Prose & Poetry:**

Unit-I : Harṣacaritaṃ (tesu caivamutpadyamānesu. Mokṣasukhamiva  
anvabhavat from chapter-I & chapter-V)

**M.A., Course-IV, Harṣacaritam, Paper-XIII**

**Course Content :** In this text the life, characteristics and heredity or lineages of Harṣavardhana is mentioned. Moreover, the social formation of the society during his period is explained.

**Objectives :**Students can obtain the knowledge of a socio-political and Indian historical background.

**Outcome :**The socio-political and Indian historical enquiry has been acknowledge in this text which is very significant for student

Unit-II : Meghadutam

## 6. Meghadutam

**Course Content-** Meghadutam is a very famous Dutakavya of Kalidasa. Both Purvamegha and Uttaramegha are included in the syllabus of M.A. Literature Group of Semester: IV (Paper-XIII, Prose and Poetry).

**Objective-** Kalidasa describes nature with most effective touches and his description of emotions of human beings is very striking and life-like.

**Outcome-** Detailed analysis of the text helps students to negotiate texts independently and they become familiar with the example of the best kind of Sanskrit poetry.

## Paper-XIV

### Veda Group

#### Upanisad & Sūtra:

Kathopaniṣad, Pāraskaragrihyasūtra ( Ch-I)

### M.A. Sem. IV, Veda, Paper – XIV

**Course Content :** In this paper two texts are prescribed, i.e. Kaṭhopeniṣad and Pārasakaragrhyasūtra (Ch-I). The discussion between Yama and Nachiketa about Atma and Brahamā etc. are significant here in the said Upaniṣada..

**Objective :** Kathopenisad reveals the ancient-most enquiry into the mystery of death. Through the textual reading of those valuable mantras in this Upanisad students enter into the understanding of the philosophy of life and death and get ready to understand their spiritual existence in this universe. The text Pāraskaṛagrhyasūtra teaches the household norms of daily life as articulated by the seer Pāraskara.

**Outcome :** The discussion between Yama and Nachiketā about Atmā and Brhamā etc. are significant for students. Pāraskaragrhyasūtra teaches the household norms of daily life as articulated by the seer Pāraskara. Students get in fair way the ground reality of life and its ultimate goal.

### Indian Philosophy Group

#### Mīmāṃsā & History of Indian Philosophy:

Unit-I : Mīmāṃsā : Mānameyodaya (Pramānas only)

#### Paper-XIV, Semester-IV: Manameyodaya

#### Course Content:



## OBJECTIVES AND OUTCOMES

It is a general treatise of Indian philosophy based on Purva-mimamsa system of thought. It deals with the epistemology of Mimamsa philosophy. The first section discusses the nature of valid knowledge and its classifications.

### **Objective:**

To make the students aware of various stages of development of knowledge and how to apply it for the clear conception of the external world as well as human mind also.

### **Outcome:**

The parallel reading of the two schools of Indian philosophical texts (Nyaya vaishesika and Mimamsa) students realize the specialty of Indian philosophers, their power of analyzing various theories related to knowledge.

Unit-II : History of Indian Philosophy (Basic features & different systems)

### **MA, Sem-IV (Indian Philosophy), Paper-XIV**

#### **(History of Indian Philosophy)**

**Content:** Six system of Indian Philosophy on historical principles

**Objective:** History of Indian Philosophy provides a simple introduction to the Indian System of philosophy. It gives a basic knowledge of all branches of Indian philosophy.

**Output:** It is found that the students got basic knowledge of Indian philosophy and they become interested to acquire deep knowledge of different branches of the Indian Philosophy.

#### **Literature Group**

##### **Drama & Dramaturgy:**

Unit-I : Uttarakāmaritam

Unit-II : Nāṭyaśāstram (Chapters – I & II)

### **M.A., Course-IV, Drama and Dramaturgy, Paper-XIV**

#### **(a) Uttarakāmarittam**

**Course Content :** The text deals with the characteristic of Rāma by his ideal activities on the basis of the text Rāmāyaṇa.

**Objectives :** Learning socio-political content and the ideology of Rama.

**Outcome :** To know an ideal person the text is more significant.

**(b) Nāṭyaśāstra :**

**Course Content :** This is a fundamental text to know about the basic principle of Nāṭaka texts. The concept and purpose of introducing drama is mentioned in this text.

**Objectives :** To know the basic knowledge of the principles of Indian drama and dramaturgy.

**Outcome :** The text is a source book of Indian Drama and Dramaturgy for the world literature.

**Paper-XV**

**Veda Group**

**Nirukta:**

Nirukta- Ch- 1 & 7 (1-15)

**M.A. Sem. IV, Veda, Paper – XV**

**Course Content :** This paper gives the students the basic knowledge about the ancient-most science of Etymology or Nirukta. Students learn many things about the origin of words in Sanskrit. This can also be treated as a part of ancient linguistics too.

**Objective :** To know the science of sentence interpretation the text is very significant.

**Outcome :** Students learn Etymological derivation of the Vedic words as prescribed by Yaska

**Indian Philosophy Group**

**Yoga:**

Yogasūtra with Vyāsa-bhāṣya (I & II chapters)

**MA, Sem-IV (Indian Philosophy), Paper-XV**

**Yoga-Philosophy**

**Content:** Pātañjala Yogasūtram (Samadhi & Sādhana-pādas)

**Objective:** It is a great aid to those who wish to realize the existence of the spirit as an independent principle, free from all limitations of the body, the sense and the mind. The aim of yoga is to explore this region of genuine super-physical experience and to reveal the reality of man and world.

**Output:** Students knew the ancient yogic system and value of yoga. They become conscious about their health.

### Literature Group

#### Literary Criticism & History of Poetics:

Unit-I : Kāvya prakāśh [chapter-VII (Rasadoṣa) & Chapter X

Unit-II : Śabdavyāpāravīcārah of Mammata

### 3. Sabdavyaparavicarah

**Course Content-**The Sabdavyaparavicara of Mammata is a book on Indian literary Criticism. The text is prescribed for the students of M.A.LiteratureGroup of Semester: IV (Paper-XV, Poetics). Topics like three kinds of words and senses, denotative, four fold conventions, attribute, indication etc. are the subject matter of this book.

**Objective-** Word-power comes to the fore in Indian poetics only in the post dhvani period. The importance of word power in a literary work is discussed here in full length.

**Outcome-** Students get an idea about the extraordinary nature of poetic words that has been explained at length in the book.

Unit-III : Outlines of Indian Poetics

### 4. Outlines of Indian Poetics

**Course Content-** The chronological study of the books on Sanskrit poetics is prescribed for the students of M.A. Literature Group of Semester-IV (Paper-XV, Poetics).

**Objective-**This course aims to get students acquainted with a chronological study of the books on poetics and dramaturgy. It intends to give an understanding of the rich heritage of literary criticism through which students will be able to appreciate the development of Sanskrit literature.

**Outcome-** Through the study of this text students become familiar with the great history of Sanskrit poetics.

### Paper-XVI

#### Veda Group

#### Śulva-sūtra

Bodhāyana Śulvasūtra ( Ch.I & 2)

### Paper XVI

### **Baudhayana Sulva Sutra**

**Content** – Selected portion of this Mathematical text has been accepted for primary study.

**Objective** – Hindu Mathematics which is now a debatable topic has been accepted for M.A. students to Introduce the mathematical system of ancient India.

**Outcome** – As a result out students get an exposer to the mathematical science of India. By this segment students also get direct access to the scientific legacy of India.

### **Indian Philosophy Group**

#### **Vedānta:**

Brahmasūtra

a) Adhyāsabhāṣyam & Calūḥsūtrī with Śākarabhāṣyam

b) 1.1.1 with Śrībhāṣyam

### **MA, Sem-IV, Paper- XVI Four Principal Vedanta-sutras**

**Content:** Four Principal Vedanta-sutras

#### **Course objectives:**

Brahma-sutras/Vedanta-sutras, ascribed to the name of Vyasa or Vadarayana, construct the most important foundation of Vedanta theories. All schools of Vedanta tradition have built their own way of thoughts by producing different interpretations on the Brahma-sutras. Among the most known schools of Vedanta philosophy, this course offers the commentaries of Sankara and Ramanuja, the founders of Advaita Vedanta and Visistadvaitavedanta respectively. The 'catuhsutri' part is being taught here to give the basic idea how the Vedanta doctrines of 9<sup>th</sup>-11<sup>th</sup> century CE were formed. To depict what are the arguments and counter arguments of the two most famous school of Vedanta is also an important objective of the course.

#### **Learning outcome:**

Students acquired knowledge about the logical pattern of the Vedanta theory, as well as the basic tendencies of the Indian theist philosophies. The overall picture that how the same sutras can be reinterpreted while establishing different doctrines has been learnt by the students of this course.

**Literature Group**

**Poetics:**

Unit-I : Vakroktijivitam (chapter-I)

**M.A. in Sanskrit**

**1. Vakroktijivitam**

**Course Content-** Chapter –I of this book is prescribed for the students of M.A. Literature Group, Semester: IV (Paper-XVI, Poetics). The work is designated by the title The Essence of Poetic Language. Topics like difference between adornment and adorned, unique expressions, intended meaning, aesthetic form of speech, natural description, art in the base form of substantives etc. form its subject matter. Appreciation of beauty is its goal.

**Objective-** Vakroktijivita is an inevitable and deliberate departure from the empirical linguistic mode to achieve aesthetic effect. It is a deviation from common parlance dictated by the very necessities of poetic facts.

**Outcome-** Students get the idea of a unique aesthetic use of poetic language as distinct from the scientific use. Students find many echoes in modern aesthetic theories too.

Unit-II : Rasagangādhara (upto Rasanirupanam)

**(Sem-IV) : Paper-XVI**

**Course Content:** Rasagangadhara

**Objective:**

To acquaint students with the neo-logical style of Sanskrit poetics and stands of Panditraj Jagannath on the aspects of poetry.

**Outcome:**

Students become proficient in analyzing such texts of Sanskrit poetics of neological style.

**M.Phil. Programme**

(Introduced from the Academic Session 2014-15)

(All papers including internal exams shall be written by students in Sanskrit or in English)

**Sem.-I, Course -1**

**Research Methodology and Techniques**

**Basic Characteristics and Procedures of Research.**

**Course Content:** Basic Characteristics of Research

**Objective:** To enable students carrying out sound research in Sanskrit.

**Outcome:**

Students become capable of doing independent research through modern research methodology.

**M.Phil. (Sem-I) Course-I**

**Course Content:** Research Methodology (Tools of Research)

**Objective:** Tools of research in Sanskrit studies aim at various important reference books or sources to verify the work which are done earlier by our various scholars in the concerned field of study. It is under three heads of enquiries, viz., histories, bibliographies and dictionaries and encyclopedias. It helps researchers not to repeat the same work again.

**Outcome:** Students now become capable of doing independent research through the use of the tools of research.

Elective Course (to be chosen / opted any one from following groups)

**Group -I (Vedic Studies)**

**Course -2**

- a) Vedic Interpreters and Interpretations/ Bibliographical Study of Vedic Research
- b) Bṛhaddevatā

**Group-I, Course-II**

**Course Content :** Vedic Studies (Selected hymns of the Vedas)

**Objective :** Course is to acquaint students with Vedic Studies.

**Outcome:** Students become capable of doing higher studies in the field of Vedic Studies.

**Course -3**

- a) Vedic Accents (Svara Prakaraṇa, Siddhāntakaumudī)
- b) Nirukta : Kāṇḍa-II

**M.Phil. (Sem-II) : Group-I : Course -III**

**Course Content :** Selected portions of some Vedic Studies

**Objective:** To acquaint students with higher texts of Vedic Studies.

**Outcome:** Students become capable of carrying out higher research in Vedic Studies.

**Course -4**

a) Selected Texts from Samhitā (UGC NET Syllabus)

**M.Phil. (Sem-II): Group-I: Course-IV**

**Course Content:** Vedic Literature

**Objective:** In aims at acquainting students with the studies of Vedic Literature.

**Outcome:** Students become capable of knowing deeply about Vedic Literature.

**Group-II (Grammar)**

**Course -2**

a) Vaiyākaraṇabhūṣaṇasāraḥ (Selected Portions)

**Course -3**

a) Vākyapadiyam (Selected Portions)

**Course -4**

a) Prauḍhamanoramā (Selected Portions)

**Contents:** Vakyapadiyam (Brahmakandam)

**Objectives:** To contextualize Bhartriharis philosophical inquiry into language as being conditioned by the Indian culture and spiritual tradition.

**Outcome:** The real unit of verbal communication is not the word but the sentence. This has various metaphysical implications and reflects a key aspect of the early grammatical tradition the close observation of actual by live experience of human beings: we have an idea, we say words, and we understand them as a whole concept.

**Group-III (Sanskrit Literature and Poetics)**

**Course -2**

a) Brief Outline of History and Development of Sanskrit Poetics

b) Bibliographical Survey of Sanskrit Poetics

**Group-III, Course-II**

**Course Content :** Sanskrit and Poetics literature

**Objective :** Course is to acquaint students with brief outline of History and Development of Sanskrit Poetics and its Bibliography.

**Outcome:**

Students become capable of doing advanced studies in Sanskrit literature and poetics.

**Course -3**

**M.Phil. (Sem-II) : Course –III: Group-III**

**Course Content :** Selected portions of some advanced texts of Sanskrit poetics.

**Objective:** To acquaint students with higher texts of Sanskrit poetics.

**Outcome:** Students become capable of carrying out higher research in Sanskrit poetics.

**Course -4**

**(Sem-II): Group-III: Course-IV**

**Course Content:** Modern Sanskrit Poetry and Poetics.

**Objective:** It aims at acquainting students with modern Sanskrit literature and literary criticism.

**Outcome:**

Students become capable of critically appreciating the modern literature in Sanskrit and of working on the nuances of new poetics in Sanskrit.

**Group- IV (Buddhist Studies)**

**M.Phil., Course-2, 3 & 4**

**Samkhya and Yoga Philosophy**

**Content:** Sāṃkhyasūtra of Kapila with the commentary 'Sāṃkhya-pravacara-bhāṣya' of Vijñānabhikṣu. Yogasāraḥ.

**Objective:** Samkhya gives knowledge of reality for practical purpose of putting an end to all pain and suffering. Yoga philosophy is a great aid to those who wish to realize the existence of the spirit as an independent principle, free from all limitations of the body sense and the mind.



## OBJECTIVES AND OUTCOMES

**Output:** Students got deep knowledge about the subject matter of the text. They got clear idea about health, suffering and its remedy.

### **Group -VI ( Nyāya-Vaisesika)**

#### **Course -2**

#### **a. Brief Outline of History and Development of Nyāya-Vaiśeṣika Literature**

#### **Specialization – Nyāya vaisesika**

#### **Course Content:**

Brief outline of history and development of Nyaya-vaisesika literature, Bibliographical survey and selected texts-Nyayasutra and Tarkabhasa.

#### **Objective:**

To prepare the scholars for the advance study on Nyaya and Vaisesika philosophy and to make them aware regarding the historical survey of this section of philosophy.

#### **Outcome:**

Scholars are able to find out the important portions of this branch through the study of these texts and they realize how to proceed following the style of the ancient texts.

#### **M.Phil: Course 2**

**Content:** Vedanta Literature and Thought

#### **Course Objectives**

This course teaches the students the significance of the foundations of Vedanta, one of the most prominent philosophies in India. The objective of the course is to give the centralized concept of some Upanishads and Brahmasutras that possess the high-level philosophical thoughts.

#### **Learning Outcome:**

Through this course the students knew the foundational, as well as detailed information of Vedanta philosophy that are essential for their MPhil dissertation.

#### **MPhil: Course 3**

**Content:** Vedantic History

#### **Course Objectives:**

## OBJECTIVES AND OUTCOMES

This course teaches some very famous Advaita texts that established the thoughts of Shankara. At the same time, it offers the pre-Shankara views, where the roots of Vedantic doctrines can be found. Hence, the basic objective of this course is to make the students aware of both Shankara and Pre-Shakara perspectives of Vedanta.

### **Learning outcome:**

The students secured the knowledge of both Shankara and Pre-Shakara perspectives regarding Vedanta philosophy. That would help the students to identify the research question for their own researches.

### **Mphil: Course 4**

#### **Course Outcome:**

This course, very uniquely, offers the historical outline of Vaishnava schools of Vedanta, as well as the modern standpoints of some scholars of 19<sup>th</sup> century. The major objective of the course is to give a basic idea of the thoughts and developments of the other schools over and above Shankara.

### **Learning Outcome:**

Students got the concept of the thoughts and developments of non-Shankara Vaisnava schools of Vedanta, as well as some modern interpretations of the ancient philosophy.

## **Department of Sanskrit, Pali & Prakrit**

### **Ph.D. Programme**

#### **Course Work**

#### **1<sup>st</sup> Semester**

#### **Course No.-1**

**8 credits/100 marks**

#### **Research Methodology and Techniques**

**Contents:** Vakyapadiyam (Brahmakandam)

**Objectives:** To contextualize Bhartriharis philosophical inquiry into language as being conditioned by the Indian culture and spiritual tradition.

**Outcome:** The real unit of verbal communication is not the word but the sentence. This has various metaphysical implications and reflects a key aspect of the early grammatical tradition the close observation of actual by live experience of human beings: we have an idea, we say words, and we understand them as a whole concept.

#### **Ph.D., Course-2**

**Samkhya and Yoga Philosophy (i) Samkhysutra with Sāmkhyaprabhāṣya**

**(ii) Yoga sara**

**Content:** Sāmkhyasūtra of Kapila with the commentary 'Sāmkhya-pravacara-bhāṣya' of Vijñānabhikṣu. Yogasāraḥ.

**Objective:** Samkhya gives knowledge of reality for practical purpose of putting an end to all pain and suffering. Yoga philosophy is a great aid to those who wish to realize the existence of the spirit as an independent principle, free from all limitations of the body sense and the mind.

**Output:** Students got deep knowledge about the subject matter of the text. They got clear idea about health, suffering and its remedy.

**PhD: Course 2**

**Elective paper (Vedanta)**

**Content:** Vedanta Literature and Thought

**Course Objectives:**

It gives the scope to learn the Vedanta theory from an analytical point of view. The course offers a bird eye view of the whole Vedantic tradition as well as the detailed discourses of the doctrines, propagated by Advaita scholars. The other objective of this particular course is to orient the students how significant is the Bibliographical study of Vedanta for their upcoming research.

**Learning outcome:**

The students of PhD research got the knowledge of the Vedanta tradition and Vedanta theories which would help them to select the thrust area of their own PhD research. They are oriented with the process to prepare a bibliographical survey, required for research.

**Department of Sanskrit, Pali and Prakrit**

**Certificate Course in Prakrit**

**Certificate course in Prakrit (Paper I and Paper II)**

**Course Content** – In the certificate course, the basic Prakrit is being taught. In Phonology, the sound system, sandhi, case and case-endings, Phonological behaviour, such as, Assimilation, Dissimilation, Anaptyxis, Metathesis, Apocope, Syncope, Hiatus, Analogy, Qualitative and Quantitative changes etc are taught. In Morphology, declension and conjugation are prescribed in the syllabus. Moreover some rendering and translation of texts and unknown passages are being taught.

## OBJECTIVES AND OUTCOMES

**Objectives** – Teaching Prakrit means to teach the link between Sanskrit and modern Indian language on one hand and linguistic features of Prakrit and its literature and philosophy on the other. There are some common features in all languages that help the learner to correlate the same with his own vernacular as well as other languages.

**Outcome** – Students of other discipline will have a great opportunity to learn an ancient language of India. Apart from Sanskrit, Prakrit has a direct link with the subjects like Pali, Modern Indian Languages, such as, Bengali, Hindi, Odia, Marathi and others. It has a direct link with the history, especially, the Ancient Indian History and indirectly with many disciplines. Like Sanskrit, Prakrit is a language that covers the literature and philosophy, especially the Jain Philosophy. So in these aspects it has a great contribution to the society

### Department of Santali (2014)

#### Certificate Courses in Santali

##### **PAPER-I** **SANTALI GRAMMAR AND COMPOSITION**

**Course Objective:** The main objective this course is that the students know about Santali parts of speech, number, gender, person, case, simple forms of tense. Through this curriculum students learn to translate to Bengali to Santali and contrarily Santali to Bengali to English. Reflect on and evaluate learning and performance and set goals for progress, demonstrate behavior and attitudes appropriate to an environment.

**Learning Outcome:** Understand the differences between spoken and written Santali language. Understand the factors that influence use of grammar and vocabulary in speech and written Santali language and literature. Understand the different ways in which grammar has been described in Santali language.

##### **PAPER-II** **SANTALI STORY**

**Course Objective:** Students will be required to have thorough knowledge to the texts prescribe for them and should to answer question from the text in their own words as possible. Discuss about the character of Santali story. Explain the substance of Santali story. Discuss about the structure of Santali language story.

**Learning Outcome:** Students get special knowledge on this course. Students know about knowledge and understanding basic idea of Santali story.

##### **PAPER-III** **ORAL (Viva-Voice)**

**Oral Objective:** Viva-Voice tests constitute a frequently used form of testing .The spoken, written, communication between the students and the teacher.

**Oral Outcome:** The form of viva-voice examination also itself aimed at the higher levels of mastery. The course will be enable to know and further it helps of understand of Santali language and literature.

#### Diploma in Language Course in Santali

##### **PAPER-I** **POETRY**

**Course Objective:** The main objective this course is study of students know about the definition and classification of rhythm and metaphor in Santali poetry .To make students aware about the importance of rhetoric and Santali poetry while studying poetry.

## OBJECTIVES AND OUTCOMES

Introduce to the students about the aesthetics to rhetoric and poetry. Study of deep meaning of Santali poetry.

**Learning Outcome:** Develop the Students power of imagination, train the emotions, feelings of the students. To develop love for poetry reading and writing and develop their aesthetic sense and create love for Santali poetry. Enable them to understand the thought and imagination contained in Santali poetry. Students know appreciate the thyme and rhythm and style of the Santali poetry.

### **PAPER-II SANTAL HISTORY**

**Course Objective:** The main objective this course is study of origin of santals is the most important. Students will understand Santali language in an historical context and they will learn how Santali language and peoples origin from Austro-Asiatic language family. Language is changed over time and how it varies from situation to situation and place to place. Study of origin of santal peoples will also help in making the foundation of language stranger and will improve the practical and intellectual skills. Students about the evolution of santal society and culture from origin.

**Learning Outcome:** Students know about the features in santal society, culture, literature, and history of the santals. peoples. Students get special knowledge on this course.

### **PAPER-III SANTAL ESSAY**

**Course Objective:** The main objective this course is develop the skills of creative and critical thinking, engage in a systematic process of writing appropriate to the subject.

**Learning Outcome:** Students demonstrate and develop writing skills, identify strengths and weaknesses, understand what writing an assignment involves and understand the functions of Santali essays and reports.

### **PAPER-IV ORAL (Viva-Voice)**

**Course Objective:** Students speak intelligibly while making statements, asking question, giving instructions and commands, reporting events. Put ideas in proper sequence, use appropriate word stress, and elementary intonation patterns. Pronounce Santali correctly and intelligibly. Describe accurately what he/she observes and experiences, converse in familiar social situation and use polite expressions in appropriate ways.

**Learning Outcome:** Students develop and integrate the use of the Santali language, skills, reading, speaking and writing. Students enable the learner to communicate effectively and appropriately in real life situation. Students should be encouraged to think study of deep meaning of on their own and form their ideas using their experience, knowledge.

## OBJECTIVES AND OUTCOMES

### **Advance Diploma course in Santali**

#### **West Bengal, India**

Advance Diploma course in Santali will comprise four papers. This will have 80+20 (I.A) 100 Marks. Internal Assessment marks 20. All papers written Examination of Three hour's duration will be held. Total marks 400.

#### **PAPER-I SANTAL EMINENT BIOGRAPHY**

**Objective**-We all know that people learn from previous generation and society dignity person how to spend the time their own life states.After study their life history.

**Outcome**-we know many thing from their personal activiaties.so we in voluble the student to know their dignity and valuable think we get from their thinks and encourage and impartation.

#### **PAPER-II**

##### **SANTAL CULTURE**

Objective-culture gives us resial identity social structure and socialruls and socialthinking. We got each other good social relation.

Outcome-we got social combination and social maintain thinking and try to incriging social dignity.

#### **PAPER-III**

##### **SANTAL RITUAL**

Objective-human belive the religion.so we see ancient age man orsip the god and goddes. There for people abide the god and orship the god.

Outcome-people learn many thing from ritual activities and they think they have got life stragel power.

#### **PAPER-IV**

##### **ORAL (Viva-Voice)**

Objective-oral is very necessary every person life.oral give ous many kind of know,as like how to perform in personal life,oral learn it.

Outcome-people appear infront of face to face at first person filing afraid,expect ax any kind question,after pass the first few second and people came to normal condition.

## OBJECTIVES AND OUTCOMES

### Department of Santali BA (Hon. Course) CBCS

#### Semester-IV

#### Core Course -8

#### Santali Ari Chali Saohet (Santali Cultural Literature)

**Course Objective:** This course of the syllabus has divided into three parts-Janam Chatier, Bapla and Bhadan. It aims at enrichment and preservation of Socio-Cultural aspects of the Santal Society.

**Learning Outcome:** As a result students of varied Social Culture gets opportunity to know the inside strong of Santal Culture life.

#### Semester-IV

#### Core Course -9

#### Santali Parsi Nagam ( History of Santali Language)

**Course Objective:** The course has been designed for detailed study of the history of Santali Language, mainly about Austric language family. Similarly it has embodied Dravidian and Indo-Aryan language family for comparative knowledge of the students.

**Learning Outcome:** After Completion of the course the students will be able to have an in-depth knowledge of the history of Santali Language.

#### Semester-IV

#### Core Course -10

#### Santali Saohet Nagam

#### (History of Santali Literature)

**Course Objective:** The course has been designed for detailed study of history of Santali Literature, mainly about Ancient, Medieval and Modern literature.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the history of Santali Literature of all kinds.

#### Semester-IV

#### GEC-4

#### Santal Arichali Gar (Cultural Heritage of Santal)

**Course Objective:** The course has been designed for detailed study of Cultural heritage of Santal, mainly about West Bengal, Jharkhand, Bihar, Odisha and Assam state.

**Learning Outcome:** As a result students of varied Social Culture gets opportunity to know the inside strong of Culture heritage of Santal.



**Semester-IV**

**SECC-2**

**Santali Parsi te Bigyapan**

**(Advertisement in Santali Language)**

**Course Objective:** The course has been designed for detailed study of the Advertisement in Santali Language .

**Learning Outcome:** After Completion of the course the students will be able to have an in-depth knowledge of the Advertisement of Santali Language.

**Semester-V**

**Core Course -11**

**Santali Nahag Kahni Saohet**

**(Santali Modern Story Literature)**

**Course Objective :** The objective of the course to make students aware of various literary schools and trends in Santali Modern Story Literature .

**Learning Outcome :** It makes students acquainted with various schools and trends prevailing in the Santali Modern period. And it makes them familiar with new genres of Santali modern Story literature.

**Semester-V**

**Core Course -12**

**Santali Gamam Saohet**

**(Santali Novel Literature)**

**Course Objective:** The purpose of this course is to provide the highly specialized study of the development of Novel through major writers and their Novel.

**Learning Outcome:** At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Novel.

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)**

**Semester-V**

**DSEC-1**

**Santali Ancient Saohet**

**(Santali Ancient Literature)**

**Course Objective:** This course aims at introducing the ancient literature traditions of Santal along with the basic models they follow.

**Learning Outcome:** At the completion of this course, the students will be able to understand and appreciate the Ancient Santali Literature.

## OBJECTIVES AND OUTCOMES

**Semester-V**  
**DSEC-1**  
**Santal Hul Nagam**

**(History of Santal Revolution)**

**Course Objective:** The purpose of this course is to provide the highly specialized study of History of Santal Revolution.

**Learning Outcome:** After completion of this course the students will be able to have in-depth knowledge of the History of Santali Revolution.

**Semester-V**  
**DSEC-2**  
**Santali Talma Jug Saohet**

**( Santali Mediaeval Literature)**

**Course Objective:** The course has been designed for detailed study of Santali Literature, mainly about Medieval literature.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the Santali Mediaeval Literature .

**Semester-V**  
**DSEC-2**  
**Santal Porob-Porbas**

**(Santal Festival)**

**Course Objective:** The course has been designed for detailed study of Santali Festival , mainly about Magh, Baha, Makmore, Erog, Asaria, Hariari, Karam, Jantar, Dansai, Sohrai, Aghar, Sakrat etc.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the history of Santali Festivals.

**Semester-I**  
**Core Course -1**

**Santali Ronor**  
**( Santali Grammar)**

**Course Objective :** The course has been designed for detailed study of Santali Grammar.

**Learning Outcome :** After completion of the students will be able to have an in-depth knowledge of the Santali Grammar.

**Semester-I**  
**Core Course -2**  
**Santali Hor Kahni Saohet**  
**(Santali Folk Story Literature)**

**Course Objective :** This course aims at giving general understanding of the folk Story literature. Detail analysis of various folk story.

## OBJECTIVES AND OUTCOMES

**Learning Outcome :** This course will enable students to understand various theoretical aspects of Folk Story Literature studies and will introduce them to the history of Folk Story Literature as well.

### **GENERIC ELECTIVE COURSE (GEC) in Santali**

**Semester-I**

**GEC-1**

**Santali Ronor**

**( Santali Grammar)**

**Course Objective :** The course has been designed for detailed study of Santali Grammar and translation, target language to mother language and mother language to target language .

**Learning Outcome :** After completion of the course the students will be able to have an in-depth knowledge of the Santali Grammar and translation .

### **ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**

**Semester-I**

**AECC/MIL-1**

**Time: 2 Hours**

**Full Marks =25**

**Santali Pa.rsi ar Saohet (MIL)**

**(Santali Language & Literature-MIL)**

**Course Objective :** The course has been designed for detailed study of Santali Language and Literature mainly about Austric language family.

**Learning Outcome :** After Completion of the course the students will be able to have an in-depth knowledge of the Santali Language and Literature.

**Semester-VI**

**Core Course -13**

**Santali Gayan Saohet**

**(Santali Drama Literature)**

**Course Objective :** The purpose of this course is to provide the highly specialized study of the development of Drama through major text their Drama.

**Learning Outcome :** At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Drama.

**Semester-VI**

**Core Course -14**

**Santari Onol Saohet**

**(Santali Essay Literature)**

**Course Objective :** The objective of this course is to make students acquainted with the origin and development of Santali Essay and prominent Essay Writers.

**Learning Outcome :** The students become aware of the beginning and development of Santali Essay and they know about eminent Essay Writer.

## OBJECTIVES AND OUTCOMES

### **Semester-VI**

#### **DSEC-3**

#### **Santali Nahag Saohet**

#### **( Santali Modern Literature)**

**Course Objective :** The objective of the course to make students aware of various literary schools and trends in Santali Modern Literature .

**Learning Outcome :** It makes students acquainted with various schools and trends prevailing in the Santali Modern period. And it makes them familiar with new genres of modern Santali literature.

### **Semester-VI**

#### **DSEC-3**

#### **Chatik Santali Saonhed**

#### **( Santali literature written by others)**

**Course Objective :** The purpose of this course is to provide the highly specialized study of Santal literature written by non-Santal .

**Learning Outcome :** After completion of this course the students will be able to have in-depth knowledge of the Santali literature written by non-Santal .

### **Semester-VI**

#### **DSEC-4**

#### **Tula-jokha Saohet**

#### **( Comparative Literature)**

**Course Objective:** The purpose of this course is to provide the highly specialized study of Comparative Literature.

**Learning Outcome:** After completion of this course the students will be able to have in-depth knowledge of the Comparative Literature .

### **Semester-VI**

#### **DSEC-4**

#### **Santali Patham Saohet**

#### **(Santali Magazine & Journal Literature)**

**Course Objective:** The course has been designed for detailed study of Santali Magazine and Journal Literature.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine and Literature.

### **Semester-II**

#### **Core Course -3**

#### **Santali Hor Saohet**

#### **(Santali Folk Literature)**

**Course Objective:** This course aims at giving general understanding of the theories of folk literature. Detail analysis of various definitions of folk and Santal culture and literature, features of folk –language, the concept of folk-aesthetics, methods research in folk Literature and the history of Folk Literature in India will be taught in this course.

## OBJECTIVES AND OUTCOMES

**Learning Outcome:** This course will enable students to understand various theoretical aspects of Folk Literature studies and will introduce them to the history of Folk Literature as well.

### **Semester-II**

#### **Core Course -4**

#### **Santari Onorhe Saohet ( Santali Poetry Literature)**

**Course Objective:** The objective of this course is to make students aware of various literary schools and trends in Santali Poetry.

**Learning Outcome:** It makes the students acquainted with various schools and trends prevailing in the contemporary studies on this language. And it makes them familiar with new genres of modern Santali Poetry.

### **Semester-II**

#### **GEC-2**

#### **Santal Uprum (Introduction of Santal)**

**Course Objective:** The course has been specially designed for an in-depth study of the Santal tribes of India.

**Learning Outcome:** At the end of this course, the students will be able to have in-depth knowledge on the Santal tribes.

### **Semester-III**

#### **Core Course -5**

#### **Santali Hor Seren Saohet ( Santali Folk Songs Literature)**

**Course Objective:** The purpose of this course is to provide the highly specialized study of Santali Folk Songs.

**Learning Outcome:** At the completion of this course the students will be able to have in-depth knowledge of Santali Folk Songs and their ethos.

### **Semester-III**

#### **Core Course -6**

#### **Santali Binti Saohet (Santali Binti Literature)**

**Course Objective:** This part of the syllabus has five parts-Religion festivals. This paper aims at enrichment and preservation of Socio-Cultural aspects of the Santal Society.

**Learning Outcome:** As a result students of varied Social Culture get opportunity to know the inside strong of Santal Religion Culture life.

## OBJECTIVES AND OUTCOMES

**Semester-III**  
**Core Course -7**  
**Santali Orhe Seren Saohet**

**(Santali Lyric Poetry Literature)**

**Course Objective:** The objective of this course to make students aware of various literary schools and trends in Santali Lyric Poetry literature.

**Learning Outcome:** It make students acquainted with various school and trends prevailing in the modern period .

**Semester-III**  
**GEC-3**

**Santali Saohet Nagam**  
**( History of Santali Literature)**

**Course Objective:** The course has been designed for detailed study of history of Santali Literature, mainly about Ancient, Medieval and Modern literature.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the history of Santali Literature of all kinds.

**Semester-III**  
**SECC-1**

**Time: 2 Hours**

**Full Marks =25**

**Santali Patham Saohet**

**(Santali Magazine Literature)**

**Course Objective:** The course has been designed for detailed study of Santali Magazine and Journal Literature.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine and Literature.

**MA in Santali**

**1<sup>st</sup> Year M.A.**  
**FIRST SEMESTER, Paper -I**  
**Ethnology Study**

**Course Objective:**The main objective of this course is to provide fundamental information regarding Santal culture, religion, social and administrative systems as well. The course introduces the students to the origin and Ethnological history of Santal prime tribe under Austric group.

**Learning Outcome:**The course will enable to know the students about different culture and social activities of Santals. Further it helps to understand their life style and economical status.

## OBJECTIVES AND OUTCOMES

### **1<sup>st</sup> Year M.A.**

#### **FIRST SEMESTER, Paper –II History of Santali Language**

**Course Objective:** The course has been designed for detailed study of the history of Santali Language, mainly about Austric language family. Similarly it has embodied Dravidian and Indo-Aryan language family for comparative knowledge of the students.

**Learning Outcome:** After Completion of the course the students will be able to have an in-depth knowledge of the history of Santali Language.

### **1<sup>st</sup> Year M.A.**

#### **FIRST SEMESTER, Paper –III History of Santali Literature**

**Course Objective:** The course has been designed for detailed study of history of Santali Literature, mainly about Ancient, Medieval and Modern literature.

**Learning Outcome:** At the completion of the course the students will be able to have an in-depth knowledge of the history of Santali Literature of all kinds.

### **1<sup>st</sup> Year M.A.**

#### **FIRST SEMESTER, Paper –IV Santali Folk Literature**

**Course Objective:** This course aims at giving general understanding of the theories of folk literature. Detail analysis of various definitions of folk and Santal culture and literature, features of folk –language, the concept of folk-aesthetics, methods research in folk Literature and the history of Folk Literature in India will be taught in this course.

**Learning Outcome:** This course will enable students to understand various theoretical aspects of Folk Literature studies and will introduce them to the history of Folk Literature as well.

### **1<sup>st</sup> Year M.A.**

#### **SECOND SEMESTER, Paper -V General Linguistic**

**Course Objective:** The purpose of this course is to provide the highly specialized study of General Linguistics.

**Learning Outcome:** After completion of this course the students will be able to have in-depth knowledge on the Linguistic aspects of the Santali Language.

### **1<sup>st</sup> Year M.A.**

#### **SECOND SEMESTER, Paper –VI**

#### **Santali Poetry**

**Course Objective:**

## OBJECTIVES AND OUTCOMES

The objective of this course is to make students aware of various literary schools and trends in Santali Poetry.

### **Learning Outcome:**

It makes the students acquainted with various schools and trends prevailing in the contemporary studies on this language. And it makes them familiar with new genres of modern Santali Poetry.

### **1<sup>st</sup> Year M.A.**

#### **SECOND SEMESTER, Paper –VII**

##### **Santali Modern Story**

**Course Objective:** The purpose of this course is to provide the highly specialized study of the development through major writers and their Santali writings.

**Learning Outcome:** After completion of this course the students will be able to have in-depth knowledge of the major text of Santali Modern Story Literature.

### **1<sup>st</sup> Year M.A.**

#### **SECOND SEMESTER, Paper –VIII**

##### **Santali Drama**

**Course Objective:** The objective of the course is to make students acquainted with modern trends in Santali Drama writings and its salient features.

**Learning Outcome:** It makes the students aware of different trends in Prose writings and its development in the modern period. Further it helps to understand salient features of Santali writings in Modern period.

### **2<sup>nd</sup> Year M.A.**

#### **THIRD SEMESTER, Paper –IX**

##### **Santali Novel**

**Course Objective:** The objective of the course is to make students acquainted with modern trends in Santali Novel writing and salient features.

**Learning Outcome :** It make the students aware of different trends in Novel writings development in the modern period. Further it helps to understand salient feature of Santali writings in Modern period.

### **2<sup>nd</sup> Year M.A.**

#### **THIRD SEMESTER, Paper -X**

##### **Comparative Indian Literature**

**Course Objective:** The purpose of this course is to provide the highly specialized study of the comparative literature in general and Austic literature in particular.

**Learning Outcome:** At the completion of this course the students will be able to have in-depth knowledge of the different literatures of India, particularly Bengali, Hindi, Odia and some other tribal languages as well.

### **2<sup>nd</sup> Year M.A.**

#### **THIRD SEMESTER, Paper -XI**

##### **Santali Folk Songs**

**Course Objective:** The purpose of this course is to provide the highly specialized study of Santali Folk Songs.



## OBJECTIVES AND OUTCOMES

**Learning Outcome:** At the completion of this course the students will be able to have in-depth knowledge of Santali Folk Songs and their ethos.

**2<sup>nd</sup> Year M.A.**

**THIRD SEMESTER, Paper –XII**

**Santali Rituals & Culture**

**Course Objective:** This part of the syllabus has two parts-Social Rituals and Social festivals. This paper aims at enrichment and preservation of Socio-Cultural aspects of the Santal Society.

**Learning Outcome:** As a result students of varied Social Culture gets opportunity to know the inside strong of Santal Culture life.

**2<sup>nd</sup> Year M.A.**

**FOURTH SEMESTER, Paper –XIII**

**Time: 3 Hours**  
**50**

**40+10 (I.A) =**

**Santali Writers and eminent persons Biography.**

**Course Objective:** This paper simply focuses on the historical aspects of creative writers of Santali Literature.

**Learning Outcome:** Students get sufficient insight to the Biographic aspect of the creators of this Literature.

**2<sup>nd</sup> Year M.A.**

**FOURTH SEMESTER, Paper –XIV**

**Theory of Literature**

**Course Objective:** The course has been designed for an in-depth study of eastern and western literature including Greek, English, Sanskrit, Hindi, Bengali, Santali aesthetics and poetics as well as western theories of criticism.

**Learning Outcome:** The students will be able to have a broad overview of the development of critical theories and their impact on Santali Literature.

**2<sup>nd</sup> Year M.A.**

**FOURTH SEMESTER, Paper –XV**

**Creative Writing**

**Course Objective:**

To enrich the language skill and literature this paper was designed.

**Learning Outcome:**

As a result the student shall enrich his own academic mastership and may establish himself as a proclaimed creative writer of the noble language and literature.

**2<sup>nd</sup> Year M.A.**

**FOURTH SEMESTER, Paper –XVI**

**Dissertation**

**Course Objective:**

This part of the syllabus is designed to develop research skill among the students. It includes language, literature and culture as well.

**Learning Outcome:**

It prompts the students for higher study.

**M. Phil. Programme in Santali**

**Semester-I  
(6<sup>th</sup> Months)**

**P-I: - Research Methodology & Technique**

**Course Objective:** The purpose of this course is to provide the highly specialized study of Research Methodology and Techniques.

**Learning Outcome:** After the completion of this course the researchers will be able to have an in-depth knowledge about the of Research Methodology and Techniques.

**P-2: - Elective Course**(Advance level courses preparing the student for the Dissertation)–

**Form several courses in the broad area of the field of study**

**(Textual Criticism & Theory of Santali Language, Literature & Culture)**

**Course Objective:** The purpose of this course is to make sure the highly specialized study of textual criticisms and theory of Santali language, literature and culture.

**Learning Outcome:** After the completion of this course the researchers will be able to have an in-depth knowledge about the textual criticisms and theory of Santali language, literature and culture.

**Semester-II  
(6<sup>th</sup> Months)**

**P-3: - Elective Course** (Advance level courses preparing the student for the Dissertation)–

**Course Objective:**

The purpose of this course is to make sure these are highly specialized study of textual Stylistics and History of Santali language, literature and culture related to the dissertation.

## OBJECTIVES AND OUTCOMES

**Learning Outcome:** After the completion of this course the researchers will be able to have an in-depth knowledge about the textual Stylistics and History of Santali language, literature and culture.

**P-4: - Elective Course** (Advance level courses preparing the student for the Dissertation)–

**Course Objective:** As a result the student shall enrich his own academic mastership and may establish himself as a proclaimed creative writing of the noble language and literature.

**Learning Outcome:** After the completion of this course the researchers will be able to have an in-depth knowledge about the textual Stylistics and History of Santali language, literature and culture.

### **Semester-III (6<sup>th</sup> Months)**

**P-5: - Dissertation: Components like Academic paper, Literature Review or Synopsis related to the Dissertation -**

**Course Objective:** The purpose of this course is to make sure the highly specialized study of Advance level course preparing the researchers for the Academic paper and Literature Review or Synopsis related to the Dissertation.

**Learning Outcome:** After the completion of this course the researchers will be able to have an in-depth knowledge of Advance levels course prepare the talents for the Academic paper, Literature Review or Synopsis related to the Dissertation.

### **Semester-IV (6<sup>th</sup> Months)**

**P-6: - Dissertation:  
Course Objective:**

This part of the syllabus is designed to develop research skill among the students. It includes language, literature and culture as well.

**Learning Outcome:**

It prompts the students for higher study.

**Contents:**

The students have to write a Dissertation within 100 pages on a subjects / topics as per guided by their teacher and to submit the same to their respective teacher of classes before one month of the final examination.

**Ph.D. Course Work in SANTALI  
2019**

**Courses of Study  
(Ph.D. Course Work)  
(6<sup>th</sup> Months)**

The Ph.D. Course Work in Santali shall be of six months duration divided into two semesters. The duration of the examination shall of 4 credits-100 marks. Candidates shall have to secure 6 credit points out of 12 credit points (total-300 marks) of (55% marks) in final aggregate (total-150 marks). Qualifying marks in each of the above courses-50% marks. Course work duration- 6 moths and per paper 4 hours. One (1) credit is equivalent to 25 (Twenty five) marks.

**P-1: -Research Methodology& Technique -**

**Course Objective :** The purpose of this course is to provide the highly specialized study of Research Methodology and Technique.

**Learning Outcome :** After the completion of this course the researchers will be able to have an in-depth knowledge of Research Methodology and Techniques.

**P-2 :Elective Course (Advance level courses preparing the student for the Dissertation)-**

**Form several courses in the broad area of the field of study  
(Textual Criticism & Theory of Santali Literature)**

**Course Objective :** The purpose of this course is to make sure the highly specialized study of textual criticisms and theory of Santali language, literature and culture.

**Learning Outcome :** After the completion of this course the researchers will be able to have an in-depth knowledge about the textual criticisms and theory of Santali language, literature and culture.

**P-3: -Elective Course (Advance level courses preparing the student for the Dissertation)**

**Course Objective :** The purpose of this course is to make sure the highly specialized study of  
Advance level course preparing the researchers for the Dissertation.

**Learning Outcome :** After the completion of this course the researchers will be able to have an in-depth knowledge of Advance levels course prepare the talents for the Dissertation.

## OBJECTIVES AND OUTCOMES

### Department of Tamil

#### SYLLABUS OBJECTIVE AND OUTCOME (CBCS)

Semester	Name of the Paper CBCS	Content	Objective	Expected Outcome
<b>Certificate Course in Tamil /First year/ Second year</b>	PAPER-I	Introduction to Tamil Language & Grammar	To learn the alphabets and conjuncts, that means to be able to read and write them correctly. To read words with correct pronunciation.	To know the primary rules of grammar. Write, read and speak Tamil words.
	PAPER-II	Understanding the Tamil Language dialects, Dictation, Prose & Poetry	To read simple and short passages and render them into English and Vice-Versa. To enable them to read News Papers. Understand the conversational Tamil	Able to Read, write & speak Tamil Language. Understanding the difference between conventional and conversational Tamil.
<b>Diploma in Tamil</b>	PAPER-I	Listening and Reading for Communication	Enable students to understand the types of Listening – Hearing Vs Listening – Barriers to Listening – Purpose of Listening – Listening to Speeches and Radio and TV news– Active Listening Skills –	Able to understand the context of stories, increase vocabulary, make sentences with different grammar and sentence construction.

## OBJECTIVES AND OUTCOMES

			Short story recitation	
	PAPER-II	Oral and Written Communications	Understanding Nature of Communication – Types of Communication Presentation & Dialogue. Writing Letters. Common Errors in Tamil. Sounds of Language.	Students may be able to communicate in Tamil. They may read Tamil books with the help of Dictionaries.
	PAPER-III	Reading for Enrichment of Language Skills	Enable them to read Tamil fluently & understand the Critical Reading – Flexible Reading – Reading Comprehension – Reading Magazine and Literature – Styles of Reading Ten short stories from world literatures are to be prescribed to inculcate the LSRW skills along with interpretative capacity in learners	Students may be able to read the magazines, Journals & news papers. They may read the short stories & translate it into their mother tongue.
<b>Diploma in Tamil Epigraphy</b>	PAPER-1	Tamil EPIGRAPHY	Knowledge of the chronological framework for the development of the Tamil Epigraphy from 3000 BC to the present, with an emphasis on sacred	Understanding the Tamil Epigraphy & Scripts Development.

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			architecture and sculpture.	
	PAPER-II	Coins of Ancient South India	Understanding the basic concepts of south Indian Numismatics Origin and Importance	Able identify the coins of south India and its Historical importance.
	PAPER-III	Principles and methods of Archaeology	To explain the basics of Archaeology, Importance, Principles, Pioneers of Indian Archaeology	Basic concepts of Principles and method of Archaeology
	PAPER-IV	Archaeological Sources in Tamilnadu	Aims to enable students to understand the Archaeological Sources in Tamilnadu, Palaeolithic, Mesolithic and Neolithic ages, Mesolithic and Neolithic ages , Chalcolithic and Iron Age Indus Valley civilization & Excavations in Tamil Nadu.	<p>Knowledge of the chronological framework for the development of the Tamil Epigraphy from 3000 BC to the present, with an emphasis on sacred architecture and sculpture.</p> <p>Knowledge of the political, social and religious contexts for the production and use inscriptions in Tamilnadu.</p> <p>Understanding of key themes and approaches to the study of Tamil Epigraphy.</p> <p>The ability to critically analyses the inscriptions from South Asia using appropriate vocabulary.</p> <p>The ability to constructively criticise the</p>

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				approaches and methods of historians.
<b>Diploma in Temple art and architecture of Tamilnadu</b>	PAPER-I	Introduction to History of Art Forms of Tamil Nadu	To introduce various art forms of Tamil Nadu from prehistoric times to contemporary period	The ability to critically analyse sculpture, architecture and urban of Tamilnadu
	PAPER-II	Architectural Heritage of Tamil Nadu	To expose the rich architectural heritage and monuments of Tamil Nadu from ancient times to late medieval times.	<p>Critically analyse sculpture, architecture and urban</p> <p>Examine a range of approaches to understanding sacred architecture and its images</p> <p>Knowledge of the chronological framework for the development of the art and architecture of Tamilnadu from 3000 BC to the present, with an emphasis on sacred architecture and sculpture.</p>
<b>Diploma in Theatre Traditions of Tamil Nadu</b>	PAPER-I	Tamil Theatre (up to Medieval Period)	The main aim of the course is to serve as an inspirational force to Tamil Theatre, through involving innovative and creative moments by rediscovering traditional	<p>Knowledge of traditional Tamil theatre, Tamil epics and its connections to the theatre.</p> <p>Medieval and modern theatre tradition.</p>



## OBJECTIVES AND OUTCOMES

			<p>theatrical elements by conducting profound research studies, interacting with modern theatrical concepts and indulging in experimental and traditional play production.</p>	
	PAPER-II	Early and Modern Tamil Theatre	<p>This course will introduce the theatre tradition of Tamilnadu to the students and researchers those who are willing to learn about the Tamil theatre will be furthered shorn of the geographical distance.</p>	<p>Understanding the Modern Tamil Theatre and Groups. The ability to analyses the Tamil theater tradition and other theater traditions</p>
<b>Generic Elective Course</b>	PAPER-I	Cultural Behaviour of the Tamils	<p>The aim of the course is to acquaint the students with the meaning of culture and the various manifestations of culture such as social customs, clan traditions, family customs, rituals, festivals, belief on omen etc. The study will enable the students to understand the social, religious and cultural</p>	<p>Further, the study This course will enable the students to know the evolution of culture and to understand the various cultural issues facing the present society.</p>

## OBJECTIVES AND OUTCOMES

			significance of the behavioral patterns exhibited by the people in the society, based on cultural beliefs. .	
	PAPER-II	Oral Traditions: Folk tales, Folk songs and myths	The aim of the course is to teach the students to read literature as the source to understand and explain the Folklore, songs and myths of a society. This study shall explain the role of literature to understand Folklore and Culture and the need of these disciplines in understanding and production of literary texts.	It will train the students to write on the specialized subject of Folklore and Culture with the help of literary texts and to incorporate this knowledge in understanding of literature and other studies. This course will enhance the ability in language usage by developing the technical terminology of the specific fields of knowledge.
	PAPER-III	Folk and Performing Art	The aim of the course is to enable the students to study the folk and performing art, which is in consonance with nature, forming integral part of religion and society, which gives expression to the aesthetic nature of human	The study will further enable the students to understand the origin and significant features of various folk and performing art of TamilNadu. In addition, the students will be able to appreciate the religious sentiments of the people, their social life, beliefs, customs and ethos,

## OBJECTIVES AND OUTCOMES

			<p>beings and the society. The study will highlight the present socio-economic status of the performing artists, their life styles, platforms and manner of performing the arts and deliberate on the ways and means for the protection and survival of these arts and artists</p>	<p>relationships and emotional components, associated with these performing arts.</p>
	PAPER-IV	Selected Texts: Novels and short Stories	<p>This course aims to introduce Novels &amp; short stories of Tamil through English Translations</p>	<p>Students may understand the how the Tamil culture reflected in the writings of the famous Tamil authors.</p>
<b>M.Phil/Ph.D course work /semester 1</b>	PAPER-I	Research Methodology	<p>To familiarize students with basics of research and the research process, to enable the participants in conducting research work and formulating research synopsis and report, to familiarize participants with statistical techniques and interpretation of results, to impart knowledge for enabling students to</p>	<p>Upon successful completion of the course participants are expected to develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling, have basic knowledge on qualitative and quantitative research techniques, have basic awareness of analysis and presentation of data.</p>

## OBJECTIVES AND OUTCOMES

			develop data analytics skills and meaningful interpretation to the data sets so as to solve the research problem.	
	PAPER-II	Tamil Aaiyu Kalankal(Tamil Research fields)	Aims to enable students to understand the recent developments and trends in the Tamil Research fields.	Students may able to identify the Research problem & Research Gape.

TAMIL				
<b>MA SEM-1</b>	CC-I	Modern and Contemporary Tamil Literature -I	Readings of Va.Suba.Manickam, Mu vaa. Short stories of Puthumaipathaan.	Knowledge about pioneers of modern Tamil literature and significance of their literary works.
	CC-II	Modern and Contemporary Tamil Literature -I	Reading of literary works of Arignar Anna,Sirpi Balasubramaniyam, Bharathiyar Poems, Bharathidasan Poems & Modern Tamil Poems	Knowledge of Modern Tamil Literature & trends.
	CC-III	Ara Ilakkiyam ( ethical literature)	Reading of Thriukurral., Palamozhi naanuru,Nanneri,Aadhisudi, neethineri velakam.	Understanding the ethical Tamil literature & the concepts of Aarm,Porul,inbam & veedu peru.
	CC-IV	Bhakthi Literature	To understand the concepts of Bhakthi, Religious texts & it's impact on Tamil society.	Understanding of Tamil Religious texts.
	CC-V	Tolkappiyam(Grammer) -1	Critical reading of Tolkappiyam - Nachinarkeniyar urai	Able to acquire scholarship in the Tamil classical eluthu ( Letter) Grammer.
MA SEM-2	CC-VI	Epics	To understand the theories, structures of Epics. Tamil Epics History. Five Epics.	Knowledge of Tamil Epics & Understand the

## OBJECTIVES AND OUTCOMES

			Special reading of silapathikaram, sinthamani, Ramanayam, thiruvelaiyadal purmam, yeasu kaviyam.	cultural heritage of Epics
	CC-VII	Citrilakiyankal (Post Sangam Literautre )	Reading of Thirukovaiyar, Kalinkathupparani, Nandhikkapalmpakam ( full), Muthukkumarasamy Pillath Tamil, Tamil vidu thuthu	Knowledge about the citrilakiyankal, students may able to understand the structure of citrilakiyankal, like thoothu, pallu & kalampakam.
	CC-VIII	Ilakkiyak kolkaikal (Literary theories)	Introduction of contemporary Literary theories	Knowledge about contemporary Tamil literature and Literary theories
	CC-IX	Tolkappiyam(Grammer) -II	Critical reading of Tolkappiyam – Senavaraiyar urai	Able to acquire scholarship in the Tamil classical <b>sol</b> ( WORD) Grammer
	EC-I (Elective course)			
MA SEM-3	CC-X	Sangam Literature	Introduction to Sangam Literature	Understanding the Ettuthokai, patthu paatu, pathenenkeelkanku
	CC-XI	Tolkappiyam(Grammer) -III ( UPTO 5 UNITS)	Critical reading of Tolkappiyam – Ilampuranarr urai	Able to acquire scholarship in the Tamil classical <b>porul</b> Grammer.
	CC-XII	Research methodology	Introduction to the Tamil Research methodology, theories, concepts & writing a research articles.	Able to write a Research articles & understand the methodology to write a thesis.
	EC-II ( Elective Course)			
	EC-III ( Elective			

## OBJECTIVES AND OUTCOMES

	Cours e)			
MA SEM-4	CC- XIII	Tolkappiyam(Gramme r) –IV ( Last 4 Units)	Critical reading of Tolkappiyam Ilampuranarr urai	Able to acquire scholarship in the Tamil classical <b>porul</b> Grammer.
	CC- XIV	Folklore	To understand the basic concepts of Folklore, theories, methods, Tamil folklore history.	Understanding of Tamil folk History & tradition.
	CC- XV	Project Work	Writing a PG Dissertation	Understanding & implementation of Research methods & methodology
	EC-IV			