UNIVERSITY OF DELHI

Four Year Undergraduate Programme

Foundation Courses

2013

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FOUNDATION COURSES

1. **Preamble**

   The 11 Foundation Courses, being multi-disciplinary were entrusted to separate "Empowered Committees", one for each course. Interdisciplinary and trans-disciplinary approaches were discussed by college teachers who were members in each committee and several meetings were held for every course. It was agreed that Foundation Courses would be designed to strengthen the educational base of the students in relation to the grand challenges facing India. The curriculum would encourage appreciation and learning of academic tools that explore some of these problems and point towards some solutions. Through lectures, group projects and class presentations, it is expected that students will acquire both knowledge and ability in the areas being addressed. The Foundation Course curriculum takes up these issues implicitly:

   - Economic Development, Rural, Urban & Linkages
   - Energy, water
   - Urbanization, Infrastructure, Transport, Sanitation
   - Environment & Public Health
   - Food security, Agriculture
   - Education, Literacy
   - Ethics, Society & Justice

   The teaching methodology in the Foundation courses is participative and project based. Reading material is pertinent, engaging and of manageable length for students. Presentations in class are mandatory. Evaluation procedures are recommended to ensure continuous learning.

2. **Structure**

   (a) Courses

   1. Language, Literature, and Creativity –I (Hindi /MIL /Sanskrit /Arabic /Persian / Indian Literature)
   2. Language, Literature, and Creativity –II (English)
   3. Information Technology
   4. Business, Entrepreneurship, and Management
   5. Governance and Citizenship
   6. Philosophy, Psychology, Communication and Life Skills
   7. Geographic and Socio-Economic Diversity
   8. Science and Life
   9. Indian History and Culture
   10. Building Mathematical Ability
   11. Environment and Public Health
   12. Applied Course - Language

(b) Semester-wise Foundation Course Distribution

The distribution of the Foundation Course in the First, Second, Third and Fourth Semester is as follwos:

Semester-I/II: Group A

- Language, Literature, and Creativity –I (Hindi /MIL //Sanskrit /Arabic /Persian / Indian Literature)
- Information Technology
- Science and Life
- Applied Course - Language

Semester-I/II: Group B

- Language, Literature, and Creativity –II (English)
- Building Mathematical Ability
- Indian History and Culture
- Business, Entrepreneurship, and Management

Semester-III/IV: Group C

- Governance and Citizenship
- Philosophy, Psychology, Communication and Life Skills

Semester-III/IV: Group D

- Geographic and Socio-Economic Diversity
- Environment and Public Health

Note:

If a student has studied Group A in Semester – I, he / she shall study Group B in Semester – II and vice-versa.

If a student has studied Group C in Semester – III, he / she shall study Group D in Semester – IV, and vice–versa.

(c) Course Structure

28+14 periods per week over a 14 week period other than languages.

56+14 periods per week over a 14 week period for language based foundation courses.

Foundation courses have the maximum of 100 of which 50 marks for written and 50 marks for project work.

Semester	Period
Semester I Examination	Nov. / Dec. Academic Year I
Semester II Examination	May / June Academic Year I
Semester III Examination	Nov. / Dec. Academic Year II
Semester IV Examination	May / June Academic Year II
Semester V Examination	Nov. / Dec. Academic Year III
Semester VI Examination	May / June Academic Year III
Semester VII Examination	Nov. / Dec. Academic Year IV
Semester VIII Examination	May / June Academic Year IV

(d) Medium of Teaching & Examination

As per University norms.

आधार पाठ्यक्रम (हिंदी)

Foundation Course (Hindi)

भाषा साहित्य और सर्जनात्मकता

Language Literature and Creativity

इस आधार पाठ्यचर्या का उद्देश्य विद्यार्थी के मन में एक ओर भाषिक गतिविधियों का संस्कार पैदा करना है वहीं साहित्य के माध्यम से राष्ट्रीय स्तर की समस्याओं के प्रति संवेदना जगाना है. भाषा के खेल(Games of Language)और विविध गतिविधियों के जरिये भाषा की समझ बनाते हुए छात्र के वाचिक शब्दकोश और लेखन क्षमता में वृद्धि किया जाना भी इस पाठ्यचर्या का केंद्रीय लक्ष्य है. साहित्य भाषा का ज्ञान और पर्यवेक्षण क्षमता को बढ़ाते हुए किसी भी समस्या का सीधा समाधान प्रस्तुत करने के स्थान पर विद्यार्थी को समाज का जागरूक और संवेदनशील नागरिक बनाने का प्रयास करता है जिससे उसमें चुनौतियों का सामना करने की ललक उत्पन्न हो सके. इस कोर्स का उद्देश्य विद्यार्थी के भीतर हिंदी भाषा और समाज के जटिल और बनते-बिगड़ते सम्बन्ध की समझ उत्पन्न करना है जिससे विद्यार्थी भाषा के महत्व को समझते हुए देश और राष्ट्रीयता के व्यापक सरोकारों से अपना सम्बन्ध जोड़ सके. राष्ट्रीय चुनौतियों को ध्यान में रखते हुए भाषा के साथ साहित्य के कुछ सरल पाठों को भी जोड़ा गया है जिससे छात्र वर्ग के सामने बदलते भारत की सही तस्वीर बनकर उभर सके. विद्यार्थी अपने समाज,परिवेश और पर्यावरण को भी समझे साथ ही साथ उसकी संवेदना, भाषा कौशल और सम्प्रेषण क्षमता का विकास एवं विस्तार हो सके. समसामयिक सन्दर्भों में समाज और देश की निम्नलिखित चुनौतियों को समझते हुए विद्यार्थी के सम्पूर्ण व्यक्तित्व का विकास करना इस कोर्स का लक्ष्य है

राष्ट्रीय चुनौतियाँ:

- आर्थिक विकास, गाँव और शहर के सम्बन्ध
- ऊर्जा, जल
- शहरीकरण, परिवहन, स्वच्छता
- पर्यावरण और जन स्वास्थ्य

- खाद्य सुरक्षा, कृषि
- शिक्षा, साक्षरता
- नैतिकता, समाज और न्याय
- जेंडर तथा जाति के प्रश्न
- भारतीय संस्कृति, साम्प्रदायिक सद्भाव

1. उद्देश्य एवं प्राप्ति:

1.1-भाषा साहित्य और सर्जनात्मकता कोर्स का मुख्य उद्देश्य उपर्युक्त चुनौतियों को ध्यान में रखते हुए विद्यार्थी वर्ग को भाषा के प्रति जागरूक करने के साथ-साथ विषय को रुचिकर बनाना है. भाषा के शुद्धतावादी नजरिये और सिद्धांत चर्चा से बचते हुए भाषा के प्रचलित और अनौपचारिक प्रयोग को भी अपनाया जाना चाहिए. यह कोर्स उन विद्यार्थियों को तो प्रेरित करेगा ही जो भाषा के न्यूनतम स्तर को प्राप्त कर चुके हैं साथ ही इस कोर्स का लक्ष्य उन विद्यार्थियों तक भी पहुंचना है जो हिंदी के सामान्य प्रयोग भी नहीं जानते. इस पाठ्यचर्या में भाषा के साथ साहित्य की सर्जनात्मकता को भी स्थान दिया गया है ताकि विद्यार्थी को एक ओर साहित्य का आस्वाद कराया जा सके वहीं दूसरी ओर जीवन के विविध क्षेत्रों में सर्जनात्मकता किस प्रकार व्यक्ति के क्षितिज का विस्तार करती है, इसे भी छात्र के अनुभव का हिस्सा बनाया जा सके. कविता, कहानी, यात्रा वृतांत आदि के सरल पाठों को पढ़कर और उनसे जुड़ी गतिविधियों को समझते हुए छात्र स्वयं लेखन का प्रयास करे, अध्यापक उसकी यात्रा में सहयोगी बनकर उभरे और छात्र को कलम की ताकत का एहसास दिला सके. लेखन एक बड़ा उत्तरदायित्व है और लेखक की समाज के प्रति विशेष जिम्मेदारी है जिसके कारण ही उसे उच्च दर्जा प्राप्त होता है, यह भाव भी छात्र में उत्पन्न हो और वह लेखन की दिशा में अपना पहला कदम बढ़ा सके. आधार पाठ्यक्रम होने के कारण इसकी परिकल्पना विद्यार्थी के लिए नींव के रूप में की गई है जिसके द्वारा वह साहित्य का आस्वाद भी कर सके तथा भविष्य में विषय चयन हेतु उसके भीतर रूचि भी जगाई जा सके. अध्यापक से अपेक्षा होगी कि वह विषय के पारिभाषिक पक्ष से बचते हुए विद्यार्थी के स्तर पर रहकर बात करे. इस पाठ्यक्रम का मूल उद्देश्य विद्यार्थी की भाषिक और सम्प्रेषण क्षमता का विकास करना तथा देश और समाज के प्रति उसे संवेदनशील बनाना भी है. निम्न बिंदुओं का अनुपालन शिक्षण तथा **प्रोजेक्ट कार्य, डाटा संग्रह और व्यवहारगत योजनाओं** के दौरान भी किया जाना चाहिए :

- भाषा और साहित्य को वास्तविक जीवन की समस्याओं से जोड़ते हुए विद्यार्थी को अभिव्यक्ति के लिए प्रेरित करना
- सुनना, बोलना, पढ़ना, लिखना जैसे कौशलों का विकास
- समूह चर्चा पर बल देना
- समूह में काम करने के लिए तैयार करना

- व्यवहारगत योजनाओं (हैंड्स ऑन प्रोजेक्ट्स) के माध्यम से भाषा, साहित्य और समाज से जुड़े प्रश्नों के लिए तैयार करना

- रचनात्मकता और कल्पना शक्ति को बढ़ावा देना

- सिद्धांत के स्थान पर प्रयोग पर बल देना

- विश्लेषणात्मक पद्धति को अपनाना

- समाज और राष्ट्र में हो रहे परिवर्तनों और समसामयिक हलचलों से साहित्य को जोड़ने का प्रयास

- समाज के भीतर हो रहे परिवर्तनों पर विद्यार्थी की समझ को बढ़ाते हुए उसे उन विषयों पर लिखने के लिए प्रेरित करना .

२ .सुझाव एवं निर्देश: (12 +2 सप्ताह की कक्षाओं हेतु)

 २ .1-**भाषा, साहित्य और सर्जनात्मकता** विषय के शिक्षण के दौरान राष्ट्रीय एकता-अखंडता, शिक्षा, पर्यावरण, कृषि, महिला अधिकार, सामाजिक सरोकार, मानव समाज या पाठ्यचर्या से सम्बन्धित विभिन्न विषयों पर आधारित पाठों का अध्ययन और फिल्म का प्रदर्शन कर उस पर चर्चा कराई जा सकती है.

दिल्ली की भाषाई संस्कृति, भाषा के विविध स्तर, राजभाषा, कोश की जानकारी, हिंदी का भूगोल, आजादी के आंदोलन में हिंदी का योगदान, दैनिक जीवन में भाषा की उपयोगिता, विविध भाषिक अभिव्यक्तियों को समझना, मीडिया, प्रशासन एवं तकनीकी क्षेत्र में प्रयुक्त आधुनिक शब्दावली और प्रयोग, भौगोलिक परिवर्तन और भाषा वैविध्य, सामाजिक-आर्थिक-शैक्षिक स्तर पर विभिन्न वर्गों, समूहों की भाषा व उनमें अंतर आदि पर विचार-विमर्श कराते हुए भाषा और सर्जनात्मकता के प्रति समझ पैदा की जा सकती है.

प्रस्तावित पाठ्यक्रम अंतरानुशासनिक है, छात्रों के भाषा अनुभवों के माध्यम से ही छात्रों को भाषा समर्थ बनाना है। किसी निश्चित पाठ्य पुस्तक को माध्यम बनाने की जगह अध्यापक छात्रों से अंतर्क्रिया करते हुए कक्षा में ही पाठ्य सामग्री तैयार करा सकते हैं। आगे इस सम्बन्ध में इसके बारे में संकेत दिए गए हैं जो शिक्षण एवं मूल्यांकन पद्धति को निर्दिष्ट करते हैं.

भाषा, साहित्य और सर्जनात्मकता (हिंदी)

इकाई	अध्ययन अध्यापन की भाषिक-साहित्यिक गतिविधियाँ	साहित्यिक पाठ	विविध सर्जनात्मक गतिविधियों के रूप	सप्ताह
१.मैं,मेरा परिवार, परिवेश, समाज एवं पर्यावरण (मौखिक/लिखित अभिव्यक्ति) • **अपने बारे में** • **अपना परिवेश** : गाँव, मुहल्ला, शहर, कॉलेज - विकास और संभावनाएँ • **पर्यावरण**: जल स्रोतों का सूखना और प्रदूषित होना, प्राकृतिक सम्पदा, वन एवं वन्य जीवों का ह्रास, ई-कचरा आदि	• परिचय, संवाद, समूह चर्चा और उसमें से उभरता भाषा का ज्ञान • भाषा के स्थानीय रूपों की पहचान कराते हुए मानक रूप देने में शिक्षक की भूमिका- छात्र के वाचिक शब्दकोश, व्याकरण--रचना को अंतर्क्रिया द्वारा समर्थ करना तथा भाषा-ज्ञान को बढ़ाना एवं सम्बन्धित अनुभवों का आदान-प्रदान करना. • औपचारिक-अनौपचारिक भाषा और शैली • महानगर और कौस्मौपोलिटन भाषा का स्वरूप और उससे विद्यार्थी का परिचय	• **मैं और मेरा नगर**(निबंध): कन्हैया लाल मिश्र प्रभाकर • **यहाँ थी वो नदी** (कविता) मंगलेश डबराल		२

			नीचे दी गई गतिविधियों का उपयोग सभी इकाइयों के लिए किया जाएगा	
२. **आर्थिक विकास, ऊर्जा, जल, कृषि एवं खाद्य सुरक्षा** • ग्रामीण और शहरी अर्थव्यवस्था • कृषि आधारित समाज में बनने वाली सांस्कृतिक-संरचना • खाद्य समस्या और समाज • ऊर्जा का अभाव और उसके वितरण की समस्या • जल संबंधी समस्याएँ	• समूह चर्चा, लेखों का संग्रह, वैचारिक और सर्जनात्मक लेखन, • भारत की कृषि-व्यवस्था और लोक पर्व पर विचार, संवाद और लेखन • भारत में विभिन्न ऋतुओं में होने वाली फसलों और उससे बनने वाली सांस्कृतिक संरचना से सम्बन्धित अनुभवों पर चर्चा-परिचर्चा और सर्जनात्मक लेखन • सामाजिक विषमता और खाद्यान्न की समस्या पर चर्चा और विभिन्न सर्जन रूप	• **ग्राम स्वराज्य**: (निबंध) महात्मा गांधी • **अकाल और उसके बाद**: (कविता) नागार्जुन		२
३. **शहरीकरण, परिवहन, स्वच्छता एवं जन स्वास्थ्य** • स्वच्छता एवं जन स्वास्थ्य संबंधी जागरूकता • शहरीकरण और परिवहन से प्राप्त सुविधाएँ, समस्याएँ तथा समाधान	• ऐतिहासिक–सांस्कृतिक स्थल, बाज़ार, मेला, मेट्रो, आर्टगैलरी, मॉल से सम्बन्धित अनुभवों पर लेखन • स्वच्छता और सफाई की जागरूकता संबंधी विचार और लेखन • कॉलेज तथा सार्वजनिक स्थानों की सफाई तथा एन.एस.एस.के कार्यक्रमों में भागीदारी के अनुभव	• **सदियों का फासला है दिल्ली और नई दिल्ली के बीच**: (संस्मरणात्मक लेख) कृष्णा सोबती • **एक गधे की वापसी**: (व्यंग्य) कृष्ण चंदर	कहानी, कविता, फिल्म, ब्लॉग लिखना, मोबाइल कमेंट्री, ट्विटर, फेसबुक, एस.एम.एस, ज्ञापन, लेख, संवाद लेखन और दृश्य निर्माण हैंड बिल, मोबाइल फिल्म, पोस्टर, नुक्कड़ नाटक, वॉल मैगजीन, पैम्फलेट, नारे, विज्ञापन,लेख ,संस्मरण,डायरी, यात्रा वृतांत, निबंध, एकांकी, नाटक आदि लेखन के अन्य रूप	२
४ .**शिक्षा, साक्षरता, जेंडर एवं जाति के प्रश्न, समाज और न्याय** • शिक्षा और साक्षरता में अंतर तथा भारत में शिक्षा और साक्षरता • महिला अधिकार, सामाजिक-आर्थिक विषमता, जातिगत भेदभाव के प्रश्न और उनके समाधान	• सामाजिक जागरूकता के लिए न्यू मीडिया का उपयोग और उसकी भाषा • विभिन्न सामाजिक/ आर्थिक/ राजनैतिक मुद्दों/ विमर्शों पर सामग्री संकलन, विचार, संवाद और लेखन	• **छात्र की परीक्षा** : (लेख) रवीन्द्र नाथ टैगोर • **पंच परमेश्वर** : (कहानी) प्रेमचंद • **फिल्म**- वेलकम टू सज्जनपुर/ आई एम कलाम/ इकबाल/ दो आँखे बारह हाथ/ मदर इंडिया/ बागवान (**कोई एक**)		२
५ .**नैतिकता और मानवीय मूल्य, भारतीय संस्कृति एवं साम्प्रदायिक सद्भाव** • समय के साथ पारिवारिक,	• साहित्य से आदर्श लेते हुए सामयिक चुनौतियों पर विचार-विमर्श और सर्जनात्मक लेखन	इस खंड हेतु पाठ का चुनाव छात्र अथवा शिक्षक द्वारा स्वयं किया जाए • पंचतंत्र/ हितोपदेश/ उपनिषद से किसी		२

		एक रचना का चयन • **कबीर, तुलसी** और **रहीम** के दोहों में से किसी एक की अधिकतम २० पंक्तियों का चयन • **मेरे भारत की माटी है चन्दन और अबीर**: सोम ठाकुर • **फिल्म**: लगे रहो मुन्ना भाई/ पिंजर/ वीर ज़ारा/ / रंग दे बसन्ती (**कोई एक**)		
सामाजिक, सांस्कृतिक मूल्यों में आने वाले परिवर्तन • भारत की सामासिक(composite)संस्कृति तथा विविधता की पहचान और साम्प्रदायिक सद्भाव				
६. भाषा नमूनों का सर्वेक्षण : समाज के विभिन्न वर्गों के भाषा-व्यवहार का अध्ययन (जैसे कामगारों/ घरेलू सहायकों/ रिक्शा/ ऑटो चालकों/छात्रों/ कोर्पोरेट/ शिक्षित वर्ग की भाषा) निरक्षरता से साक्षरता/शिक्षित वर्ग के बीच बनती भाषा	गुणात्मक (Qualitative) व मात्रात्मक (Quantitative) प्रविधि का प्रयोग करते हुए आंकड़ों का संकलन-विश्लेषण व प्रस्तुति, चर्चा-परिचर्चा, समूह- संवाद आदि. छात्र इसे संभव बनाने के लिए अन्य फाउन्डेशन पाठ-प्रयोगों की सहायता ले सकते है. यहाँ तक छात्र इतना जागरूक हो जाए कि वह सजग रूप से देश के आर्थिक विकास. सामाजिक समस्याओं, नागरिकता के अनुभवों एवं जीवन के अनुभवों से दो चार होने लगे तथा अपने पाठ्यक्रम से बनती हुई अंतर्वस्तु को देश की चुनौतियों से जोड़ सके.			२

उपर्युक्त सभी पाठों का चयन भारत के सामाजिक प्रश्नों और राष्ट्रीय चुनौतियों जैसे **यातायात, भारतीय संस्कृति, जल, आर्थिक विषमता, नैतिकता, समाज, न्याय और प्रतिरोध, स्वच्छता, जेंडर, साम्प्रदायिक सद्भाव** को ध्यान में रखकर किया गया है. शिक्षक उन्हीं अवधारणाओं को ध्यान में रखते हुए पाठों का अध्ययन कराएँ तथा विद्यार्थी की रचनात्मकता को प्रेरित करें.

५.-प्रोजेक्ट्स संबंधी सुझाव: (भाषिक कौशल और साहित्यिक संवेदनशीलता के माध्यम से निम्न मुद्दों पर चर्चा व लेखन)

1. हिंदी के विकास में हिंदी फिल्मों की भूमिका
2. हिंदी के प्रमुख कवि और उनकी रचनाएँ
3. गाँव के विकास -शिक्षा, चिकित्सा, खेती-बाड़ी पहाड़ों की समस्याएँ, समुद्र की चुनौतियाँ
4. हिंदी की भौगोलिक स्थिति
5. हिंदी का कम्प्यूटर में प्रयोग

6.	देश भर की अन्य भारतीय भाषाएँ और हिंदी
7.	जाति और साम्प्रदायिक भेदभाव के समाधान
8.	भाषा और आर्थिक विकास की प्रक्रिया
9.	आधार कार्ड: नागरिक अस्मिता
10.	फिल्म समीक्षा
11.	आर्थिक रूप से पिछड़े समुदाय पर शिक्षा के अधिकार क़ानून का प्रभाव
12.	रेडियो/टीवी धारावाहिकों की भाषा
13.	प्राकृतिक आपदाओं के फैलने के कारण और उसे रोकने के लिए किए जाने के लिए वाले सरकारी/ गैर सरकारी और स्वयंसेवी संगठनों द्वारा किए उपाय
14.	ट्रैफिक की समस्याओं का अध्ययन
15.	शहर के बीच सिकुड़ते हुए गाँव
16.	मॉल संस्कृति और बदलती जीवन शैली
17.	हॉस्टल में रहने वाले छात्रों की समस्याओं का अध्ययन
18.	तकनीकी नवीनता और शिक्षा
19.	SMS की हिंदी और देवनागरी लिपि का संकट
20.	सोशल मीडिया और उससे जुड़े हुए प्रश्न
21.	आर्थिक विकास और भ्रष्टाचार की समस्या
22.	भूमण्डलीकरण और सांस्कृतिक संक्रमण
23.	देश की कानून व्यवस्था और मीडिया
24.	विज्ञापनों में उभरता नारी का स्वरूप
25.	राष्ट्रीय मुद्दों पर मीडिया की भूमिका
26.	पर्यावरण की समस्या
27.	अन्य आधार पाठ्यक्रमों से जुड़े मुद्दों पर भी प्रोजेक्ट तैयार किए जा सकते हैं.

प्रोजेक्ट बनाने में कम्प्यूटर और भाषा: यूनिकोड का यथासंभव प्रयोग करना, ई-पुस्तकों तथा वेब पत्रिका का पठन, ब्लॉग लेखन आदि. जहाँ तक संभव हो, छात्रों को PPT में प्रस्तुति देने के लिए तथा यूनिकोड में टाईप करने के लिए प्रोत्साहित करें .

सन्दर्भ सामग्री:

विद्यार्थी यदि चाहें तो अपनी भाषाई समझ और साहित्यिक संवेदनशीलता विकसित के लिए निम्न लिखित पाठ-सामग्री का उपयोग सकते हैं-----

- **ग्राम** (जयशंकर प्रसाद), **शान्ति** (प्रेमचंद), **दोपहर का भोजन** (अमरकांत), **पढाई** (जैनेन्द्र), **चप्पल** (कमलेश्वर), **हड़ताल** (भैरव प्रसाद गुप्त), **सन्दर्भहीन बारिश** (विजय देव नारायण साही), **गोबर उठाती थापती ....दुःख भुलाने बैठती** मैथिली शरण गुप्त पृष्ठ १०५ भारत भारती, **देश हैं हम राजधानी नहीं** : शम्भुनाथ सिंह(वक्त की मीनार पर)पृष्ठ ३३-३४, **सड़क**: हरिवंश राय बच्चन, **कच्ची दातुन**: महेश अनघ, **हम हशमत**-कृष्णा सोबती, **अमरकंटक की सालती स्मृति** :विद्या निवास मिश्र, **क्या भूलूँ क्या याद करूं** : (अंश) हरिवंश राय बच्चन, **शहर और गाँव** :महात्मा गांधी (ग्राम स्वराज्य), **सदाचार का तावीज** : हरिशंकर परसाई, **भारत की नदियाँ** :राम मनोहर लोहिया, **नाटक तोता-मैना** :लक्ष्मी नारायण लाल, **भों-भों खों-खों** :सर्वेश्वर दयाल सक्सेना, **चप्पल**:कमलेश्वर, **हार की जीत**: सुदर्शन, **हीरा मोती**, **नमक का दारोगा** -प्रेमचंद, **उसका बचपन** -कृष्ण बलदेव वैद, **अशिक्षित का हृदय** :विश्म्भर नाथ कौशिक, **अशोक राजपथ** :अरुण कमल, **मास्टर**:नागार्जुन, **मन समर्पित तन समर्पित** -राम अवतार त्यागी, **वीरों का कैसा हो बसंत** -सुभद्रा कुमारी चौहान, **बेटियाँ**: कुवंर बैचैन, **हिमाद्रि तुंग श्रृंग से प्रबुद शुद्ध भारती**- जयशंकर प्रसाद, **मुहँ पर छींटे और पीठ** ---सुधांशु उपाध्याय, **हिमालय की याद में एक पत्र** :विजय देव नारायण साही, **बच्चे काम पर जा रहे हैं**: राजेश जोशी, **अर्थ ब्रह्म** :शरद जोशी, **पानी पानी माँग रहा है** -रघुवीर सहाय, **अंधेर नगरी**: भारतेंदु, **सत्यकाम** : भवानी प्रसाद मिश्र

- **फिल्म एवं गीत** : इन्साफ की डगर पे बच्चों दिखाओ चल के, मेरे देश की धरती सोना उगले..... तथा अन्य फिल्मी गीतों का चयन स्वयं किया जाए

- **फिल्म** ---आनंदमठ, जागृति, श्री ४२०, रंग दे बसन्ती, सन ऑफ इंडिया आदि
  Web-links:

www.abhivakti.com, www.hindikunj.com, www.achhikhabar.com, www.kavitakosh.org, www.bharatdarshan.co.

FOUNDATION COURSE
Language, Literature and Creativity

Assamese

Course outline

The Course aims to enhance the language proficiency of students at three levels; reading, understanding and writing in Assamese. It also aims at enhancing their ability to analyze literary texts of known creative writers in the language and apply them in different fields of applications. The course will have six units taking texts from different genres of literature. The course has special focus on the contemporary issues, dealt by the creative writers in different forms of literature, keeping in mind the grand challenges of the nation as identified below.

Grand challenges

The challenges of the nation in the present era:

- Economic Development, Rural and Urban linkages
- Energy & Water
- Urbanization, Infrastructure, Transport, Sanitation
- Environment & Public Health
- Food security, Agriculture
- Education, Literacy
- Ethics, Society & Social Justice

Besides the above challenges, focus will be on the challenges in the survival of the regional languages, literature and the cultural diversity of India with reference to Assamese.

Medium of teaching and examination   : Assamese

Objectives

It is expected that after the completion of the course the students will be able to:

- use their language in different situations and develop proficiency in reading and writing.
- critically examine the issues highlighted in the texts and express their ideas and observations.
- initiate discussions on the issues highlighted in the texts and similar social issues identified by them.
- enhance their reading skills and the style of writing.
- evaluate and appreciate unknown texts.
- build their creative expression and presentation.
- collect information on their language, literature and culture and present them before others.

Organization of Teaching

The course is of six units, which will be covered under 48 lectures and 12 hours will be allotted for presentation in a semester. Each lecture and presentation class will be of 1 hour duration. 6 themes, distributed under 6 units, are identified keeping in mind 12 weeks (one theme in 2 weeks) teaching and 2 weeks for special discussion on selected topics leading to project work.

Themes/sub themes of study
    The course includes the following themes/subthemes:

Unit 1	: Education and literacy	(2 weeks)
Unit 2	: Environmental changes	(2 weeks)
Unit 3	: Pollution and its' impact	(2 weeks)
Unit 4	: Water problem	(2 weeks)
Unit 5	: Rural life and Sanitation	(2 weeks)
Unit 6	: Urban life and old age problems	(2 weeks)

Teaching/Learning material
    Texts:

puthi adhyayan	: Satyanath Bora
mukti	: Laxminath Bezbarua
iyat nadi aasil	: Navakanta Barua
ekhon nadir mrityu	: Mahim Bora
Parashu Pataror naad	: Mamoni Raisam Goswami
Anthropology-r xopunar pasot	: Nirupama Borgohain
Astaraag	: Homen Borgohain

These texts and other reading materials will be compiled and made available to the students

Supplementary material
    Monographs of important authors in Assamese
    Documentary films on important authors and places of importance in Assam
    Web materials; Assamese news papers, magazines and blogs

Assessment
The assessment of the students' performance will be through:

(i)	A. Project work and presentation	(50 marks)
	B. Classroom participation.	
(ii)	Written examination	(50 marks)

Project Work:

The students are expected to submit **one** project assignment, which will provide scope to the students to express their liking towards their language, literature and culture. A list of topics will be made available to them in the beginning of the course, which may be extended to

rewriting, adaptation, retelling and change of narrative format. Evaluation of their performance in project work will be based on their knowledge of the language, collection of the information, presentation and style of narration.

Topics identified for Project work:

1. Development of Assamese language/script/literature.
2. Practical use of language; day to day conversation, in the office, public speech etc.
3. Variations of Bihu, the national festival of the Assam, among different indigenous communities of the state.
4. Use of traditional medicines by the Assamese community
5. Attitude of Assamese speakers towards their language.
6. Mapping of Assamese culture (on a particular event from the culture)
7. Assamese language in media, films and cyber world.
8. The life and works of any creative writer in Assamese
9. Any performing tradition of Assam (dance, drama, music, traditional game etc.).
10. Contemporary social issues/challenges.
11. Assamese language in the 21st century.
12. Retelling/rewriting of a narrative.
13. Critical evaluation of a text, in any form, of Assamese literature.
14. Eco-tourism in Assam
15. Tribes of Assam and Tribal life in Assamese literature

Reading list:

Borgohain, Homen (2005). *Astaraag*, Guwahati: Students' Stores

Borgohain, Homen. (Ed.) (2004). "Ekhon nadir mrityu" of Mahim Bora in *Asomiya galpa sankalan,* (Vol. II) Guwahati: Asom Prakashan Parisad, pp. 94-103.

Saikia, Nagen (Ed.) (2003) *Mukti* of Laxminath Bezbarua in *Bezbarua rasanavali*, Guwahati: Banalata.

Bharali, Sailen. (Ed.) (2011) "Anthropology-r xopunor pasot" of Nirupama Borgohain in *Galpa manjari*, Guwahati: Gauhati University Publication Board, pp. 336-369.

Bharali, Hemanta Kumar. (Ed.) (2011). "Parashu Pataror naad" of Maoni Raisam Goswami in *Mamoni Raisam Goswamir galpa samagra*, Guwahati: Banalata, pp. 281-303.

Neog, Maheswar. (Ed.) (2001). " iyat nadi aasil" of Navakanta Barua in *Sanchayana*, New Delhi, Sahitya Akademi, pp-393-395.

FOUNDATION COURSE
Language, Literature and Creativity (BENGALI)

Course Outline

The Course aims to improve the language skills of the learner in order to equip them with better communicative, creative, analytical and critical abilities. It also aims to enable them to appreciate different forms and genres of literature. These aims are to be achieved keeping in mind the following grand challenges facing the nation today:

- Economic Development, its discontent.
- Urbanization, Increasing Rural and Urban gap
- Crisis of essential resources like Energy, Water
- Infrastructure, Transport, Sanitation
- Environment & Public Health
- Food security, Agriculture
- Education, Literacy
- Ethics, Society & Justice

In accordance with the principles/features laid down for all foundation courses, this course will:

1. Attempt to be trans-disciplinary and multidisciplinary in content and design.
2. Have an equal emphasis on Classroom / blackboard work and Project work in student groups of five.
3. Allow sufficient freedom to the mentor (teacher) and student to create appropriate project work and to assess the work of the projects.
4. Integrate course work with the project work to introduce the student to the fundamental issues of the course appropriately balanced with 'hands on' applications through the projects.
5. Avoid over-burdening the student with excessive study material.

Aims and objectives

To look beyond existing boundaries of discipline, i.e. to inculcate knowledge of various other disciplines in Bengali.

To enable the students to face the challenges of everyday life and to create a general awareness towards society and environment, with focused attention to gender issue, caste problem, responsibility towards elder generation, dowry system, illiteracy, child labour etc.

Students would also be introduced to different genres of literature with short examples.

At the end of the course

The students will be able to use and communicate in the language,

Speak about themselves/their feelings/any other social issues in Bengali.

Read and understand a particular text in Bengali.

Express their feelings in writing (passage or other forms).

Will be able to improve their listening/reading skills.

Will be able to appreciate different forms of literature and start to express their feelings in different genres.

Target Students

The course will be open to Bengali and Non-Bengali students

Medium of Writing Examination

Medium of writing examination would be Bengali/English/Hindi

Lecture Arrangement

14 weeks   x   4 lectures =   56 lectures

1 Presentation/week   =   14 presentations

METHODOLOGY

FOR THE TEACHERS

I. At least 3 workshops will be held to enable the teachers to cope with the New approaches towards class-teaching
II. Printed and detailed study-materials would be given to equip the teachers
III. They will be guided how to cater the heterogeneous group of students according their proficiency-level
IV. How to introduce different modes, especially electronic/online materials in class and talk on them through interaction
V. How to encourage, develop and test different students with separate skills in a common class
VI. Besides these, teachers will be free to choose and consult other sources, weather it is a book/e-sources/audio cassettes/movies

FOR THE STUDENTS

VII.   The students would be provided with detailed study-material prepared by teachers in workshops

VIII. They will be encouraged to consult and discuss related books/movies/e-sources other than the reading list/materials provided to them and talk/discuss about them in Bengali in class

CLASSROOM TEACHING WILL AIM AT
- Making the students aware of the special features of the language
- Aware and respond to the challenges in society
- Developing Language-skills: basic interpersonal communication skills(BICS)
- Encouraging them to take a solving approach towards these challenges
- Nurturing the creativity skill of the students

Learning Material

The learning materials will be selected from literary pieces, newspaper articles, audio-visual sources etc.

Language would be used as a tool to break the boundaries; in this process we would utilize other media: i.e. painting, drama, music, movies etc.

EXAMPLE

To discuss about environmental crisis, we would use materials available online, like 'Youtube' shots of the dramas like Raktakarabi/Muktodhara.

Students then will be asked to interact among themselves about the film. Thus,

They will learn the language.

Express and exchange their views and experiences about the particular issue.

As a project they will be asked to search for one same-issue related text in Bengali.

Suggestive list of Reading Sources

1.   Upendrakishore Rachanavali –   Upendrakishore Ray

2.   Sukumar Samagra – Sukumar Ray

3.   Patar Banshi – Shyama Prasad Sarkar (ed)

4.   Writings from Leela Majumdar

5.   Sandesh/Alor Fulki/Kishore Bharati

These will be used as the common source from which excerpts will be selected through workshops following the needs of a specific Unit and the stage of language ability of the student.

Chart of Task-Skill-Time-Material Composition of a Single Unit-I

Task : 1. Oral Comprehension of a listening text

Skill focus: Listening
Approx. time required: 20 minutes
Materials: Listening text/ recorded speech

Task : 2. Discussion based on a written text

Skill focus: . Speaking
Approx. time required: 30 minutes
Materials: Written Text

Chart of Task-Skill-Time-Material Composition of a Single Unit- II

Task : 3. Responding to a written text

Skill focus: Preliminary writing
Approx. time required: 35-40 minutes
Materials: Written Text

Task : 4. Discussion/ group work/ making a pamphlet/re-creating in a new genre

Skill focus: Comprehension and Critical and Creative Writing
Approx. time required: 45 minutes
Materials: Written Text/ News Item/ Picture/Audio-visual item

UNITWISE DISTRIBUTION OF THEME & CLASSES

UNIT-I	Basic values of life	7 periods
UNIT-2	Caste problem as we see	7 periods
UNIT-3	Gender issues	7 periods
UNIT-4	The evil of Dowry	7 periods
UNIT-5	Responsibilities toward older generation	7 periods
UNIT-6	Response towards other societies around us	7 periods

14 periods will be used for remedial Teaching.

UNITWISE LIST OF ESSENTIAL READING

UNIT-I   Basic values of life:

Literary Text: Bharatbarsha: Sayeed Mujtaba Siraj (Kathajatra: Bangla Galpo Sankalan. Ed. Ramkumar Mukhopadhyay, NBT, 2008, Pp 295-299)

Audio-Visual Text: Ganashatru, Satyajit Ray, 1990

UNIT-2   Caste problem as we see

Literary Text: Abhageer Swarga: Sharatchandra Chattopadhyay (Bangla Galpo Sankalan Voll 2, Sahitya Akademi, 1996)
Audio-Visual Text: Shilpi, Agragami, 1956

UNIT-3   Gender issues

Literary Text: Neemgach: Banaphul (Kathajatra, Bangla Galpo Sankalan, Ed. Ramkumar Mukhopadhyay. NBT, 2008, Pp 80)
Audio-Visual Text: Debipakkha, Raja Sen, 2001

UNIT-4   The evil of Dowry

Literary Text: Dena Paona: Rabindranath Thakur (Galpaguccha, Vishwabharati, 1401 Bangabda, Pp 11-15)
Audio-Visual Text: Dena Paona, Premankur Atarthi, 1931

UNIT-5   Responsibilities toward older generation

Literary Text: Pishima: Bani Basu (Galpasamagra Vol 2: Bani Basu)
Audio-Visual Text: : Atmiyosvajan

UNIT-6   Response towards other societies around us

Literary Text: Kabuliwala: Rabindranath Thakur (Galpaguccha, Vishwabharatai, 1401 Bangabda, Pp 110-115)
Audio-Visual Text: Saptapadee, Ajay Kar, 1961

ASSESSMENT

Full Marks: 100 Marks

 Internal Assessment: 50 Marks
        Students will be continuously evaluated on their Writing, Listening, Reading and Speaking skills through class-room interaction and group discussions**.**

 End-Semester Written Examination: 50 Marks
        The written examination will test both the communicative ability of the student in its various forms like writing and comprehending. The objective is to assess their ability to comprehend a theme, vocabulary acquisition, sentence construction, basic grammar and writing.

 Projects

Projects will be done by the students at the end of the semester as part of the internal assessment and will carry 25marks.

Students will visit and talk to people on various issues and create a reportage/short story/dialogue/one act play/a short poem base on the data collected/observations .

SUGGESTIVE TOPICS ON WHICH STUDENTS MAY WORK:

- Women and illiteracy
- Abandoned women
- Domestic violence
- Dowry
- Child marriage
- Women at working places
- Social inequality
- Technology and changing life
- Migrating people
- Environmental hazards
- Child labour
- Problems in a slum
- Life in an old age home
- Visit to a museum
- Visit to an exhibition

List of Readings: A Bibliography1. –

Banaphul , Neemgach: (Mukhopadhyay,. Ramkumar,2008, Kathajatra, Bangla Galpo Sankalan.   Delhi, NBT, , Pp 80)

Basu ,Bani, 2000,Pishima: (Galpasamagra Vol 2: Bani Basu), Kolkata;

Chattopadhyay , Sharatchandra ,1926,Abhageer Swarga(sarat Rachanavali), Kolkata,

        M.C.Sarkar&sons Pvt. Ltd;

Ray, Sukumar,,*Sukumar Samagra* ,Kolkata Ray, Upendrakishore ,1984, Upendrakishore Rachanavali,Kolkata;

Sarkar , Shyama Prasad(ed)2008 , *Patar Banshi* ,Kolkata;

Siraj , Sayeed Mujtaba, , *Bharatbarsha*:, (Mukhopadhyay , . Ramkumar(ed), *Kathajatra: Bangla   Galpo Sankalan*, 2008, Pp 295-299,Delhi,NBT);

 Thakur , Rabindranath, *Dena Paona*: (Galpaguccha, Vishwabharati, 1401 Bangabda, Pp 11-15);

Thakur,Rabindranath, *Kabuliwala* (*Galpaguccha,*, Vishwabharati, 1401 Bangabda, Pp 110-115);

Audio-visual sources:

Atmiyosvajan,Raja Sen 1998

Dena Paona, Premankur Atarthi, 1931;

Debipakkha, Raja Sen, 2001

Ganashatru, Satyajit Ray, 1990

Saptapadee, Ajay Kar, 1961

Language, Literature and Creativity

GUJARATI

Outline

The Course aims to enhance the language proficiency of students at two levels; reading and writing in Gujarati. It also aims at enhancing their ability to analyze literary texts of known creative writers in the language and apply them in different fields of application. The course has special focus on contemporary issues, dealt by the creative writers in different forms of literature, keeping in mind the challenges of the nation as identified below. The challenges of the nation in the present era:

- Economic Development, Rural and Urban linkages
- Energy &Water
- Urbanization, Infrastructure, Transport, Sanitation
- Environment & Public Health
- Food security, Agriculture
- Education, Literacy
- Ethics, Society &Social Justice

Apart from the above challenges, focus will also be on the challenges in the survival of the vernacular languages, literature and the cultural diversity of India with reference to Gujarati.

Medium of teaching and examination : Gujarati

Objectives :

It is expected that after the completion of the course the students will be able to:

- Use their language in different situations and develop proficiency in reading and writing.
- Critically examine the issues highlighted in the texts and express their ideas and observations.
- Initiate discussions on the issues highlighted in the texts and similar social issues identified by them.
- Enhance their reading skills and the style of writing.
- Evaluate and appreciate unknown texts.
- Build their creative expression and presentation.
- Collect information on their language, literature and culture and present them before others.

Organization of Teaching

Each lecture and presentation class will be of 1-hour duration. 6 themes, distributed under 6 units, are identified keeping in mind 12 weeks (one theme in 2 weeks) teaching and 2 weeks for special discussion on selected topics leading to project work.

Themes/sub themes of study

The course includes the following themes/subthemes:

Unit 1 : Nature and Environment (2 weeks)

Unit 2 : Regional Language and National Integration (2 weeks)

Unit 3 : Literacy and Women Education   (2 weeks)
Unit 4 : Rural life and Urbanization   (2 weeks)
Unit 5 : Natural resources and Industrialization (2 weeks)
Unit 6 : Equality and Social Justice   (2 weeks)

Teaching/Learning material

The course includes the following themes:

- Equality and Social Justice
- Language and National Integration
- Literacy and Women Education
- Natural resources and Industrialization
- Nature and Environment
- Rural lifeand Urbanization
- Diaspora writings

Reading Texts:
1. *Kimbal Ravenswood* : Madhu Ray
2. Arvalli   : KishorsinhSolanki
3. Kautuk   : Madhuthakar
4. Dhalkachbo: NasirMansoori
5. *AndhriGalimaSafedTapka*:Himanshi Shelat
   (Frozen Whites in A Dark Alley and
   Other Stories)

Supplementary material

Monographs of important authors in Gujarati

Documentary films on important authors and places of importance in Gujarat

Web materials; Gujarati newspapers, magazines and blogs

Assessment

The assessment of the students' performance will be through:

(iii)   A. Project work and presentation
           B. Classroom participation. (50 marks)
(iv)   Written examination (50 marks)

Project Work:

The students are expected to submit 1 project, which will provide scope to the students to express their appreciation for their language, literature and culture. A long list of topics will be made available to them in the beginning of the course. This can be extended to rewriting, adaptation, retelling and change of narrative format. Evaluation of their performance in project work will be based on their knowledge of the language, collection of information, presentation and style of narration.

Topics identified for Project work:

16. Development of Gujarati language/script/literature.
17. Practical use of language; day-to-day conversation, in the office, public speech etc.
18. Festivals of Gujarat.
19. Use of traditional medicines by the Gujarati community.
20. Attitude of Gujarati speakers towards their language.
21. Mapping of Gujarati culture (on a particular event from the culture)
22. Gujarati language in media, films and cyber world.
23. The life and works of any creative writer in Gujarati
24. Any performing tradition of Gujarati (dance, drama, music, traditional game etc.).
25. Contemporary social issues/challenges.
26. Gujarati language in the 21stcentury.
27. Retelling/rewriting of a narrative.
28. Critical evaluation of a text, in any form, of Gujarati literature.
29. Varieties of Gujarati Language.
30. Impact of Portuguese language on Gujarati vocabulary.
31. Role of literary and language organizations in the development of Gujarati language.

Supporting material

1.Mirch Masala (1987) — a film based on the short story of Chunilal Madiya
2.Kashino Dikro (1979) — a national award winning film based on the short story of Panalalpatel
3.Kanku (1970) — a national award winner film based on the short story of Panalalpatel
4. Manvini Bhavai (1993) — a film based on Jnanpith award winning novel of Gujarati by Panalal Patel

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Reading list: Gujarati

</div>

1. Meghani,Vinod (2003)Frozen Whites in A Dark Alley andOther short Stories, Delhi, Sahitya   Akademi

2.Mehta,Bharat (2004)SandarbhSanket,Patan, Raval Publications

3.Mehta,Bharat (2004),Pratibadhdha,Patan , Raval Publications

4.Mehta,Bharat (2002),Kathamanthan,Patan , Raval Publications

5.Soni,Raman,ed.(2006),Gujarati SahityanoItihas,Ahmedabad,Gujarati Sahitya Parishad.

6.Mehta,Bharat (2009),Char Navalkathakaro ,Ahmedabad,Parshv Publications

7. Desai Parul ed.(2013)PannalalniVartaSrushti,Ahmedabad,Gujarati Sahitya Parishad.

8.Mehta,Makarand(2010),Itihas,SamajaneSahityama Gujarat,Ahmedabad, Gujarati Sahitya Parishad

Language, Literature and Creativity – I (Manipuri)

COURSE OUTLINE

The Course aims to enhance the language proficiency of students at two levels; reading and writing. It also aims at enhancing their ability to analyse literary texts of known creative writers in the language and apply them in different fields. The course has special focus on contemporary issues dealt by the creative writers in different forms of literature keeping in mind the grand challenges facing the nation.

The grand challenges of the nation in the present era

- Economic Development, Rural and Urban Linkages
- Energy and water
- Urbanization, Infrastructure, Transport and Sanitation
- Environment and public health
- Food Security and agriculture
- Education and Literacy
- Moral, Ethics, Society and Justice

Apart from the above-mentioned issuees, focus will also be on the challenges in the survival of the vernacular languages, literature and the cultural diversity of India with reference to Manipuri.

OBJECTIVES

It is expected that after the completion of the course the students will be able to:

— Use their language in different situations and develop proficiency in reading and writing
— Critically examine the issues highlighted in the texts and express their ideas and observations
— Initiate discussions on the issues highlighted in the texts and similar social issues identified by them
— Enhance their reading skills and style of writing
— Evaluate and appreciate unknown texts building their creative expression and presentation
— Collect information on their languages, literature and culture and present them before others

ORGANIZATION OF TEACHING

The course is of six units, which will be covered in 48 lectures and 12 hours will be allotted for presentation in a semester. Each lecture and presentation will be of 1 hour duration. Six themes distributed under six units are identified keeping in mind 12 weeks teaching time (one theme in two weeks) and two weeks for special discussion on selected topics leading to project work.

THEME OR SUB THEMES OF STUDY

UNITS	TOPIC	DURATION
1	NATURE AND ENVIRONMENT	2 Weeks
2	REGIONAL LANGUAGE AND NATIONAL INTEGRATION	2 Weeks
3	LITERACY AND WOMEN EDUCATION	2 Weeks
4	RURAL LIFE AND URBANIZATION	2 Weeks
5	NATURAL RESOURCES AND INDUSTRIALIZATION	2 Weeks
6	EQUALITY AND SOCIAL JUSTICE	2 Weeks

TEACHING AND LEARNING MATERIALS

TEXTS - POETRY

1. Chingi Leirang Amada – Kh.Choaba Singh
2. Loktak Mapanda _ Kh. Choaba Singh
3. Chandranadi _ Dr. Kamal Singh
4. Bishwa Prem _ Dr.Kamal Singh
5. Khangudre Ema Manipur Nungshi Shaktam – A.Minaketan Singh
6. Mamang Leikaida Thambal Satle – L.Samarendra Singh
7. Mapan Naidabasida Ei – N.Biren Singh

SHORT STORY TEXTS (Selected Pieces)

1. Nungairakta Chandramukhi – M.K. Binodini
2. Pistol Amasung kundalei - Prof. E. Dinamani Singh
3. Elisha Amagi Mahao - Prof.N.Kunjamohan Singh

ESSAYS

1. Meitei Mayekta Iramba Sahityagi Mathel Khara
   - Pt. N.Khelchandra Singh
2. Anouba Chahi - R.K. Sanahal Singh
3. Manipuri Lok Sahitya - O. Bhogeswar Singh
4. Wakhal Gi Echel - Kh.Choaba Singh

CULTURE BOOKS

1. Fidam Wareng Ahanba - Pt.Kh. Chandrasekhar Singh,1984

Note: These texts and other reading materials will be compiled and made available to the students.

SUPPLEMENTARY MATERIALS

1. Monographs of important authors in Manipuri

2. History of Development of Manipuri Films, Documentary Films On Important authors and Exotic Places of Manipur
3. Literary Extracts from Web Materials
4. Manipuri Newspapers, Literary Journals

ASSESSMENT

The Assessment of the student performance will be through the following:

     I.   a). Project Works And Presentation – 30 marks
           b). Classroom participation – 20 marks
     II.   Written Examination - 50 marks

PROJECT WORKS

The students are expected to submit three project assignments which will provide scope to the student to express their liking towards their language, literature and culture. A list of topics will be made available to them in the beginning of the course, which may be extended to rewriting, adaptation, retelling and change of the narrative format. Evaluation of their performance in project work will be based on their knowledge, collection of information and style of presentation and narration.

TOPICS IDENTIFIED FOR PROJECT WORKS

1. Development of Manipuri language, script, literature.
2. Practical use of language: Day- to-day conversation, in office, public speech etc.
3. Festivals of Manipur.
4. Mapping of Manipuri culture (To be based on a particular event relating to culture).
5. Manipuri language in media, films and cyber world.
6. Any performing traditional arts of Manipur (Dance,Drama,Music, Traditional games etc.)
7. Contemporary social issues and challenges.
8. Manipuri language in the 21st century.
9. Art of retelling, rewriting of a narrative.
10. Critical evaluation of a text, in any form of Manipuri literature.
11. Eco-tourism in Manipur.
12. Tribes of Manipur, tribal lifes and social moorings in Manipuri Literature and their folk festivals.
13. Classical Dances of Manipur.
14. Laiharaoba Festival of Manipur.

REFERENCE TEXTS FOR PROJECT WORKS

1. History of Manipuri Literature – Kalachand Shastri
2. History of Manipuri Literature – Prof.Ch.Manihar Singh
3. Manipuri language, Literature and Culture
                           -   Sahitya Parishad Publication,Imphal

4. Enatki Harao Khummei – Kh.Chandrasekhar Singh
5. Fidam Wareng Ahanba - Kk. Chanadrasekhar Singh
6. Manipuri Sahtya gi Wareng Khara – Dr.N.Tombi Singh
7. Manipuri Sahitya da Nupi gi Khonjel – Edited by Memchoubi Devi
8. Manipuri Dance - State Kala Academy Publication,Imphal,Manipur
9. Saknairabi Scientist Singgi Wari – Prof. N.Nimai Singh
   Centre For Scientific Culture,
   Imphal Publication
   22nd Edition, June 2011

FOUNDATION COURSE

Modern Indian Languages

I. Language, Literature and Creativity: Marathi

Course Outline

This course has twofold aims of teaching and learning with a set of objectives related to the contemporary issues and grand challenges of nation. The primary aim of the course is to enable the student to recognize the grand challenges and contemporary issues of Indian society and to formulate various methods of resolving them through the knowledge gained through the study of literature in Marathi.

The aim of literary study is to enhance the language proficiency of students and to equip them in creative usage of language through analytical and critical study of literary works. It also aims to develop the ability of learners in classification and identification of various themes, forms, genres and narrative structures of literature in the process of creative reading, writing and interpretations which will strengthen the value and ethical commitments of learners. The creative and analytical skills of students in language and literature shall be correlated with the grand tasks of nation building and social construction.

Grand Challenges:

The grand challenges which India facing today are identified as follows:
 - Economic Development, Rural and Urban linkages
 - Energy and water
 - Urbanization, Infrastructure, Transport, Sanitation
 - Environment and Public Health
 - Food security and Agriculture
 - Education, Literacy
 - Ethics, Society and Justice.

Medium of Teaching and Examination: Marathi

Medium of teaching and writing of examination of this course is Marathi. (The students who studied Marathi as a language in school education up to VIII/X/XII std. are eligible to take this course.)

Objectives of the Course:

This course shall teach and train the students to:

 - Use language in different situations and express their ideas on various themes and topics with precision.

 - Respond to spoken language and other conversations with optimum listening skill.

 - Express and speak confidently on a variety of topics and contents.

- Develop reading skills to read varied texts.

- Improve their writing skills in terms of expressing ideas/points of view and organizing thoughts with coherence and clarity.

- To appreciate different kinds of literary genres and expressions.

- Become creative in expression, thought and presentation.
- Write and present their project proposals and final reports.

Organization of Teaching:

There will be 48 teaching hours and 12 Hours of Student's presentation in a semester. Six units are identified according to the duration of semester as 12 weeks.

Themes of Study:

This study includes the following themes related to the grand challenges of our contemporary Indian society:

Unit-1   Equality and Social Justice: **(8 Hours)**

   Caste and Problem of untouchability
   Gender Equality

Unit-2: Environment and Public Health   **(8 Hours)**

   Ecological degradation: Land, water and air
   Health problems and Environment

Unit-3: Urbanization and Migration   **(8 Hours)**

   Life-threatening problems in Villages
   Migration and life in urban centers

Unit-4: Rural and Agrarian life   **(8 Hours)**

   Poverty in villages
   Child labour
   Female infanticide

Unit-5: National Integration   **(8 Hours)**

   Cultural diversity and integration

Unit -6: Education and Literacy   **(8 Hours)**

   Literacy for women
   Education in rural India

Reading Materials:

The teaching and learning material includes the following texts and films related to the issues. The texts and films can be identified and added according to the need of the students along with the recommended reading materials. The teachers are free to select some other suitable texts related the contents.

Unit: 1 Equality and Social Justice:
1. *'Jyoti'chya Prakashat, (Preface to 'Prabodhanacha Poorvarang'), by* L.R.Nasirabadkar
2. *Vithabai Bhau Mang Narayangaokar, (poem), by* Pradnya Daya Pawar
3. *Vidroha, (short story), by* Baburao Bagul
4. *Maitra* ,Short Story, by Asha Bage

Unit: 2 Environment and Public health:

1 Chimnya, Personal Essay by Rajan Gawas

*2 Man Manache Ajar,*Essay, by Narendra Dabholkar

Unit-3 Urbanization and Migration:

1. *Samna* (Film)
2. *Chakra* (Film)

Unit-4 Rural and Agrar ian Life:

1 *Shapit* (Film)
2 *Mulanyacha Bakas* ,short Story, by Vyankatesh Madgulkar
3.*Sasarale nighatana,* poem*, by* Santosh Padmakar Pawar

Unit-5: National Integration:

Yugayugache Sahapravasi, long poem, by Manamohan

Unit-6 Education and Literacy:

1. *Shikshan* (Chapter No.5 from *Ramabai Madhavrao Ranade*), Biography, by Vilas Khole)
2. *Karmaveer Bhaurao Patil,* biography, M.B.Katkar

Supplementary Material

➢ Printed material
➢ Audio Visual CD and DVDs
➢ Films and Documentaries
➢ Websites and digital archives

Teaching, learning and interactive study:

The class room activity is designed as a group discussion, dialogue, debate and consultancy on the related texts and film screenings.

This integrated teaching method can improve the listening, speaking, reading and writing skills of the students and strengthen the vocabulary and application of grammar. The combined teaching will enlighten the students in understanding and addressing the issues and challenges.

Assessment:

Assessment scheme: 100 Marks
Internal Assessment: 50 Marks
Written Examination: 50 Marks

1. **Internal assessment:**

Continuous Assessment and project evaluation:

  ➢ Evaluation of listening and speaking skills through class presentation. The students will be assessed on their ability to in Listening, and Speaking.
                                                                                (20 Marks)
  ➢ Project evaluation through group presentations   (30 Marks)

2. **End-semester written examination:**

  ➢ The examination will not be necessarily dependent on any prescribed text.

  ➢ Test items related to Themes of Study and language skill

  ➢ Test items on vocabulary expression, grammar and writing.

  ➢ The students will be assessed on their ability to express their ideas in an error-free language usage.

  ➢ Writing on larger issues.

Project Work:

  ➢ The project work is based on the skills of students in creative writing on a select theme. This can be extended to rewriting, adaptation, retelling and change of narrative format.
  ➢ A student can write a short story, one act play, conversation and dialogue, reportage and an essay on a theme by their choice.
  ➢ A student can prepare a paper of appreciation, evolution and analysis of a select literary work and film on social issues.

Topics of Project:

Topics for Project work shall be related to the 'themes of study' and other issues related to the contemporary society as identified in the course structure. The topics shall be suitable to facilitate the students to involve their language skills and creative spirit. The format of project work can follow any one of the genres learned in the course. The student shall be given a choice of selection of the Project in the beginning of semester.

Topics identified for Project work:

1. Development of Marathi language/script/literature.

2 Festivals of Maharastriyans.

3. Use of traditional medicines by the Marathi community

4. Attitude of Marathi speakers towards their language.

5. Mapping of Marathi culture (on a particular event from the culture)

6. Usage of Marathi language in media, films and cyber world.

7. The life and works of a creative writer in Marathi

8. Any performing tradition of Marath (dance, drama, music and traditional game)

9. Contemporary social issues/challenges.

10. Marathi language in the 21st century.

11. Retelling/rewriting of a narrative.

12. Critical evaluation of a literary text in Marathi.

14. Tourist places in Maharashrtra

Reading List

1. Nasirabadkar, L.R.,1992, '*Jyoti'chya Prakashat*, (Preface to **'Prabodhanacha Poorvarang'),** Kolhapur: Hemant Prakashan.

2. Nishikant Mirajkar (Ed), 2006, **Navya Wata Navi Walane,** New Delhi: Penguin Books.

 3. Bagul, 1963, **Jevha Mi Jat Chorli Hoti, ,** Mumbai: Abhinav Prakashan**.**

4. Nishikant Mirajkar (Ed), 2005, **Badalte Rang,** New Delhi: Penguin Books.

5. Rajan Gawas, 2010, "*Chimnya*" **Essay from Kaifiyat,** Pune: Sadhana Prakashan**.**

6. Narendra Dabholkar, 2010**,** "*Man Manache Ajar*", Essay from **Timiratuni Tejakade,** Pune: Rajahans Prakashan.

7.Vyanketesh Madgulkar, 1949, *"Mulanyacha Bakas"*, short Story from **Manadeshi Manse,** Pune: Continental Prakashan.

8.Vilas Khole *Shikshan,* 2012**, Ramabai Madhavrao Ranade** (Chapter No.5 only), Mumbai: Majestic Publishing House, 2012)

9. Katkar.M.B.,*Karmaveer Bhaurao Patil,* (biography), **Marathi Bhashecha Adhishthan Abhyaskram,** Indira Gandhi National Open University, New Delhi,

FOUNDATION COURSE
Language, Literature and Creativity

ODIA

Course outline

The Course aims to enhance the language proficiency of students at three levels; reading, understanding and writing in Odia. It also aims at enhancing their ability to analyze literary texts of known creative writers in the language and apply them in different fields of applications. The course will have six units taking texts from different genres of literature. The course has special focus on the contemporary issues, dealt by the creative writers in different forms of literature, keeping in mind the grand challenges of the nation as identified below.

Grand challenges

The challenges of the nation in the present era:

- Economic Development, Rural and Urban linkages
- Energy & Water
- Urbanization, Infrastructure, Transport, Sanitation
- Environment & Public Health
- Food security, Agriculture
- Education, Literacy
- Ethics, Society & Social Justice

Besides the above challenges, focus will be on the challenges in the survival of the regional languages, literature and the cultural diversity of India with reference to ODIA.

Medium of teaching and examination   : Odia

Objectives

It is expected that after the completion of the course the students will be able to:

- use their language in different situations and develop proficiency in reading and writing.
- critically examine the issues highlighted in the texts and express their ideas and observations.
- initiate discussions on the issues highlighted in the texts and similar social issues identified by them.
- enhance their reading skills and the style of writing.
- evaluate and appreciate unknown texts.
- build their creative expression and presentation.
- collect information on their language, literature and culture and present them before others.

Organization of Teaching

The course is of six units, which will be covered under 48 lectures and 12 hours will be allotted for presentation in a semester. Each lecture and presentation class will be of 1 hour duration. 6 themes, distributed under 6 units, are identified keeping in mind 12 weeks (one theme in 2 weeks) teaching and 2 weeks for special discussion on selected topics leading to project work.

Themes/sub themes of study

The course includes the following themes/subthemes:

Unit 1 : Nature and Environment	(2 weeks)
Unit 2 : Regional Language and National Integration	(2 weeks)
Unit 3 : Literacy and Women Education	(2 weeks)
Unit 4 : Rural life and Urbanization	(2 weeks)
Unit 5 : Natural resources and Industrialization	(2 weeks)
Unit 6 : Equality and Social Justice	(2 weeks)

Teaching/Learning material

Texts:

6. *chilika* Canto-1 (Poetry) : Radhanath Roy
7. *matrubhumi* (poetry) : Gangadhar Mehera
8. *rebati* (Short story) : Fakirmohan Senapati
9. *magunira sagada* (Short story) : Godabariasha Mohapatra
10. *chancana* (Short story) : Hrushikesh Panda
11. *jadi Gandhi asinathante!* (Essay) : Suryakanta Das

These texts and other reading materials will be compiled and made available to the students

Supplementary material

Monographs of important authors in Odia

Documentary films on important authors and places of importance in Odisha

Web materials; Odia news papers, magazines and blogs

Assessment

The assessment of the students' performance will be through:

(v)	A. Project work and presentation	(50 marks)
	B. Classroom participation.	
(vi)	Written examination	(50 marks)

Project Work:

The students are expected to submit **one** project assignment, which will provide scope to the students to express their liking towards their language, literature and culture. A list of topics will be made available to them in the beginning of the course, which may be extended to rewriting, adaptation, retelling and change of narrative format. Evaluation of their performance in project work will be based on their knowledge of the language, collection of the information, presentation and style of narration.

Topics identified for Project work:

32. Development of Odia language/script/literature.
33. Practical use of language; day to day conversation, in the office, public speech etc.
34. Festivals of Odisha.
35. Use of traditional medicines by the Odia community
36. Attitude of Odia speakers towards their language.
37. Mapping of Odia culture (on a particular event from the culture)
38. Odia language in media, films and cyber world.
39. The life and works of any creative writer in Odia
40. Any performing tradition of Odisha (dance, drama, music, traditional game etc.).
41. Contemporary social issues/challenges.
42. Odia language in the 21st century.
43. Retelling/rewriting of a narrative.
44. Critical evaluation of a text, in any form, of Odia literature.
45. Eco-tourism in Odisha
46. Tribes of Odisha and Tribal life in Odia literature

Reading list:

Mehera Gangadhar, (2008). "Matrubhumi" in *Gangadhar granthavali*, Cuttack: friends Publishers, pp.218-221

Mohanty, Jatindra Mohan. (Eds.). (2006). "chilika' of Radhanath Roy in *Adhunika odia kabita sambhara*, (2nd. Ed.), Bhubaneswar: Vidya, pp. 8- 12.

Mohanty, Jatindra Mohan. (Eds.). (2006). "magunira sagada" of Godabarish Mahapatra in *Odia galpa sambhara*, Bhubaneswar: Vidya, pp. 54-58.

Mohanty, Jatindra Mohan. (Eds.). (2006). "chhanchana" of Hrusikesh Panda in *Odia galpa sambhara*, Bhubaneswar: Vidya, pp. 653-663.

Senapati, Fakirmohan. (2010). "Rebati" in *Galpa swalpa*, New Ed. Cuttacck: Vidyapuri, pp. 1-9

FOUNDATION COURSE
Language, Literature and Creativity

SINDHI

Course outline

The Course aims to enhance the language proficiency of students at three levels; reading, understanding and writing in Sindhi. It also aims at enhancing their ability to analyze literary texts of known creative writers in the language and apply them in diverse. The course will have six units taking texts from different genres of literature. The course has special focus on contemporary issues, dealt by creative writers in different forms of literature, keeping in mind the grand challenges of the nation as identified below.

Grand challenges

The challenges of the nation in the present era:

- Economic Development, Rural and Urban linkages
- Energy and Water
- Urbanization, Infrastructure, Transport, Sanitation
- Environment & Public Health
- Food security, Agriculture
- Education, Literacy
- Ethics, Society and Social Justice

Besides the above challenges, focus will be on the challenges to the survival of the regional languages, literature and the cultural diversity of India with reference to SINDHI.

Medium of teaching and examination   : SINDHI/HINDI/ENGLISH

Objectives

It is expected that after the completion of the course the students will be able to:

- Use their language in different situations and develop proficiency in reading and writing.
- Critically examine the issues highlighted in the texts and express their ideas and observations.
- Initiate discussions on the issues highlighted in the texts and similar social issues identified by them.
- Enhance their reading skills and the style of writing.
- Evaluate and appreciate unknown texts.
- Build their creative expression and presentation.
- Collect information on their language, literature and culture and present them before others.

Organization of Teaching

The course consists of six units, which will be covered in 48 lectures. 12 hours will be allotted for presentation in a semester. Each lecture and presentation class will be of 1 hour duration.

6 themes, distributed under 6 units, are identified keeping in mind 12 weeks (one theme in 2 weeks) teaching and 2 weeks for special discussion on selected topics leading to project work.

Themes/sub themes of study

The course includes the following themes/subthemes:

Unit 1 : Introduction to Sindh and Sindhi   (2 weeks)
Unit 2 : Impact of Partition and National Integration   (2 weeks)
Unit 3 : Nature and Environment   (2 weeks)
Unit 4 : Gender issues   (2 weeks)
Unit 5 : Rural life and Urbanization   (2 weeks)
Unit 6 : Ethics, Equality and Social Justice   (2 weeks)

Reading List:

Unit-I

Lekhwani, Kanhaiyalal. (2011). *Sindhi bolia ain adab ji tarikh,* Mysore : Central Institute of Indian languages, pp. 1-29.

Unit-II

Motwani, Hari. (1990). *Ajho,* Mumbai: Koonj Publication.

Unit-III

Balwani, Hundraj. (1994). "Mahaul ain Galizai" *kudrat je god me*, Ahmadabad, Balwani Publication. Pp. 5-9.

Unit-IV

Rahi, Dholan. (2007). *Istri tuhinja roop anek,* Chennai: Mayamoon Publication.

Unit-V

Bharti, Goverdhan. (2011). *Sheeshe ja ghar,* Lucknow: Uttar Pradesh Sindhi Academy, pp. 17, 26, 28.

Mutwa, Kaladhar. (2012). *Thigaru,* Bhuj: Mutwa publication.pp. 28-33, 92-97.

Unit-VI

Sharma, Devdutta, Kundaram. (Tr.) (1963). *Gandhi ja jiwan prasang,* Mumbai: Lok Sewa Mandal.

These texts and other reading materials will be compiled and made available to the students

Supplementary material

Monographs of important authors in Sindhi.

Documentary films on important authors and places of importance in Sindh.
Web materials; Sindhi news papers, magazines and blogs

Assessment (100 marks)

The assessment of the students' performance will be through:

  (vii) Continuous assessment and project evaluation (50 marks)
      ➢ Classroom participation.
      ➢ Project work: Preparation and Presentation.
  (viii) Written examination (50 marks)

Project Work:

The students are expected to submit one project assignment, which will provide scope to the students to express their appreciation of their language, literature and culture. A list of topics will be made available to them in the beginning of the course, which may be extended to rewriting, adaptation, retelling and change of narrative format. Evaluation of their performance in project work will be based on their knowledge of the language, collection of the information, presentation and style of narration.

Topics identified for Project work:

47. Development of Sindhi language/script/literature.
48. Practical use of Sindhi language; day to day conversation, in the office, public speech etc.
49. Borrowings between Sindhi and local languages of India.
50. Attitude of Sindhi Speakers towards their language.
51. Sindhi: A landless community in India.
52. Sindhi: A crisis of identity.
53. Sindhi language and the constitution of India.
54. Opportunities through Sindhi language and literature.
55. Future of Sindhi language in India.
56. Partition and its impact on Sindhi Community
57. Migration and Resettlement of Sindhi Community
58. Sindhi language in Delhi University : A Study
59. Research about Sindhi speaking villages in India.
60. Contribution of Sindhi community in the national freedom struggle.
61. Compilation of proscribed Sindhi literature.
62. Sindhi community in the field of Trade and Commerce.
63. Festivals of Sindhi speakers living in various parts of India.
64. Use of traditional medicines/food items/dresses/ by the Sindhi community
65. Sindhi Folk Culture and Folk Literature in India: A Study.
66. Sindhi language in media, films and cyber world.
67. The life and works of creative writers/educationists/social reformers in Sindhi.
68. Any performing tradition of Sindh (dance, drama, music, traditional game etc.).
69. Contemporary social issues/challenges.
70. Role of Sindhi newspapers in the development of Sindhi language .
71. Retelling/rewriting of a narrative.

72. Critical evaluation of a text, in any form, of Sindhi literature.
73. Translation and interpretation.
74. Women's literature in Sindhi language.
75. Role of Sindhi Panchayats/Academies/ NCPSL/NGO in the development of Sindhi Language Literature and Culture.
76. Other projects in accordance with theme and content.

FOUNDATION COURSE

Modern Indian Languages

I. Language, Literature and Creativity: Tamil

Course Outline

This course has twofold aims of teaching and learning with a set of objectives related to the contemporary issues and grand challenges of nation. The primary aim of the course is to enable the student to recognize the grand challenges and contemporary issues of Indian society and to formulate various methods of resolving them through the knowledge gained through the study of literature in Tamil.

The aim to study literary works is to enhance the language proficiency of students and to equip them in creative usage of language through analytical and critical study of literary works. It also aims to develop the ability of learners in classification and identification of various themes, forms, genres and narrative structures of literature in the process of creative reading, writing and interpretations which will strengthen the value and ethical commitments of learners. The creative and analytical skills of students in language and literature shall be correlated with the grand tasks of nation building and social construction.

Grand Challenges:

The grand challenges which India facing today are identified as follows:
- Economic Development, Rural and Urban linkages
- Energy and water
- Urbanization, Infrastructure, Transport, Sanitation
- Environment and Public Health
- Food security and Agriculture
- Education, Literacy
- Ethics, Society and Justice.

Medium of Teaching and Examination: Tamil

Medium of teaching and writing of examination of this course is Tamil. (The students studied Tamil as a language in school education up to VIII/X/XII std. are eligible to take this course.)

Objectives of the Course:

This course shall teach and train the students to:

- Use language in different situations and express their ideas on various themes and topics with precision.

- Respond to spoken language and other conversations with optimum listening skill.

- Express and speak confidently on a variety of topics and contents.

- Develop reading skills to read varied texts.

- Improve their writing skills in terms of expressing ideas/point of view and organizing thoughts with coherence and clarity.

- To appreciate different kinds of literary genres and expressions.

- Become creative in expression, thought and presentation.
- Write and present their project proposals and final reports.

Organization of Teaching:

There will be 48 teaching hours and 12 Hours of Student's presentation in a semester. Six units are identified according to the duration of semester as 12 weeks.

Themes of Study:

This study includes the following themes related to the grand challenges of our contemporary Indian society:

Unit-1 Equality and Social Justice: (8 Hours)

    Caste and the Problem of untouchability
    Gender Equality

Unit-2: Environment and Public Health   (8 Hours)

    Ecological degradation: Land, water and air
    Health problems and Environment

Unit-3: Urbanization and Migration   (8 Hours)

    Unemployment in Villages
    Migration and life in urban centers

Unit-4: Rural and Agrarian life   (8 Hours)

    Poverty in villages
    Child labour
    Female infanticide

Unit-5: National Integration   (8 Hours)

    Cultural diversity and integration

Unit -6: Education and Literacy   (8 Hours)

    Literacy for women
    Education in rural India

Reading Materials:

The teaching and learning material includes the following texts and films related to the issues. The texts and films can be identified and added according to the need of the students along with the recommended reading materials. The teachers are free to select some other suitable texts related the contents.

Unit: 1 Equality and Social Justice:
5. *Article on E.V.R.Periyar* by V.Anaimuthu
6. "Ayotthithaasar: orukannottam" by AnbuPonnoviyam in *ayotthidaasar sinthanaikal-Vol-1* Edited by Gnana. Aloysias
7. *Kolai*, Short Story by *Vaasanthi*
8. *Elakkaaram*, Short Story by Baamaa

Unit: 2 Environment and Public health:

1.kadalpazhankudikal, Article by VareethiyaKonstatine (2012)

2. maasusoozhnthaukakam by R.N.Seshagiri , New Delhi:NBT

Unit-3 Urbanization and Migration:

3. *AnkaaditTheru* (Film)
4. *Veedu*(Film)

Unit-4 Rural and Agrarian Life:

1.*ThanneerThaneer* (Film/Play)
2.*kathavu* ,short Story by Ki.Rajanarayanan
3.*karuppu rail* by Konangi

Unit-5: National Integration:

FivePoemsof *SubramaniyaBharathi*

Unit-6 Education and Literacy:

3. *Penmakkalum* (pp:29-39) andPenmakkalnilai (pp:50-54) by Thiru.Vi.Kalyanasundaram.

4. *Karutthamma ,* Film Directed by *Bharathiraja*

Supplementary Material

➢ Printed material
➢ Audio Visual CD and DVDs
➢ Films and Documentaries
➢ Websites and digital archives

Teaching, learning and interactive study:

The class room activity is designed as a group discussion, dialogue, debate and consultancy on the related texts and film screenings.

This integrated teaching method can improve the listening, speaking, reading and writing skills of the students and strengthen the vocabulary and application of grammar. The combined teaching will enlighten the students in understanding and addressing the issues and challenges.

Assessment:

> **Assessment scheme: 100 Marks**
> **Internal Assessment: 50 Marks**
> **Written Examination: 50 Marks**

3. **Internal assessment:**

Continuous Assessment and project evaluation:

> ➢ Evaluation of listening and speaking skills through class presentation. The students will be assessed on their ability to in Listening, and Speaking. (20 Marks)
> ➢ Project evaluation through group presentations (30 Marks)

4. **End-semester written examination:**

> ➢ The testing will not be necessarily dependent on any prescribed text.
>
> ➢ Test items related to Themes of Study and language skill
>
> ➢ Test items on vocabulary expression, grammar and writing.
>
> ➢ The students will be assessed on their ability to express their ideas and in error free language usage.
>
> ➢ Writing on larger issues.

Project Work:

> ➢ The project work is based on the skills of students in creative writing on a select theme. This can be extended to rewriting, adaptation, retelling and change of narrative format.
> ➢ -A student can write a short story, one act play, conversation and dialogue, reportage and an essay on a theme by their choice.
> ➢ A student can prepare a paper of appreciation, evolution and analysis of a select literary work and film on social issues.

Topics of Project:

Topics for Project work shall be related to the 'themes of study' and other issues related to the contemporary society as identified in the course structure. The topics shall be suitable to

facilitate the students to involve their language skills and creative spirit. The format of project work can follow any one of the genres learned in the course. The student shall be given a choice of selection of the Project in the beginning of semester.

Topics identified for Project work:

1. Development of Tamil language/script/literature.

2 Festivals of Tamils.

3. Use of traditional medicines by the Tamil community

4. Attitude of Tamil speakers towards their language.

5. Mapping of Tamil culture (on a particular event from the culture)

6. Usage of Tamil language in media, films and cyber world.

7. The life and works of a creative writer in Tamil

8. Any performing tradition of Tamil (dance, drama, music, traditional game etc.).

9. Contemporary social issues/challenges.

10. Tamil language in the 21st century.

11. Retelling/rewriting of a narrative.

12. Critical evaluation of a text, in any form, of Tamils literature.

14. Tourist places in Tamil Nadu

Reading List:

Aloysias, Gnana. (Ed.). (1999). *Ayotthidaasar Sinthanaikal (Vol.1),* Palayamkottai: Folklore
Resource and Research Centre, pp.xxiii-xlv
Anaimuthu,V. (Ed.), (1975). *Periyar E.V.R. Cinthanaikal,* (Vol-I), Tiruchirappalli:
Cinthanaiyalarkalaga, pp. xviii-lxxix
Ithayavendan, Vizhi. Pa. (Ed.). (2000). "elakkaram" in *Dalit Cirukathaikal*, Chennai: Kaavya.
pp.51-59
Kalyanasundaram,Thiru.Vi. (2004). *TamilcholaiAllathuKatturaithirattu,*
Chennai:PumpukarPirasuram. pp. 29-39 and 50-54
Konangi. (1987). " karuppurail" in *Mathinimarkalkathai* , Sivagangai: Annam. pp.28-35
Rajanarayanan, Ki. (1965). "katavu" in *Katavu,* Sivagangai: Akaram. pp. 5-13
Ramakrishnan. E.V. (Ed.) "kolai" in *Indiya-c-Cirukataikal*, Translated into Tamil by Prem,
New Delhi: Sahitya Akademi.. pp.493-508.,
Seshagiri. R. N. (1991), *Maasusoozhnthaulakam*, New Delhi:NBT
Subramaniya Bharathi, (2011). *BharathiyarKavithaikal,* Chennai: Narmada Pub. pp.18- 50
VareethiyaKonstatine, 2012, "kadalpazhankudikal" *Anniyappadum Kadal,* Chennai:
Kilaikkarru. pp.5-17

FOUNDATION COURSE: TELUGU (MIL)
SEMESTER: I
Language, Literature and Creativity

Course outline:

This is an introductory course in Language, Literature and creative writing. The main aim of the course is to teach basic rules of Modern Telugu Grammar as well as Telugu literary genres along with application and their creative usage. The Course enhances the language proficiency in reading, understanding and writing in Telugu. It also enhances student's ability to analyze literary texts in the language and apply them in different fields of applications.

The course has six units taking texts from different genres of literature and it has special focus on the contemporary issues, which are dealt by the creative writers in different literary genres, specially keeping in mind the grand challenges of the nation as identified below.

Grand challenges:

The challenges of the nation in the present era:

- Economic Development, Rural and Urban linkages
- Energy & Water
- Urbanization, Infrastructure, Transport, Sanitation
- Environment & Public Health
- Food security, Agriculture
- Education, Literacy
- Ethics, Society & Social Justice

Besides the above challenges, focus will be on the challenges in the survival of the regional languages, literature and the cultural diversity of India with reference to Telugu. It also focuses on using technology in regional languages of India especially with reference to Telugu Language.

Medium of teaching and examination   : TELUGU

Course Objective and Expected outcome:

- Familiarity with all Telugu literary genres
- Learning about varied techniques of fiction, non-fiction and poetry
- Exploring the creative process through writing

- Expansion and refinement of vocabulary and style resources
- Strengthening and revising skills of language
- Preparing a collection of original texts
- Evaluate and appreciate unknown texts.
- Critically examine the issues highlighted in the texts and express their ideas and observations.
- Initiate discussions on the issues highlighted in the texts and similar social issues identified by the Students.
- Preparing a text for submission of Projects and Presentation

Target Students:

The course is intended for those students who have studied Telugu as language subject at school level.

Methodology:

The primary endeavour is to introduce creative process in Telugu language and literary writing. The second level of pedagogy involves reading and discussion of selected topics in class room. The third level – also a weekly commitment – is to focus on each and every student's presentation and assignments. In addition, students explore the creative process via discussions, exercises, interviews with writers/artists, etc.

Organization of Teaching:

The course is of six units, which will be covered under 48 lectures and 12 hours will be allotted for presentation in a semester. Each lecture and presentation class will be of 1 hour duration. 6 themes, distributed under 6 units, are identified keeping in mind 12 weeks (one theme in 2 weeks) teaching and 2 weeks for special discussion on selected topics leading to project work.

Themes/sub themes of study

The course includes the following themes/subthemes:

Unit 1 : The influence of Globalization on Indian Villages   (2 weeks)

Unit 2 : Language in Media   (2 weeks)

Unit 3 : Non Violence   (2 weeks)

Unit 4 : Women Issues   (2 weeks)

Unit 5 : National Integration   (2 weeks)

Unit 6 : Cast and untouchability   (2 weeks)

Teaching/Learning material

1. Urbanization and Globalization (song)

  Pallekanneru pedutundo… by Goreti Venkanna   (pp. 118 -121)

2. **Language in Media (Essay)**

  Drushya shravya madhyamalalo Telugu Bhasha Sahityam by Dr Parvatisham, Voleti.

                     (pp. 123-132)

3. Non Violence (Biography)

  Mahatma Gandhiji Jeevita sangrahamu by varalakshumma, Kanuparti. (pp. 5-11)

4. Women Issues (Short story)

  Jangubai   Gopi Bhagya laksmi   (pp. 121-140)

5. National Integration (Poem)

Gurajada's Deshabhakti geyam (pp. 60-63)

6. Cast and untouchability (Short story)

  Urabhavi by Kolakaluri Inoch (pp. 99-126)

  These texts and other reading materials will be compiled and made available to the students

Supplementary material

  Monographs of important authors in TELUGU

  Documentary films on important authors and places of importance in Andhra Pradesh

  Web materials; Telugu newspapers, magazines and blogs

Assessment (100 marks)

The assessment of the students' performance will be through:

  (ix)   Continuous assessment and project evaluation (50 marks)
       ➤ Classroom participation.
       ➤ Project work: Preparation and Presentation.
  (x)   Written examination (50 marks)

Project Work:

The students are expected to submit *one* project assignments, which will provide scope to the students to express their liking towards their language, literature and culture. A list of topics will be made available to them in the beginning of the course, which may be extended to rewriting, adaptation, retelling and change of narrative format. Evaluation of their performance in project work will be based on their knowledge of the language, collection of the information, presentation and style of narration.

Suggested Topics for Projects:

1. Vocabulary building: Preparation of Index and Glossary of a text.
2. Practice to write poems, short stories, biographies and plays.
3. Description and Narration of events and experiences.
4. Writing a poem on personal experience.
5. Writing a short story on personal experience.
6. Writing a biography/travelogue.
7. Interview with Telugu author and reporting the same.
8. Writing a column to news paper's Editor.
9. Collecting available eBooks in Internet.
10. Writing audio book into Textual form.
11. Collecting available Telugu literary video Lectures from Internet.
12. Identifying Telugu blogs and websites.
13. Festivals of Andhra Pradesh.
14. Identifying contemporary issues in Telugu literature
15. Writing essay on celebration of Telugu culture and festivals in Delhi

Reference Works:

Chandrasekhar Reddy, R & Lakshminarayana, K. (Eds.) (1996). *Dalitha Kathalu.* Hyderabad: Vishalandhra publishing house.

Krishna Prasad, Malladi. (2012). *Telugu Vyakaranamu*. Vijayawada: Venkateswara book depot.

Raghuram, Maddali. (2009). *Telugu Bhasha vaibhavam.* Hyderabad: Kinnera pulications.

Satyanarayana, S.V. (Ed.) (2003). *Prapanchikarana pratidhvani.* Hyderabad: Vishalandhra publishing house.

Shastry, Dva.Na. (2007). *Telugu Sahityacharitra.* Hyderabad: Pragati publcations.

Eswararao, Setti. (1996). *Gurajada kavitalu.* Hyderabad: Vishalandhra publishing house.

Simmanna, Velamala. (2004). *Telugu Bhasha Charitra.* Vishakapatnam: Dalita sahitya peetham.

Subbarao, Guttikodna and Purnachand, G (Eds.) (2011). *Telugu Punnami.* Vijayawada: Krishnajilla rachayitala sangham.

Tirumala Rao, Jayadhir And Jeevan (Eds.). (2009). *Ippapulu.* Khamma: Pratibha prachuranalu.

Varalakshumma, Kanuparti. (1948). *Mahatma Gandhi smriti sanchika*. Guntur: Bapatla stree hitaishini mandali prachurana.

Foundation Course in Punjãbi
Language, Literature and Creativity
ਭਾਸ਼ਾ, ਸਾਹਿਤ ਅਤੇ ਸਿਰਜਨਾਤਮਿਕਤਾ
(Bhãshã, Sãhit Ate Sirjannãtmiktã)

5 periods per week :
(4 Lectures + 1 Students Presentation)
12 Week Programme of Studies in Punjãbi.

Total Credits: 12 X 4 = 48
Internal Assessment: 50 Marks
Two Presentations/Project: 20+ 20 = 40 Marks
One Participation/ Dialogue = 10 Marks
Written Examination = 50 Marks

1. Objectives and Expected Outcomes:

The basic objective of this Foundation Course in Punjabi is not only to bring out the best potential from within every student but also to make them aware of National issues and also to make them conscious to contribute positively towards these grand challenges in whatever best manner within their own family, social & professional circumstances.

Real success would be to eradicate existing bi- polar mechanism (theoretical to practical) and to bring in a paradigm shift wherein both concepts would (theoretical & practical) merge effortlessly without boundaries thereby breaking the stereo type system of learning.

The course programme has been structured in a manner wherein the students would not be afraid of heavy technical jargons, linguistic & literary principles of the subject, rather they would look forward to receive and assimilate the subject in an interesting fun learning manner.

Better emphasis has been placed in the basic presentation of the course in an easily digestible & student friendly manner, so that, student should not waste their time & skills in cramming or analytically evaluating the subject, rather than extending their neuronal capacity to create, develop or modify the same according to one's individualistic capacity.

The course content has been drafted in such a way that there would be earnest desire amongst learners to get in-depth understanding of the language and the curiosity to reach at the wavelength from where the author has created the artistic marvel rather than just going through the course for the sake of clearing paper or acquiring degree. The module of this Foundation Course in Punjabi has been designed/drafted on the principles of Reverse Osmosis System (R.O.S.) which enables every student to interact, comprehend and respect inter-disciplinary medium & thereby able to interact the purest form of creativity from within.

ਉਦੇਸ਼ :

ਇਸ ਪਾਠਕ੍ਰਮ ਦਾ ਉਦੇਸ਼, ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇਕ ਤਰਫ਼ ਭਾਸ਼ਾ ਅਤੇ ਸਾਹਿਤ ਦੇ ਸੁਹਜ-ਸਵਾਦ ਨਾਲ ਜੋੜਨਾ ਹੈ, ਉਥੇ ਨਾਲ ਹੀ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਅਨੁਭਵ ਵਿਚ ਇਸ ਗਿਆਨ ਦਾ ਇਜ਼ਾਫ਼ਾ ਵੀ ਕਰਨਾ ਹੈ

ਕਿ ਮਾਨਵ-ਜੀਵਨ ਦੇ ਵਿਭਿੰਨ ਖੇਤਰਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸਿਰਜਣਾਤਮਿਕਤਾ, ਕਿਸ ਤਰ੍ਹਾਂ ਇਨਸਾਨ ਦੀ ਦ੍ਰਿਸ਼ਟੀ-ਸੀਮਾ ਨੂੰ ਵਿਸਤਾਰਦੀ ਹੈ। ਜਿਸ ਲਈ ਇਸ ਪਾਠਕੂਮ ਨੂੰ ਦੋ ਭਾਗ ਵਿਚ ਵੰਡਿਆ ਗਿਆ ਹੈ। ਪਹਿਲਾ ਭਾਗ, ਭਾਸ਼ਾ ਤੇ ਸਿਰਜਣਾਤਮਕਤਾ ਅਤੇ ਦੂਜਾ ਭਾਗ, ਸਾਹਿਤ ਤੇ ਸਿਰਜਣਾਤਮਿਕਤਾ ਨੂੰ ਸਮਰਪਿਤ ਹੈ।

ਭਾਸ਼ਾ ਅਤੇ ਸਿਰਜਣਾਤਮਿਕਤਾ ਉਪਰ ਆਧਾਰਤ ਪਹਿਲੇ ਭਾਗ ਵਿਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੇ ਪ੍ਰਤਿ ਜਾਗਰੂਕ ਕਰਨ ਦੇ ਨਾਲ ਨਾਲ, ਸੰਬੰਧਤ ਵਿਸ਼ੇ ਨੂੰ ਰੋਚਕ ਬਣਾਉਣਾ ਵੀ ਹੈ। ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਸਿਧਾਂਤ-ਚਰਚਾ ਤੋਂ ਬਚਦੇ ਹੋਇਆਂ, ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਨਾਲ ਜੋੜ ਕੇ, ਭਾਸ਼ਾ ਨੂੰ ਇਕ ਖੇਡ ਦੀ ਤਰ੍ਹਾਂ ਸਿਖਾਇਆ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ। ਇਹ ਭਾਗ, ਉਨ੍ਹਾਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਤਾਂ ਪ੍ਰੇਰਿਤ ਕਰੇਗਾ ਹੀ ਜੋ ਭਾਸ਼ਾ ਦੇ ਨਿਮਨ ਸਤਰ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰ ਚੁੱਕੇ ਹੋਏ ਹਨ, ਨਾਲ ਹੀ ਇਸ ਭਾਗ ਦੇ ਮਾਧਿਅਮ ਨਾਲ ਉਨ੍ਹਾਂ ਵਿਦਿਆਰਥੀਆਂ ਤੱਕ ਵੀ ਪਹੁੰਚਣ ਦਾ ਲਕਸ਼ ਹੈ ਜੋ ਪੰਜਾਬੀ ਦਾ ਸਾਧਾਰਣ ਪ੍ਰਯੋਗ ਵੀ ਨਹੀਂ ਜਾਣਦੇ। ਅਧਿਆਪਕਾਂ ਕੋਲੋਂ ਆਸ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਉਹ ਸੰਬੰਧਤ ਵਿਸ਼ੇ ਦੇ ਤਕਨੀਕੀ ਰੂਪ ਅਤੇ ਪਰਿਭਾਸ਼ਕ ਪੱਖ ਤੋਂ ਬਚਦੇ ਹੋਇਆਂ, ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸੂਝ-ਪੱਧਰ 'ਤੇ ਆ ਕੇ, ਉਨ੍ਹਾਂ ਨਾਲ ਸੰਵਾਦ ਰਚਾਉਣ। ਇਸ ਪਾਠਕੂਮ ਦਾ ਮੂਲ ਉਦੇਸ਼, ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਭਾਸ਼ਾਈ ਸਮਰੱਥਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ਹੈ। ਇਸ ਸੰਬੰਧ ਵਿਚ ਅਧਿਆਪਕਾਂ ਦਾ ਧਿਆਨ, ਹੇਠ ਲਿਖੇ ਨੁਕਤਿਆਂ ਉਪਰ ਕੇਂਦਰਿਤ ਹੋਣਾ ਲਾਜ਼ਮੀ ਹੈ :

- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਵੈ-ਪ੍ਰਗਟਾਵੇ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।
- ਸਮੂਹਿਕ ਚਰਚਾ ਉੱਤੇ ਬਲ ਦੇਣਾ।
- ਸਮੂਹ ਵਿਚ ਕੰਮ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਤਿਆਰ ਕਰਨਾ।
- ਵਿਹਾਰਗਤ ਯੋਜਨਾਵਾਂ (ਪ੍ਰੋਜੈਕਟਾਂ) ਦੇ ਮਾਧਿਅਮ ਰਾਹੀਂ, ਭਾਸ਼ਾ ਅਤੇ ਸਮਾਜ ਨਾਲ ਜੁੜੇ ਹੋਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਪ੍ਰਤਿਉੱਤਰਾਂ (ਰਿਸਪੌਂਸਿਸ) ਲਈ ਬੱਚਿਆਂ ਨੂੰ ਤਿਆਰ ਕਰਨਾ।
- ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ, ਲਿਖਣ ਜਿਹੇ ਹੁਨਰਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਸਿਰਜਣਾਤਮਿਕਤਾ ਅਤੇ ਕਲਪਨਾ ਸ਼ਕਤੀ ਨੂੰ ਪ੍ਰਚੰਡ ਕਰਨਾ।

ਇਹ ਭਾਗ ਆਪਣੀ ਮੂਲ ਪ੍ਰਕਿਰਤੀ ਵਿਚ ਅੰਤਰ-ਅਨੁਸ਼ਾਸਨੀ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਭਾਸ਼ਾ-ਅਨੁਭਵ ਦੇ ਆਧਾਰ 'ਤੇ ਹੀ, ਉਨ੍ਹਾਂ ਨੂੰ ਭਾਸ਼ਾਈ ਤੌਰ 'ਤੇ ਸਮਰੱਥ ਬਣਾਉਣਾ ਵੀ ਇਸ ਦਾ ਲਕਸ਼ ਹੈ। ਕਿਸੇ ਨਿਸ਼ਚਿਤ ਪਾਠ-ਪੁਸਤਕ ਨੂੰ ਮਾਧਿਅਮ ਬਣਾਉਣ ਦੀ ਬਜਾਏ ਅਧਿਆਪਕ, ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਅੰਤਰ-ਕਿਰਿਆ (ਇੰਟਰੈਕਸ਼ਨ) ਵਿਚ ਪੈ ਕੇ, ਕਲਾਸ ਵਿਚ ਹੀ ਪਾਠ-ਸਾਮੱਗਰੀ ਤਿਆਰ ਕਰ ਸਕਦੇ ਹਨ। ਇਸ ਬਾਬਤ ਕੁਝ ਸੰਕੇਤ ਇਸ ਪਾਠਕੂਮ ਵਿਚ ਦਿੱਤੇ ਗਏ ਹਨ। ਜੋ ਅਧਿਐਨ-ਅਧਿਆਪਨ ਤੇ ਮੁਲਕਣ ਵਿਚ ਸਹਾਇਕ ਸਾਬਤ ਹੋਣਗੇ।

ਦੂਜੇ ਭਾਗ, **ਸਾਹਿਤ ਅਤੇ ਸਿਰਜਣਾਤਮਿਕਤਾ** ਦੇ ਅੰਤਰਗਤ ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ ਆਸ ਰੱਖੀ ਜਾਂਦੀ ਹੈ ਕਿ ਉਹ ਕਵਿਤਾ, ਕਹਾਣੀ, ਵਾਰਤਕ, ਯਾਤਰਾ-ਬਿਰਤਾਂਤਾਂ, ਗਿਆਨ-ਸਾਹਿਤ, ਸਵੈ-ਜੀਵਨੀ ਅੰਸ਼ਾਂ ਅਤੇ ਅਜਿਹੀਆਂ ਹੋਰ ਕਲਾ-ਕਿਰਤਾਂ ਨੂੰ ਪੜ੍ਹਕੇ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਨਾਲ ਜੁੜੀਆਂ ਹੋਈਆਂ ਸਰਗਰਮੀਆਂ ਨੂੰ ਸਮਝਦਿਆਂ ਹੋਇਆਂ, ਖ਼ੁਦ ਸਾਹਿਤ-ਲੇਖਨ ਵੱਲ ਪ੍ਰੇਰਿਤ ਹੋਣ। ਉਨ੍ਹਾਂ ਦੀ ਇਸ ਸਾਹਿਤ-ਸਿਰਜਣ ਯਾਤਰਾ ਵਿਚ ਅਧਿਆਪਕ, ਸਹਿਯੋਗੀ ਬਣਕੇ ਉੱਭਰੇ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਕਲਮ ਦੀ ਤਾਕਤ ਦਾ ਅਹਿਸਾਸ ਕਰਵਾ ਸਕੇ, ਇਹ ਵੀ ਇਸ ਭਾਗ ਦਾ ਇਕ ਉਦੇਸ਼ ਹੈ। ਇਸ ਭਾਗ ਦਾ ਇਕ ਕੇਂਦਰ-ਬਿੰਦੂ, ਵਿਦਿਆਰਥੀ ਦੇ ਅੰਦਰ ਇਸ ਭਾਵ ਨੂੰ ਉਤਪੰਨ ਕਰਨਾ ਵੀ ਹੈ ਕਿ ਸਾਹਿਤ-ਲੇਖਨ, ਬੜਾ ਜ਼ੁੰਮੇਵਾਰੀ ਵਾਲਾ ਕਾਰਜ ਹੈ। ਲੇਖਕ ਦੀ ਸਮਾਜ ਪ੍ਰਤਿ ਵੱਡੀ ਜਵਾਬਦੇਹੀ ਹੁੰਦੀ ਹੈ। ਇਸੇ ਕਰ ਕੇ, ਸਮਾਜ ਵਿਚ ਉਸ ਨੂੰ ਉੱਚਾ ਦਰਜਾ ਹਾਸਿਲ ਹੁੰਦਾ ਹੈ। ਜਾਹਿਰ ਹੈ ਕਿ ਇਸ ਸਭ ਕੁਝ ਸਦਕਾ, ਵਿਦਿਆਰਥੀ ਅੰਦਰ ਦੱਬੀ ਹੋਈ ਸਿਰਜਣਾਤਮਕ-ਸ਼ਕਤੀ, ਉਤੇਜਿਤ ਤੇ ਪ੍ਰਚੰਡ ਹੋਵੇਗੀ ਅਤੇ ਉਹ ਸਹਿਜੇ ਸਹਿਜੇ ਸਾਹਿਤ-ਲੇਖਨ ਵੱਲ ਪ੍ਰੇਰਿਤ ਹੋਵੇਗਾ।

Udesh :

Is pãth-kram dã udesh, vidiãrthiãn nu ik taraf, Bãshã ate sãhit de suhaj-suãd nãl jorhnnã hai, uthe nãl hi vidiãrthiãn de anubhav vich is giãn dã izãfã vi karnã hai ke mãnav-jeevan de vibhin khetarãn nãl sambandhit sirjnnãtmiktã, kis tarahãn Insãn di drishti-seemã nu vistãrdi hai. Jis lai is path-kram nu do bhãgãn vich vandeã giã hai. Paehla bhãg, Bhãshã te Sirjannãtmiktã ate dooja bhãg, Sãhit te Srijannãtmiktã nu samarpit hai.

Bãshã ate Sirjannãtmiktã uppar ãdhãrat pehle bhãg vich vidiãrthiãn nu ik taraf, bhãshã de prati jãgrook karan de nãl nãl, sambandhat vishe nu rauchak bannaunnã vi hai. Takniki sahbdawali ate sidhãnt-charchã ton bachde hoiãn, vidiãrthiãn nu bhãshã diãn gatividhiãn nãl jorh ke, bhãshã nu ik khed di trahãn sikhãia jãnnã chãhidã hai. Eh bhãg unahãn vidiãrthiãn nu tãn prerit karegã hi jo bhãshã de niman sattar nu prãpt kar chukke hoi han, nãl hi is course de mãdhiam nãl unahãn vidiãrthiãn tak vi pahunchann dã laksh hai jo Punjãbi dã sãdhãrann prayog vi nahin jãnnde. Adhiãpkãn kolon ãs kiti jãndi hai ke uh sambandhat vishe de takniki roop ate parbhãshak pakh ton bachde hoiãn, vidiãrthiãn di sujh padhar utte ã ke, unhãn nãl samvãd rachãunn. Is bhãg dã mool udesh vidiãrthiãn di bhãshãi samrathã dã vikãs karnã hai. Is sambandh vich adhiãpkãn dã dhiãn hetth likhe nuktiãn uppar kendrit honnã lãzmi hai :

- Vidiãrtiãn nu Swai-Pragtãve lai prerit karnã.
- Samoohik charchã utte bal dennã.
- Samooh vich kam karan lai vidiãrthiãn nu taiãr karnã.
- Vihãrak yojnãvãn (Projects) de mãdhiam rãhin bhãshã ate samãj nãl jurhe hoe prashnãn de pratiuttãr (responses) lai bachiãn nu taiãr karnã.
- Sunnan, bolann, parhann, likhann jahe hunrãn dã vikãs karnã.
- Sirjannãtmiktã ate kalpanã-shakti nu parchand karnã.

Eh bhãg, apnni mool prakirti vich antar-anushãshani hai. Vidiãrthiãn de bhãshã-anubhavãn de ãdhãr utte hi, unãhãn nu bhãashãi taur utte samrath bannãunnã vi is da laksh hai, kise nishchit pãth-pustak nu mãdhiãm bannãunn di bajãe adhiãpak, vidiãrthiãn nãl antar kiriã (interaction) vich pae ke, class vich hi pãth-smagri taiãr kar sakde han. Is bãbat kujh sanket path-kram vich ditte gae hun, jo adhiyan-adhiãpan te mulankann vich sahãiak sãbit honnge.

Dooje bhãg, **Sãhit ate Sirjannãtmiktã** de antergat Vidiãrthiãn ton ãs rakhi jãndi hai ke uh kavitã, Kahãnni, vãrtak, yãtrã-birtãntãn, giãn-sãhit, swai-jeevani Anshãn ate ajehiãn hor kalã-kirtãn nu parhke ate unhãn de nãl jurhiãn hoiãn sargarmiãn nu samjhdiãn hoiãn, khud sãhit-Lekhan val prerit hove. Us di is sãhit-sirjann yãtrã vich adhiãpak, sehyogi bann ke ubbhare ate unahãn nu kalam di tãkat dã aehsãs karvã sake, eh vi is bhãg dã ik udesh hai. Is bhãg dã ik kender-bindu, vidiãrthi de andar is bhãv nu utpan karnã vi hai ke sãhit-lekhan, barhã zummewãri wãlã kãraj hai. Lekhak di samãj prati vaddi jawãbdehi hundi hai. Ise kar ke, samãj vich us nu uchã darza hãsil hunda hai. Zãhir hai ke is sabh kujh sadkã, vidiãrthi andar dabbi hoi sirjnnãtmak-shakti, utejit te prachand hovegi ate oh saehje saehje sãhit-lekhan val prerit hovegã.

2. **Themes Sub-Themes**
ਵਿਸ਼ੇ ਅਤੇ ਉਪ-ਵਿਸ਼ੇ
(Vishe ate Up-Vishe)

(A)	
ਭਾਗ ਪਹਿਲਾ : ਭਾਸ਼ਾ ਅਤੇ ਸਿਰਜਨਾਤਮਿਕਤਾ **Bhãg pehlã : Bhãshã ate Srijannãtmiktã**	**M.Marks/Credits/Weeks** **20/16/4**

<u>Unit 1</u>
 	
 ੳ) ਆਪਣੇ ਬਾਰੇ ਵਿਚ ਮੌਖਿਕ ਅਤੇ ਲਿਖਿਤ ਅਭਿਵਿਅਕਤੀ **(Ãpnne bãre vich maukhik ate likhit Abhiviyakti)** o   ਸ਼ਬਦ ਚੋਣ
               (Shabad Chonn)
o   ਵਾਕ ਰਚਨਾ
               (Vãk Rachnã)
o   ਮੁਹਾਵਰਿਆਂ ਦਾ ਪ੍ਰਯੋਗ
               (Muhãvreãn dã Prayog)
o   ਮੁਕਤ ਲੇਖਨ
               (Mukt Lekhan)
 	
 ਅ) ਆਪਣਾ ਜੀਵਨ ਬਿਓਰਾ ਤਿਆਰ ਕਰਨਾ **(Ãpnnã Jeevan Beorã Taiãr Karnã)** o   ਉਚੇਚ ਅਤੇ ਨਿਰ-ਉਚੇਚ ਭਾਸ਼ਾ-ਸ਼ੈਲੀ
               (Uchech Ate Nir-Uchech Bhãshã-Shailie)
o   ਕਾਸਮੋਪੋਲੇਟਿਨ ਭਾਸ਼ਾ
               (Cosmopolitan Bhãshã)
o   ਵਾਸਤਵਿਕ ਜੀਵਨ ਦੇ ਅਕਸ
               (Vãstvik Jeevan de Aks)
 	
ੲ) ਵਿਕਾਸ ਅਤੇ ਸੰਭਾਵਨਾਵਾਂ
   {ਆਰਥਕ ਵਿਕਾਸ, ਊਰਜਾ, ਬੁਨਿਆਦੀ ਢਾਂਚਾ ਆਦਿ ਦੇ ਸੰਦਰਭ ਵਿਚ}
   (Vikãs Ate Sambhãvnãvãn)
   {Ãrthak Vikãs, Urjã, Buniãdi Dhãnchã Ãd de Sandarbh Vich}
      ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਵਾਚਕ ਸ਼ਬਦ ਕੋਸ਼, ਵਿਆਕਰਣ-ਰਚਨਾ ਨੂੰ
      ਅੰਤਰ-ਕਿਰਿਆ ਰਾਹੀਂ ਸਮਰੱਥ ਕਰਨਾ।
         (Vidiãrthiãn de Vãchak Shabad Kosh, Viãkaran-Rachnã nu
         antar-kiryã rãhin Smarth karnã.)
      ਲਿਖਿਤ ਪ੍ਰਾਪਤ ਸਾਮੱਗਰੀ ਦੁਆਰਾ ਭਾਸ਼ਾ ਦੇ ਗਿਆਨ ਨੂੰ ਵਧਾਉਣਾ।
         (Likhit Prãpt Sãmagri Dvarã Bhãshã de Giãn nu
         Vadhãunnã.)
	5/4/1
	
	5/4/1

<u>Unit 2</u>
   ੳ) ਆਪਣਾ ਯਾਤਰਾ-ਅਨੁਭਵ
      {ਇਤਿਹਾਸਕ-ਸੰਸਕ੍ਰਿਤਕ ਥਾਂ, ਬਾਜ਼ਾਰ, ਮੇਲੇ, ਮੈਟਰੋ, ਆਰਟ ਗੈਲਰੀ
      ਆਦਿ 'ਚੋਂ ਕਿਸੇ ਹਵਾਲੇ ਨਾਲ)
     (Ãpnnã Yãtrã-Anubhav)
      {Itihãsak-Sanskritak Thãn, Bãzãr, Mele, Metro, Ãrt Galary
      ãd vichon kise Hawãle nãl}
   ਫੀਚਰ/ਡਾਇਰੀ/ਅੱਖੀਂ-ਵੇਖੀ/ਸੰਸਮਰਣ/ਚਿੱਠੀ/ਕਵਿਤਾ/ਕਹਾਣੀ/	

ਰਿਪੋਰਟ/ਲੇਖ ਆਦਿ ਜਾਂ ਕੋਈ ਹੋਰ ਸਿਰਜਣਾਤਮਕ ਲੇਖਨ)

(Feature/Diary/Akhin-Vekhee/Sansmarann/Chithi/Kavitā/
Kahānni/Report/Lekh Ãd jān koi hor Sirjannātmak Lekhan.)

ਅਨੁਭਵ ਦਾ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਕਰਨਾ, ਕਦੇ ਰਿਪੋਰਟ, ਕਦੇ ਸੰਸਮਰਨ, ਕਦੇ ਕਹਾਣੀ ਦੇ ਰੂਪ ਵਿਚ ਪੇਸ਼ ਕਰਨਾ ਆਦਿ ਦੇ ਪ੍ਰਯੋਗ ਕੀਤੇ ਜਾ ਸਕਦੇ ਹਨ। ਇਥੇ ਵਿਦਿਆਰਥੀ ਦੀ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸ਼ਕਤੀ ਦਾ ਮੁਲੰਕਣ ਅਤੇ ਉਸ ਨੂੰ ਵਿਕਸਤ ਕਰਨਾ ਪ੍ਰਮੁਖ ਉਦੇਸ਼ ਹੋਵੇਗਾ।

(Anubhav da Ãdān-Pardān Karnā, Kade Report, Kade Sansmarann, Kade Kahānni de roop vich pesh karnā ãd de paryog keete jā sakde han. Ithe Vidiārthi di Grehann karan di sakti dā mulankann ate us nu viksat karnā pramukh udesh hovegā)

ਅ) ਪ੍ਰਕਿਰਤੀ, ਵਾਤਾਵਰਣ ਅਤੇ ਸਿਹਤ

ਸੁੱਕ ਰਹੀਆਂ/ਪ੍ਰਦੂਸ਼ਿਤ ਨਦੀਆਂ ਅਤੇ ਤਲਾਅ/ਰੁੱਤਾਂ/ਹਵਾ/ ਕਿਰਸਾਨੀ/ਪਹਾੜ/ਰੇਗਿਸਤਾਨ/ਹਸਪਤਾਲ/ਗੰਦਗੀ/ਕਾਲਜ ਵਿਚ ਸਫ਼ਾਈ ਦਾ ਇੰਤਜ਼ਾਮ (ਐੱਨ.ਐੱਸ.ਐੱਸ ਦਾ ਅਨੁਭਵ)/ਕਚਰਾ/ਭੁੱਖ ਅਤੇ ਗ਼ਰੀਬੀ/ਪ੍ਰਕਿਰਤੀ ਬਿਪਤਾ ਪ੍ਰਬੰਧ ਆਦਿ ਉੱਪਰ ਮੌਖਿਕ ਤੇ ਲਿਖਿਤ ਅਭਿਵਿਅਕਤੀ।

(Prakirti, Vātāvarann ate sehat)

(Suk raheeān/pradushit nadiān ate Talāb/Rutān/ Hawā/ Kirsāni/Pahārh/registān/haspatāl/gandgi/college vich safāi dā intzām (N.S.S. dā anubhav)/ kachrā/Bhukh ate garibee/ prakirti biptā prabandh ãd uppar maukhik te likhit abhiyiyakti.)

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Unit 3
ੳ) ਭਾਸ਼ਾਈ ਨਮੂਨਿਆਂ ਦਾ ਸਰਵੇਖਣ

{ਸਮਾਜ ਦੇ ਵਿਭਿੰਨ ਵਰਗਾਂ ਦੇ ਭਾਸ਼ਾ-ਵਿਵਹਾਰ ਦਾ ਅਧਿਐਨ (ਜਿਵੇਂ ਕੰਮਕਾਜੀ/ਘਰੇਲੂ-ਨੌਕਰਾਂ/ਰਿਕਸ਼ਾ/ਆਟੋ ਜਾਂ ਟੈਕਸੀ ਚਾਲਕ ਦੀ ਭਾਸ਼ਾ}, ਅਨਪੜ੍ਹ ਤੇ ਪੜ੍ਹੇ-ਲਿਖੇ ਵਰਗਾਂ ਵਿਚਕਾਰ ਬਣਦੀ ਭਾਸ਼ਾ)

(Bhashāei-Namuniān dā Sarvekhann)

{Samāj de vibhin vargān de bhashā-vivhār dā Adhiyan (Jiwen, kamkāji/Gharelu Naukrān/Rikshā/Auto jān Taxi Chālak di Bhāshā), Anparh te Parhe-Likhe Vargān vichkār banndi Bhāshā.}

ਅੰਕੜਿਆਂ ਦਾ ਇਕੱਤਰੀਕਰਨ-ਵਿਸ਼ਲੇਸ਼ਣ ਜਾਂ ਪੇਸ਼ਕਾਰੀ, ਚਰਚਾ, ਸਮੂਹਕ ਸੰਵਾਦ ਆਦਿ। ਇਸ ਕਾਰਜ ਨੂੰ ਸੰਭਵ ਬਣਾਉਣ ਲਈ ਵਿਦਿਆਰਥੀ ਦੂਸਰੇ ਫਾਉਂਡੇਸ਼ਨ ਕੋਰਸਾਂ ਦੇ ਪਾਠਕ੍ਰਮਾਂ ਦੀ ਸਹਾਇਤਾ ਵੀ ਲੈ ਸਕਦਾ ਹੈ।

ਇਥੇ ਪਹੁੰਚ ਕੇ ਵਿਦਿਆਰਥੀ ਇਤਨਾ ਜਾਗਰੂਕ ਹੋ ਜਾਏ ਕਿ ਉਹ ਸਜੱਗ ਰੂਪ ਵਿਚ ਦੇਸ਼ ਦੇ ਆਰਥਕ-ਵਿਕਾਸ, ਸਮਾਜਕ ਸਮੱਸਿਆਵਾਂ, ਨਾਗਰਿਕਤਾ ਦੇ ਅਨੁਭਵਾਂ ਜਾਂ ਜੀਵਨ ਦੇ ਦੂਸਰੇ ਅਨੁਭਵਾਂ ਨਾਲ ਦੋ-ਚਾਰ ਹੋਣ ਲੱਗੇ। ਭਾਵ, ਆਪਣੇ ਪਾਠਕ੍ਰਮ ਵਿਚ ਵੰਡੀ ਹੋਈ ਅੰਤਰ-ਵਸਤੂ ਨੂੰ ਉਹ, ਦੇਸ਼ ਦੀਆਂ ਚੁਣੌਤੀਆਂ ਨਾਲ ਜੋੜ ਸਕਣ ਦੇ ਸਮਰੱਥ ਹੋ ਜਾਏ।

(Ankrhiān dā Ikatrikaran-Vishleshann jān Peshkāri, Charchā, Samuhak samvād ãd. Is kāraj nu sambhav bannãunn laee vidiārthi doosre foundation coursān de pāth-kram di sahāytā lae sakdā hai. Ithe pahunch ke vidiārthi itnā jāgrook ho jāe ki oh sajjag roop vich desh de ārthak-vikās, samājak-samaseāvān, nāgriktā de Anubhavān nāl do-chār honn lage. Bhāv, ãpnne

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path-kram vich vandi hoe antar-vastu nu oh desh diãn chunnoutiãn nãl jorh sakann de samrath ho jãe.)

Unit 4

ੳ) ਰਾਸ਼ਟਰੀ–ਸਭਿਆਚਾਰਕ ਅੰਦੋਲਨਾਂ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਭੂਮਿਕਾ

(**Rãshtri-Sabhiãchãrak Andolanã vich Punjãbi Bhãshã di Bhumikã**)

- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਰਚਨਾਕਾਰਾਂ ਦਾ ਯੋਗਦਾਨ

  (Punjãbi de Pramukh Rachnãkãrãn da Yogdãn)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸੰਬੰਧ ਵਿਚ ਰਾਸ਼ਟਰੀ ਨੇਤਾਵਾਂ ਦੇ ਵਿਚਾਰ

  (Punjãbi Bhãshã de Sambandh vich rãshtri Netãvãn de vichãr.)

- ਰਾਜ–ਭਾਸ਼ਾ ਅਤੇ ਸੰਪਰਕ ਭਾਸ਼ਾ ਦੇ ਰੂਪ ਵਿਚ ਪੰਜਾਬੀ

  (Rãj Bhãshã ate Sampark Bhãshã de Roop vich Punjãbi)

- ਸੰਚਾਰ–ਮਾਧਿਅਮਾਂ 'ਚੋਂ ਉੱਭਰਦਾ ਪੰਜਾਬੀ ਦਾ ਸਰੂਪ

  (Sanchãr Mãdhiamãn vichon ubhradã Punjãbi Bhãshã dã Saroop.)

ਕਹਾਣੀ/ਕਵਿਤਾ/ਗੀਤ/ਗ਼ਜ਼ਲ ਦੀ ਸਿਰਜਣਾ ਜਾਂ ਸੰਕਲਨ ਕਰਨਾ, ਪਾਠ ਕਰਨਾ ਅਤੇ ਕੰਠ ਕਰਨਾ ਆਦਿ।

(Kahãnni/Kavitã/Geet/Gazal di Sirjannã Jãn Sankalan Karnã, Pãth Karnã ate Kanth karnã ãd.)

- ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ (ਸੂਚੀ ਸੰਕਲਨ)।

  (Pribhãshak Shabdãwali {Soochi Sankalan})

- ਮੋਬਾਇਲ (ਐੱਸ.ਐੱਮ.ਐੱਸ.)/ ਸੋਸ਼ਲ–ਸਾਈਟਸ/ ਮੇਲ/ ਚੈਟਿੰਗ/ਬਲਾਗ/ਟੀ.ਵੀ./ਰੇਡੀਓ/ਸਿਨੇਮਾ/ਇਸ਼ਤਿਹਾਰ ਆਦਿ ਨਾਲ ਬਣਦੀ ਭਾਸ਼ਾ (ਵਿਭਿੰਨ ਭਾਸ਼ਾ ਰੂਪਾਂ ਦੇ ਅਕਸ), ਪੰਜਾਬੀ ਫ਼ਿਲਮ ਪ੍ਰਦਰਸ਼ਨ ਅਤੇ ਚਰਚਾ।

  (Mobile{S.M.S.)/ Social Cites/Mail/chatting/Blog/ T.V./Radio/Cinema/Ishtehãr ãd nãl Banndi Bhãshã {Vibhin Bhãshã Roopãn de Aks}, Punjãbi Film Pardarshan ate charchã.)

ਅ) ਨੈਤਿਕ ਤੇ ਮਾਨਵੀ ਮੁੱਲ ਅਤੇ ਸਾਹਿਤ

(**Naitik te Mãnvi-Mull ate Sãhit**)

(ਜਿਵੇਂ : ਹਿਤੋਪਦੇਸ਼/ਪੰਚਤੰਤਰ ਦੀਆਂ ਕਹਾਣੀਆਂ/ਪੰਜਾਬੀ ਬਾਤਾਂ/ ਸਾਖੀਆਂ ਆਦਿ। ਬਾਬਾ ਸ਼ੇਖ ਫਰੀਦ/ਗੁਰੂ ਨਾਨਕ ਦੇਵ/ਕਬੀਰ/ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ ਦੇ ਸਾਹਿਤਕ ਸੰਦਰਭ ਵਿਚ ਆਦਿ)

(Jiwen : Hitopdesh/Panchtantar diãn Kahãnniãn/Punjabi Bãtãn/Sãkhiãn ãd. Bãbã Sheikh Farid/Guru Nãnak Dev/Kabir/Buleh Shãh de sãhitak sandarbh vich ãd.)

ਸਾਹਿਤ ਤੋਂ ਪ੍ਰੇਰਨਾ ਲੈਂਦੇ ਹੋਇਆਂ, ਸਮਕਾਲੀ ਸਮੱਸਿਆਵਾਂ ਤੇ ਚੁਣੌਤੀਆਂ ਉੱਤੇ ਵਿਚਾਰ–ਚਰਚਾ ਅਤੇ ਲੇਖਨ।

(Sãhit ton Prernã lainde hoeãn, Samkãli Samasyãwãn te

chunnoutiān ute vichãr-charchã ate Lekhan.)

ੲ) ਨਾਰੀ ਅਧਿਕਾਰ, ਸਮਾਜਕ-ਆਰਥਕ ਵਿਤਕਰਾ, ਜਾਤੀ ਵਿਵੱਸਥਾ ਤੇ ਸੰਪਰਦਾਇਕ ਭੇਦਭਾਵ ਦੇ ਪ੍ਰਸ਼ਨ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਸਮਾਧਾਨ।
(**Nãri Adhikãr, Samãjak-Ãrthak Vitkarã, Jãti Vivasthã te Sampardãik Bhedbhãv de Prashan ate unhãn de Samãdhãn**)

- ਵਿਭਿੰਨ ਸਮਾਜਕ/ਆਰਥਕ/ਰਾਜਨੀਤਕ ਮਸਲਿਆਂ ਉੱਤੇ ਸਾਮੱਗਰੀ ਸੰਕਲਨ ਅਤੇ ਲੇਖਨ ਆਦਿ।
(Vibhin Samãjak/Ãrthak/Rãjneetak Masleãn utte Sãmagri Sankalan ate Lekhan ãd.)

(B)		
ਭਾਗ ਦੂਜਾ : ਸਾਹਿਤ ਅਤੇ ਸਿਰਜਨਾਤਮਿਕਤਾ **Bhãg doojã : Sãhit ate Srijannãtmiktã**		**M.Marks/Credits/Weeks** **30/ 32/8**
Unit : 1 (ੳ) ਸਿਰਜਨਾਤਮਿਕਤਾ ਦੇ ਵਿਭਿੰਨ ਰੂਪ (Sirjnnãtmiktã de vibhin roop) (ਅ) ਸਾਹਿਤ ਵਿਚ ਸਿਰਜਨਾਤਮਿਕਤਾ ਦੇ ਵਿਭਿੰਨ ਰੂਪ (Sãhit vich sirjannãtmiktã de vibhin roop) **Non-Voilance** ਸਲੋਕ : ਬਾਬਾ ਸ਼ੇਖ਼ ਫ਼ਰੀਦ (Salok : Baba Shekh Farid) **Unity and Integrity** "ਅਵਲਿ ਅਲਹ ਨੂਰੁ ਉਪਾਇਆ, ਕੁਦਰਤਿ ਕੇ ਸਭ ਬੰਦੇ" (ਸ਼ਬਦ) ਭਗਤ ਕਬੀਰ (Aval Allah Noor Upãiã,, Kudrat ke sabh Bande" (Shabad) Bhagat Kabir) "ਸਭੇ ਸਾਂਝੀਵਾਲ ਸਦਾਇਨਿ ਤੂੰ ਕਿਸੈ ਨ ਦਿਸਹਿ ਬਾਹਰਾ ਜੀਉ॥ " (Sabhe sãnjhivãl sadãiyan tu kisae nã disae bãhrã jeeyo.) "ਸਭੈ ਘਟ ਰਾਮੁ ਬੋਲੈ ਰਾਮਾ ਬੋਲੈ॥ ਰਾਮ ਬਿਨਾ ਕੋ ਬੋਲੈ ਰੇ॥ " (Sabhae ghat Rãm bolae Rãmã bolae, Rãm binã ko bolae re.) "ਨ ਕੋ ਬੈਰੀ ਨਹੀ ਬਿਗਾਨਾ ਸਗਲ ਸੰਗਿ ਹਮ ਕਉ ਬਨਿ ਆਇ॥ " (Nã ko bairee nahee bigãnã sagal	(ੳ) ਜੀਵਨ ਦੇ ਵਿਭਿੰਨ ਖੇਤਰਾਂ ਵਿਚ ਸਿਰਜਨਾਤਮਿਕਤਾ (Jeevan de vibhin khetrãn vich sirjannãtmiktã) ਕਵਿਤਾ, ਕਹਾਣੀ, ਵਾਰਤਕ, ਨਾਟਕ ਅਤੇ ਹੋਰ ਸਾਹਿਤ ਰੂਪ। (ਸਾਧਾਰਣ ਜਾਣਕਾਰੀ) (Kavitã, Kahãnni, Vãrtak ate hor sãhit roop.) (Sãdhãrann Jãnnkãri) ਨੋਟ: ਇਨ੍ਹਾਂ ਕਾਵਿ-ਪਾਠਾਂ ਦੀ ਲੈਅ, ਛੰਦ, ਤੁਕਾਂਤ, ਅਲੰਕਾਰ, ਬਿੰਬ, ਪ੍ਰਤੀਕ, ਭਾਸ਼ਾ-ਸ਼ੈਲੀ, ਵਿਸ਼ੇ-ਨਿਭਾਅ ਆਦਿ ਦੇ ਸਿਰਜਨਾਤਮਕ ਪ੍ਰਯੋਗ ਨੂੰ ਸਮਝਣ ਦਾ ਜਤਨ ਕੀਤਾ ਜਾਵੇ ਅਤੇ ਇਨ੍ਹਾਂ ਨੂੰ ਅਧਿਐਨ-ਅਧਿਆਪਨ ਦਾ ਵਿਸ਼ਾ ਬਣਾਇਆ ਜਾਵੇ। ਇਸ ਸਭ ਕੁਝ ਤੋਂ ਪ੍ਰੇਰਨਾ ਲੈਂਦੇ ਹੋਇਆਂ, ਕਾਵਿ-ਰਚਨਾ ਦਾ ਅਭਿਆਸ ਵੀ ਕੀਤਾ ਜਾਵੇ। (Note : Inhãn kãv-pãthãn di lãi, chhand, tukãnt, alankãr, bimb, prateek, bhãshã-shailie, vishã—nibhã ãd de sirjanãtmak paryog nu samjhann dã yatan kitã jãve ate inhãn nu adhiyan-adhiyãpan dã vishã bannaiã jãve. Is sabh kujh ton prernã lainde hoiãn kãv-rachnã dã abhiãs vi keetã jãve)	7/8/2

sang hum ko ban ãe.)		
Balanced Diet "ਬਾਬਾ ਹੋਰ ਖਾਣਾ ਖੁਸੀ ਖੁਆਰੁ॥ ਜਿਤੁ ਖਾਧੈ ਤਨੁ ਪੀੜੀਐ ਮਨ ਮਹਿ ਚਲਹਿ ਵਿਕਾਰ॥ " (Bãbã hor Khãnnã Khusi Khuãr, Jit Khãdhe Tan Peerhiae man meh chaleh vikãr.)		
Feministic sensibility and Consciousness 'ਅੰਨਦਾਤਾ' (ਕਵਿਤਾ) : ਅੰਮ੍ਰਿਤਾ-ਪ੍ਰੀਤਮ ('Andãtã' (Kavitã) : Amrita Pritam)		
Language Consciousness : 'ਆਇਆ ਨੰਦ ਕਿਸ਼ੋਰ' (ਕਵਿਤਾ) : ਸੁਰਜੀਤ ਪਾਤਰ ('Ãiyã Nand Kishor' (Kavitã) : Surjit Patar)		
Glory of Punjãb 'ਪੰਜਾਬ' : ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਿਕ ('Punjãb' : Dhani Rãm Chãtrik)		
Nature and Culture : inter-Dialogue 'ਰੁੱਖ'(ਕਵਿਤਾ) : ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ('Rukh' (Kavitã) : Shiv Kumãr Batãlvi)		
"ਪਵਣੁ ਗੁਰੂ ਪਾਣੀ ਪਿਤਾ ਮਾਤਾ ਧਰਤਿ ਮਹਤੁ॥ " (ਸਲੋਕ) : ਗੁਰੂ ਨਾਨਕ ਦੇਵ ("Pavann Guru Pãnni Pitã Mãtã Dharat Mahat" (Salok) : Guru Nanak Dev)		
Patriotism 'ਆਓ ਨਚੀਏ' (ਗੀਤ) : ਮੋਹਨ ਸਿੰਘ ('Ão Nachie' (Geet) : Mohan Singh)		
'ਦੇਸ਼ ਪਿਆਰ ਪੰਜਾਬ ਮੇਰਾ' (ਕਵਿਤਾ) : ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ('Desh Piãr Punjãb Merã' (Kavitã) : Prof. Puran Singh.)		
"ਦੇਹ ਸਿਵਾ ਬਰ ਮੋਹੇ ਈਹੇ" : ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ("Deh Sivã ber mohe aehe" : Guru Gobind Singh.)		

Global Warming 'ਤਪਦਾ ਧਰਤ-ਗੋਲਾ' (ਕਵਿਤਾ) : ਮਨਜੀਤ ਮੀਤ ('Tapdã Dharat-Golã' (Kavita) : Manjit Meet) **Poetic Satire** 'ਬਾਬੇ ਗਾਉਂਦੇ' (ਕਾਵਿ-ਵਿਅੰਗ) : ਜਸਵੰਤ ਜ਼ਫ਼ਰ ('Bãbe Gãunde' (Kãv-Viyang) : Jaswant Zafar) **Unit : 2** ਨਾਵਲ, ਕਹਾਣੀ, ਮਿੰਨੀ ਕਹਾਣੀ, ਲੋਕ-ਕਹਾਣੀ ਅਤੇ ਕਥਾ-ਸਾਹਿਤ (Novel, Kahãnni, Mini-Kahãnni, Lok-Kahãnni ate Kathã-Sãhit) **Morality & Ethics** 'ਮੋਹਰਾਂ ਦੇ ਕੋਲੇ ਤੇ ਸੂਲੀ ਦੀ ਸੂਲ' (ਸਾਖੀ) ("Mohrãn de Cole te Sooli di Sool" (Sãkhi)) **Duty of a nation** 'ਰਾਸ਼ਟਰ ਦਾ ਧਰਮ' (ਜਾਤਕ ਕਥਾ) : ਮਨਮਥ ਨਾਮ ਗੁਪਤਾ ('Rãshtar dã Dharam' (Jãtak Kathã) : Manmath Nãm Guptã) **Terrorism, Diasporic Identity & Humanity** 'ਟਾਵਰਜ਼' (ਕਹਾਣੀ) : ਜਰਨੈਲ ਸਿੰਘ (ਕੈਨੇਡਾ) ('Towers' (Kahãnni) : Jarnail Singh (Canada).) **Political Unconscious of Terrorism and Minorities** 'ਸ਼ਿਕਾਰਗਾਹ' (ਨਾਵਲ ਅੰਸ਼) : ਸੁਰਿੰਦਰ ਨੀਰ ('Shikãrgãh' (Novel Ansh) : Surinder Neer.) **Globalization & its impact on human psyche** 'ਪੰਦਰਵਾਂ ਲਾਲ ਕਰਾਸ' (ਕਹਾਣੀ) : ਕਰਨੈਲ ਸਿੰਘ (ਡਾ.) ('Pandrahvãn Lãl Cross' (Kahãnni), Karnail Singh (Dr.).)	ਨਿਸ਼ਚਿਤ ਕੀਤੇ ਪਾਠਾਂ ਤੋਂ ਪ੍ਰੇਰਨਾ ਲੈਂਦੇ ਹੋਇਆਂ, ਬਿਰਤਾਂਤ, ਵਰਨਣ, ਵਾਤਾਵਰਣ ਦਾ ਨਿਰਮਾਣ, ਸੰਵਾਦ-ਕਲਾ, ਭਾਸ਼ਾ-ਸ਼ੈਲੀ, ਪਾਤਰਾਂ ਦੀ ਚੋਣ ਆਦਿ ਮਸਲਿਆਂ ਨੂੰ ਸਮਝਣ ਦਾ ਜਤਨ ਕੀਤਾ ਜਾਵੇ। ਇਸ ਸਭ ਕੁਝ ਨੂੰ ਧਿਆਨ ਵਿਚ ਰੱਖਦਿਆਂ ਕਹਾਣੀ, ਮਿੰਨੀ-ਕਹਾਣੀ ਜਾਂ ਕੋਈ ਹੋਰ ਬਿਰਤਾਂਤ-ਲੇਖਨ ਦਾ ਅਭਿਆਸ ਕੀਤਾ ਜਾਵੇ। (Nishchit keete pãthãn ton prernã laende hoeiãn, Birtãnt, Varnnan, Vãtãvarann dã nirmãnn, Samwãd-Kalã, Bhãshã-Shailie, pãtarãn di chonn ãd masleãn nu samjhann da yatan kitã jãve. Is sabh kujh nu dhiãn vich rakhdiãn hoeãn, kahãnni, mini-kahãnni jãn hor birtãnt-lekhan dã abhiãs keetã jãve.) ਨਿਸ਼ਚਿਤ ਪਾਠਾਂ ਤੋਂ ਪ੍ਰੇਰਨਾ ਲੈਂਦੇ ਹੋਇਆਂ,	8/8/2

Humanism 'ਬਜ਼ੁਰਗ ਬਾਬਾ ਤੇ ਭੀੜ' (ਕਹਾਣੀ) : ਸਵਰਨ ਚੰਦਨ (ਡਾ.) (Bazurag Bābā te Bheerh' (Kahãnni) : Swaran Chandan (Dr.).) **Socio-Cultural Changes** 'ਰਿਸ਼ਤੇ ਨਾਤੇ' (ਮਿੰਨੀ-ਕਹਾਣੀ) : ਪਾਂਧੀ ਨਨਕਾਣਵੀ ('Rishte Nãte' (Mini-Kahãnni) : Pãndhi Nankãnnvi) 'ਡਬਲ ਸਟੈਂਡਰਡ – I' (ਮਿੰਨੀ-ਕਹਾਣੀ) : ਇਕਬਾਲਦੀਪ ('Double Standard - I' (Mini-Kahãnni) : Iqbãldeep) 'ਰਿਜ਼ਰਵੇਸ਼ਨ ਬਿੱਲ' (ਮਿੰਨੀ-ਕਹਾਣੀ) : ਪਾਂਧੀ ਨਨਕਾਣਵੀ ('Reservation Bill' (Mini-Kahãnni) : Pãndhi Nankãnnvi) 'ਮੰਗਤਾ' (ਮਿੰਨੀ-ਕਹਾਣੀ) : ਪਾਂਧੀ ਨਨਕਾਣਵੀ ('Mangtã' (Mini-Kahãnni) : Pãndhi Nankãnnvi) **Unit : 3** ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ (Nãtak ate Ikãngi) **Diaspora & Cultural Transformation** "ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ" (ਨਾਟਕ ਅੰਸ਼) : ਆਤਮਜੀਤ (ਡਾ.) ('Kamloops diãn Machhiãn: (Nãtak Ansh) Ãtamjit (Dr.)) **Woman Voilance & Consciousness** "ਐਜੀਟੇਸ਼ਨ" (ਇਕਾਂਗੀ) : ਹਰਸਰਨ ਸਿੰਘ ('Agitation' : (Ikãngi) Harsaran Singh) **Unit : 4** ਵਾਰਤਕ ਦੇ ਵਿਭਿੰਨ ਰੂਪ : ਖ਼ੱਤ, ਡਾਇਰੀ, ਸਫ਼ਰਨਾਮਾ, ਸਵੈ-ਜੀਵਨੀ, ਯਾਦਾਂ, ਨਿਬੰਧ, ਰੇਖਾ-ਚਿੱਤਰ, ਸਾਹਿਤ-ਚਿੰਤਨ ਆਦਿ	ਨਾਟਕ ਜਾਂ ਇਕਾਂਗੀ ਦਾ ਮੂਲ-ਪਾਠ ਤਿਆਰ ਕਰਨ ਅਤੇ ਨਾਟਕੀ-ਸੰਵਾਦ (ਡਾਇਲੌਗ) ਲੇਖਨ ਦਾ ਅਭਿਆਸ ਕਰਨਾ ਹੈ। (Nishchit keete pãthãn ton prernã laende hoeiãn, nãtak jãn ikãngi dã mool-pãth tiãr karnã ate nãtki-samwãd (Dialogues) lekhan dã abhiãs karnã hai.) ਨਿਸ਼ਚਿਤ ਕਿਤੇ ਪਾਠਾਂ ਤੋਂ ਪ੍ਰੇਰਨਾ ਲੈਂਦੇ ਹੋਇਆਂ, ਵਾਰਤਕ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਲੇਖਨ ਦਾ ਅਭਿਆਸ ਕਰਨਾ ਹੈ। (Nishchit keete pãthãn ton prernã laende hoeiãn, Vãrtak de vibhin roopãn de lekhan dã abhiãs karnã hai.)	7/8/2 8/8/2

(Vãrtak de vibhin roop : Khatt, Diary, Safarnãmã, Swae-jeevani, Rekhã-Chittar, Sãhit-Chintan ãd.)		
Secular Vision 'ਮੇਰੇ ਦਾਦੀ ਜੀ' (ਯਾਦ) : ਗੁਰਬਖ਼ਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ ('Mere Dãdi ji' (yãd) : Gurbakhsh Singh Preetlarhi)		
Bhagti Movement and Social Revolution 'ਗੁਰਬਾਣੀ' (ਗ਼ੈਰ ਜਜ਼ਬਾਤੀ ਡਾਇਰੀ ਅੰਸ਼) : ਬਲਰਾਜ ਸਾਹਨੀ ('Gurbãni' (Gair Jazbãti Diary Ansh) : Balrãj Sahni)		
Environment and Pollution 'ਵਾਤਾਵਰਣ ਪ੍ਰਦੂਸ਼ਣ ਦੇ ਪੁਆੜੇ' ਅਤੇ 'ਵਧ ਰਿਹਾ ਪੁਲਾੜੀ ਪ੍ਰਦੂਸ਼ਣ' : ਕੁਲਦੀਪ ਸਿੰਘ ਧੀਰ (ਡਾ.) ('Vãtãvarann Pardooshann de puãrhe' ate 'Vadh rehã pulãrhi pardooshann' : Kuldeep Singh Dhir (Dr.))		
Subaltern Literature 'ਦਲਿਤ ਸਾਹਿਤ ਕੀ ਹੈ?' (ਸਾਹਿਤ ਚਿੰਤਨ ਅੰਸ਼) : ਰਵਿੰਦਰ ਕੁਮਾਰ (ਡਾ.) ('Dalit Sãhit ki hai?' (Sãhit Chintan ansh) : Ravinder Kumar (Dr.))		
Enviornment and its Constituents 'ਵਾਤਾਵਰਣ ਅਤੇ ਇਸ ਦੇ ਤੱਤ' (ਲੇਖ ਅੰਸ਼) : ਸਰੋਜ ਸੋਬਤੀ ਫਰਵਾਹਾ ਅਤੇ ਸੁਰਜੀਤ ਸਿੰਘ (Vãtãvarann ate is de tatt (Lekh Ansh) : Saroj Sobti Farvãhã ate Surjit Singh)		
Indian Nationalism 'ਭਾਰਤ ਵਿਚ ਰਾਸ਼ਟਰਵਾਦ' (ਲੇਖ ਅੰਸ਼) ਰਾਬਿੰਦਰਨਾਥ ਟੈਗੋਰ ('Bhãrat vich Rãshtarvãd' (lekh Ansh) Rabinder Nãth Tagore)		
Folk Arts (Folklore) 'ਲੋਕ–ਕਲਾ' (ਲੋਕਧਾਰਾ ਅੰਸ਼) : ਸੋਹਿੰਦਰ ਸਿੰਘ ਵਣਜਾਰਾ ਬੇਦੀ (ਡਾ.) ('Lok-Kalã' (Lokdhãra Ansh) :		

Sohinder Singh Vannjãrã Bedi (Dr.))		
Subaltern Consciousness 'ਤਿੜਕੇ ਸ਼ੀਸ਼ੇ ਦੀ ਵਿਥਿਆ' (ਸਵੈ-ਜੀਵਨੀ ਅੰਸ਼) : ਬਲਬੀਰ ਮਾਧੋਪੁਰੀ ('Tirhke Shishe di Vithiã' (Swae-jeevani Ansh) : Balbir Mãdhopuri)		

3. **Project Works**
   Specific Suggestive projects:

ਵਿਹਾਰਗਤ ਯੋਜਨਾਵਾਂ (ਪ੍ਰੋਜੈਕਟਾਂ) ਦੇ ਕੁਝ ਉਦਾਹਰਣ*
(**Vihãrgat Yojnãvãn (projects) de kujh udãhrann***)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਕਾਸ ਵਿਚ ਪੰਜਾਬੀ ਫ਼ਿਲਮਾਂ ਦਾ ਯੋਗਦਾਨ
  (Punjãbi bhãshã de vikãs vich Punjãbi filmãn dã yogdãn)

- ਪੰਜਾਬੀ ਦੀ ਕੰਪਿਊਟਰ ਵਿਚ ਵਰਤੋਂ
  (Punjãbi di computer vich varton)

- ਪੰਜਾਬੀ ਅਤੇ ਹੋਰ ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ
  (Punjãbi ate hor bhãrti bhãshãvãn)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਆਰਥਕ ਵਿਕਾਸ ਦੀ ਪ੍ਰਕਿਰਿਆ
  (Punjãbi Bhãshã ate ãrthak vikãs di parkirã)

- ਪੰਜਾਬੀ ਫ਼ਿਲਮ ਸਮੀਖਿਆ
  (Punjãbi film samikheã)

- ਪੰਜਾਬੀ ਚੈਨਲਾਂ 'ਤੇ ਆਉਣ ਵਾਲੇ ਵਿਗਿਆਪਨਾਂ ਦੀ ਭਾਸ਼ਾ
  (Punjãbi chaenalãn ute ãunn wãle vigiãpanãn di bhãshã)

- ਮਾੱਲ ਸੰਸਕ੍ਰਿਤੀ ਅਤੇ ਬਦਲਦੀ ਜੀਵਨ-ਸ਼ੈਲੀ
  (Mall sanskriti ate badaldi jevan-shailie)

- ਪੰਜਾਬੀ 'ਚ ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪ੍ਰਵੇਸ਼
  (Punjãbi vich takniki shabdãvali dã parvesh)

- ਦਿੱਲੀ ਯੂਨੀਵਰਸਿਟੀ ਦੀਆਂ ਇਮਾਰਤਾਂ ਦਾ ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ
  (Delhi University diãn imãrtãn dã itihãsak pichhokarh)

- ਦਿੱਲੀ ਯੂਨੀਵਰਸਿਟੀ ਦਾ ਇਤਿਹਾਸਕ-ਵਿਕਾਸ
  (Delhi University dã itihãsak-vikãs)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪ੍ਰਚਾਰ ਤੇ ਪ੍ਰਸਾਰ ਵਿਚ ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ/ਸਾਹਿਤਜ ਅਕਾਦਮੀ, ਦਿੱਲੀ/ਭਾਈ ਵੀਰ ਸਿੰਘ ਸਾਹਿਤ ਸਦਨ, ਦਿੱਲੀ/ਨੈਸ਼ਨਲ ਬੁੱਕ ਟਰੱਸਟ/ਪੰਜਾਬੀ ਸਾਹਿਤ ਸਭਾਵਾਂ ਦਾ ਯੋਗਦਾਨ

(Punjābi bhāshā de prachār te parsār vich Punjābi Acādemy, Delhi/ Sāhitya Akādemi, Delhi/ Bhāi

Vir Singh Sāhit Sadan, Delhi/National Book Trust/ Punjābi Sāhit Sabhāvān dā yogdān)

- ਕੰਪਿਊਟਰੀਕ੍ਰਿਤ ਪੰਜਾਬੀ-ਕੋਸ਼ਾਂ ਦੀ ਤਕਨੀਕੀ ਸਾਰਥਕਤਾ
  (Computrikrit Punjābi-koshān di takniki sārthaktā)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਤਕਨੀਕੀ ਵਿਕਾਸ ਲਈ ਯੂਨੀਕੋਡ ਦੀ ਮਹੱਤਤਾ
  (Punjābi bhāsha de takniki vikās lai Unicode di mahatatā)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਦੇ ਵਿਕਾਸ ਵਿਚ ਈ-ਬੁੱਕ ਸੰਕਲਪ ਦਾ ਮਹੱਤਵ
  (Punjābi bhāsha te sāhit de vikās vich e-book sankalp dā mahatav)

*** List Extendable**

ਲੋੜ ਅਨੁਸਾਰ ਪ੍ਰੋਜੈਕਟਾਂ ਦੇ ਵਿਸ਼ਿਆਂ 'ਚ ਹੋਰ ਵਾਧਾ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
Lorh anusār projectān de visheān vich hor vādhā kitā jā sakdā hai.

Tools and Techniques
ਸੰਦ ਅਤੇ ਤਕਨੀਕ
(Sand Ate Taknik)

- ਪਾਠਕ੍ਰਮ ਲਈ ਪ੍ਰਸਤਾਵਿਤ ਪਾਠ-ਪੁਸਤਕ ਤੋਂ ਛੁੱਟ, ਕਾਲਜ ਦੀ ਲਾਇਬ੍ਰੇਰੀ ਵਿਚ ਪ੍ਰਾਪਤ ਪੁਸਤਕਾਂ ਤੋਂ ਵੀ ਮਦਦ ਲਈ ਜਾ ਸਕਦੀ ਹੈ।
  (Pāth-Kram lai prastāvit pāth-pustak toun chhut, college di Library vich prāpat pustakān toun vi madad lai jā sakdi hai.)
- ਪ੍ਰੋਜੈਕਟ ਲਈ ਪਾਵਰ-ਪੋਇੰਟ ਪ੍ਰੈਜ਼ੰਟੇਸ਼ਨ ਤਿਆਰ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ।
  (Project lai Power-Point presentation taiyār kiti jā sakdi hai.)
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਿਖਲਾਈ ਲਈ ਆਧੁਨਿਕ ਤਕਨੀਕਾਂ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ।
  (Vidiārthiān nu sikhlāi lai Ādhunik Taknikān di Varton kiti jā sakdi hai.)
- ਪ੍ਰੋਜੈਕਟ ਨੂੰ 2-4 ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸਮੂਹ ਵਿਚ ਵੀ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
  (Project nu 2-4 Vidiārthiān de samuh vich vi kita jā sakdā hai.)
- ਅਧਿਆਪਕ ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰੋਜੈਕਟਾਂ ਤੋਂ ਇਲਾਵਾ ਦੂਜੇ ਵਿਸ਼ਿਆਂ ਦੀ ਚੋਣ ਕਰ ਸਕਦੇ ਹਨ।
  (Adhiāpak prastāvit Projectān ton ilāvā dooje visheān di chonn kar sakde han.)
- ਹਫਤੇ ਵਿਚ ਇਕ ਪੀਰੀਅਡ ਪੇਸ਼ਕਾਰੀ (ਪ੍ਰੈਜ਼ਨਟੇਸ਼ਨ) ਅਤੇ ਪ੍ਰੋਜੈਕਟ ਉੱਤੇ ਵਿਚਾਰ-ਵਟਾਂਦਰੇ ਲਈ ਹੋਵੇਗਾ।
  (Hafte vich ik period peshkāri (Presentation) ate project ute vichār-vatāndre lai hovegā.)

4. Reading List
Printed Material

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Dhingra, Paramjit Singh (2010). *Bhāshā : Prabhandh te Vihār*. Jalandhar: Deepak Publisher.

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Manjit Singh, Jaspal Kaur, & Kulvir (Eds.). (2013). *Bhãsha, Sãhit ate Sirjannãtmiktã*. Delhi: Manpreet Parkãshan.

Sobti, Saroj;Surjit Singh. (2009). *Vãtãvarann Sikhiã*. Patiãlã: Twenty First Century Publications.

Ushma (Ed.). (2006). *Gulwant 'Farigh' dã Bhãshã Chintan*. Delhi: Manpreet Parkãshan.

Virdi, Jaswant Singh (1999). *Sabhiãchãrak Pradushan*. Delhi: Manpreet Parkãshan.

Likes related to Punjabi Language
1. http://www.learnpunjabi.org/intro1.asp
2. mylanguages.org/learn_punjabi.php
3. www.languageshome.com/English-Punjabi.htm
4. http://punjabiteacher.com/
5. http://www.languagereef.com/learn_punjabi.php?lang=punjabi
6. http://pgc.learnpunjabi.org/ (for grammar correction)
7. http://punjabi.aglsoft.com/punjabi/learngrammar/
8. http://www.lipikaar.com/online-editor/punjabi-typing
9. maa.com.au/

Sikh History & Gurbani
1. http://www.sikh-history.com/
2. http://www.gurugranthdarpan.com/
3. http://www.srigranth.org/servlet/gurbani.gurbani?S=y
4. http://www.srigurugranth.org/
5. http://www.gurbanifiles.org/
6. srigranth.org
7. ik13.com
8. learnpunjabi.org.in/elib/unicode.aspx
9. sgpc.net
10. gurbanikatha.com
11. sikhnet.com
12. sikhitothemax.com
13. gurbanifiles.org
14. sridasam.org
15. shabadvichar.net
16. satnaam.info

Computer Learning
1. http://punjabicomputer.com/home.php?en=trick

Online Dictionaries
1. http://www.ik13.com/online_library.html
2. http://dic.learnpunjabi.org/Default.aspx
3. http://shabdkosh.com/pa/
4. http://punjabiuniversity.ac.in/dlpl/e2p/

Miscellaneous
1. http://www.advancedcentrepunjabi.org/
2. http://www.youtube.com/watch?v=4N17C-JjP1U
3. http://www.sahitkar.com/
4. http://panjabialochana.com/
5. http://www.apnaorg.com/research-papers/nasir-rana-1/
6. http://en.wikipedia.org/wiki/Punjabi_literature
7. http://www.sabhyachar.com/index-pa.php
8. http://en.wikipedia.org/wiki/Punjabi_culture

9. http://www.sssbc.org.uk/mainindex.html
10. http://www.punjabiculturalcouncil.com/
11. http://www.branah.com/punjabi
12. http://www.advancedcentrepunjabi.org/eos/
13. http://pbidptpup.gosht.in/page.aspx?qs=103
14. http://h2p.learnpunjabi.org/default.aspx

Online News paper and magazines
1. http://www.rozanaspokesman.com/
2. http://www.jagbani.com/
3. http://www.ajitjalandhar.com/
4. http://www.ajitweekly.com/
5. http://www.badhni.com/
6. http://www.babushahi.com/
7. http://www.charhdikala.com/web/
8. http://www.likhari.org/
9. http://www.mediapunjab.com/
10. http://www.parvasi.com/
11. http://punjabitribuneonline.com/
12. http://www.quamiekta.com/
13. http://punjabipost.ca/
14. http://www.punjabexpress.info/
15. http://www.sahytiksankh.com/
16. http://www.wichaar.com
17. http://www.veerpunjab.com/page.php?id=1&t=m
18. http://www.punjabexpress.com.au/

** **List Extendable***

LANGUAGE LITERATURE AND CREATIVITY (URDU)

1. **Objective and Expected outcome**
   - To enable students to be aware of the role of Urdu in society
   - To enable students to be aware of the different types of literary forms
   - To enable students to read different literary pieces in Urdu regarding the problems and issues which are identified by University of Delhi
   - To enable students that they can express their views on current topics
   - To enable students that they can speak confidently in Urdu

2. **Themes & Sub-themes**
   I. **Self-Introduction**
   II. **Introduction of Urdu Language**
   III. **Nazm**
   - Self-Introduction
   - Nazmein
     - Des Se Ane Wale Bata
     - Ae Shareef Insanoon
     - Peshen Goi
   IV. **Afsana/Kahani**
   - Introduction
   - Afsane
     - Chothi Ka Joda
     - Dushmani (Hindi story)
     - Garam Kot
   V. **Mazmoon**
   - Introduction
   - Mazameen:
     - Sehatmand Khandan Ki Tashkeel
     - Lal Qila
   VI. **Amali Qawaid Aur Inshaa**
   Teacher should write a paragraph and he should denote the following concepts
   - Ism, Zameer, Sifat, Fail, Tashbeeh, Isteaara, Mubalagha, Talmih
   - Mazmoon Nigari
   - Letter Writing
   - Afsana Nawisi/Story Writing
   - Nazm Nawisi
   This section is to be based on an interactive session at the teacher's discretion and is to be concerned with the various topics covered in the section like Qawwali, Ghazal Recitation & Mono acting etc.

3. **Project works**
   - Mazmoon on environment, education, social problems and diseases
   - Project on situation of Urdu in Delhi & all over India
   - Afsana on the relevant social problems

- Afsana on linguistic problems
- Nazam nigani on different aspect of student interest
- Letter writing in Urdu to any government officer
- Prepare a project on how to teach Urdu to a Child
- Translate a page on google from English to Urdu and find the need to improve it
- Role of film songs & Ghazals in development of Urdu

4. **Reading List**

   Printed Material

   Zabanon Ka Ghar Hindustan, by Ehtesham Hussain Published by NCPUL, pp. 13-17

   O Des Se Aane Wale Bata (Patriotism & Ruralism) by Akhtar Sheerani
   (Inthikhab-e-Nav Edited by Department of Urdu, Delhi University, EPH, Aligarh, p. 74
   to 77.)

   Ae Shareef Insaano (War & Peace) by Sahir Ludhyanvi. Inthikhab-e-Nau Part – I,
   Edited by Department of Urdu, Delhi University, published by EPH, Aligarh, pp. 57
   to 59.

   Peeshen Goi (Socio Political Out Look) Andhere Mein Sulagte Haroorf by Surjeet
   Patar, Sahitya Academy, pp. 112 to 115. (Punjabi Nazm)

   Chothi Ka Joda by Asmat Chugtai Urdu ke Tera Afsane Ed. Ather Parvez, Educational
   Publishing House, Aligarh, pp. 161 to 168.

   Dushmani by Ajay Yatesh (Story of Various Communities).

   Muntakhib Dalit Kahaniyan, Ed. Ramnika Gupta Sahitya Academy, pp. 191 to 197.

   Garam Kot by Rajinder Singh Bedi (Human Relations). Rajinder Singh Bedi Aur Unke
   Afsane, Edited by Dr. Athar Parvez published by EPH, Aligarh, 1983. (Page No. 113-
   126).

   Sehatmand Khandan Ki Tashkeel by Syed Hamid (Family, Food & Health Problems).

   Fanoos ke Gardish by Syed Hamid published by Nai Kitab publishers,
     Jamia Nagar, Delhi pp. 20 to 32.

   Lal Quila by Mohd. Mujeeb Translated by Mohd. Zakir (History & Culture.

   Hindustani Samaj par Islami Asar Aur Doosre Mazameen Translated by Mohd. Zakir,
   Delhi Kitab Ghar Jama masjid, Delhi- 110006 pp. 91 to 96.

   Urdu Zaban O Qawaid Part-I by Shafi Ahmed Siddiqui pp-1 to 158.

Foundation Course (Arabic Language)

Language, Literature and Creativity – I: Arabic

1. **Objective and Expected outcome:**

   It is expected that after the completion of the course the students will be able to:

   1. Gain basic knowledge of Arabic Language and culture.

   2. Enhance their reading skill and the style of writing.

   3. Build their creative expression and presentation.

   4. Express their ideas and observations on the text taught in the classroom.

   5. Communicate and interact with Arabic speaking people.

   6. Understand the impact of Arabic language on the Indian languages.

   7. Handle different situations with their proficiency in Arabic.

   8. Use internet and websites to enhance the language skills.

   9. Translate simple sentences into Arabic and vice-versa self and with the help of Google translator.

   10. Use MS Word Arabic programme and software.

2. **Themes & Sub-themes:**

   Unit I – V: (Applied Grammar and Translation of Simple Sentences)

   1. حروف الهجاء، والحركات والسكون والشدة والمدة

   2. المفرد والجمع، والمذكر والمؤنث

   3. النكرة والمعرفة

   4. المركب الإضافي والمركب الوصفي، وحروف الجر (من، في، إلى، لِ، على، بـ)

   5. الجملة الاسمية والجملة الفعلية

   Unit VI – VIII: (Conversation and Use of Arabic Software)

   1. التحية (Greeting)، والتعريف الشخصي (Self–Introduction)

   2. أيام الأسبوع (Days of the Week)، والعدد (1 – 10)– Numbers

   3. برنامج M.S. Word Arabic (تعريف / Introduction) والمواقع العربية (Arabic Websites)

   Unit IX – XII: (Text based on the following topics):

   1. البيت (House)

.2	الكلية	(College)	
.3	المكتبة	(Library)	
.4	السوق	(Market)	

Note: *The concerned teacher will prepare the lessons according to the given topics and standard of the students. The projector and other audio–visual teaching aids will be used.*

3. **Project Works:**

The students are expected to submit one project which will provide scope to the students to express their liking towards their language, literature and culture. A list of topics will be made available to them in the begging of the course. This can be extended to rewriting, adaptation, retelling and change of narrative format. Evaluation of their performance in the project works will be based on their knowledge of language, collection of the information, presentation and style of narration.

Topics for Project Works:

- Project on translation of road signs in Arabic.
- Reading the Arabic manuscripts and rewriting them in their own handwriting.
- Observe and enumerate the impact of Arabic language on Indian languages.
- Writing a report on an audio- video presentation.
- Listening and Arabic poem or song and writing in own language.
- Presentation of group songs in Arabic.

4. **Reading List:**

<div dir="rtl">

1. منهاج العربية للسيد نبي الحيدرآبادي، كتب خانه نعيميه، ديوبند

2. القراءة الواضحة الجزء الأول والثاني، لوحيد الزمان الكيرانوي،

3. معلم الإنشاء (اول) – عبدالماجد الندوي، مكتبة ندوية، لكناؤ، الهند

4. عربي كا معلم للمولوي عبد الستار خان – مكتبه بلال ديوبند

5. التعبير والمحادثة العربية –الدكتور محمد اجتباء الندوي (1990) المطبعة الندوية، لكناؤ

</div>

6. Abdur Rahim, V., Dr., Madinah Arabic Reader, Book-I, Goodword Books, New Delhi
7. Shafiur Rahman, Dr., Arabic Reader, New Delhi
8. Rafi'el-Imad Faynan, Prof., Essential Arabic, Goodword Books, New Delhi
9. S. A. Rahman, Dr., Let's Speak Arabic, Goodword Books, New Delhi
10. Shafqat Ali, Mukammal Computer Training Guide, Jahangir Book Depot, Delhi
11. Rapidex Computer Course, Pustak Mahal, Dariyaganj, New Delhi-2
12. Islamic Codicology, an Introduction to the Study of Manuscripts in Arabic Script, Al-Furqan Islamic Heritage Foundation, London 2006.

Foundation Course-I
Language, Literature & Creativity – I : Persian

1. Objective and Expected Outcome

This course will consist of XIV units to be covered in one semester and is primarily aimed at

•   Imparting elementary knowledge of Persian language and culture

•   To develop proficiency in reading and writing and should be able to handle the language in different situations.

•   To express their ideas and observations regarding the issues highlighted in the texts.

•   To understand, evaluate and express their views on texts other than the book syllabi.

•   To help the students in having their own creativeness and presentation on the language during discussion.

2. Themes & Sub-Themes

Unit I-IV

•   Elementary applied Persian grammar

•   Reading and comprehension on Human beings, Ecology, Traditions and customs, my city and its environment.

•   Creative writing

Unit V- IX

It includes topics on

•   Current news (print and electronic media)

•   Tourism

•   Transport system

•   Value-based ethics

•   Family

•   Health

•   Culture and history (including certain term of administration of past)

Unit X-XIV

To encourage students to make further enquiry into social environment and its reflection in writings of various modes-

•   Newspapers articles, Media discussion

•   Literary genre and colloquial especially satirical sayings

•   Short stories from Gulistan

•   Modern short stories from Dastanhai Farsi

•   Prose and poetry of Amir Khusrau, Hafiz, Iraj Mirza (a satirical poem on corruption of 19th C, Qajar Period), Sohrab Siphari.

•   Court Politics for the knowledge of activities in historical prospective (a small event in the court of Shah Jahan, between Dara Shikoh and Sadullah khan).

•   Brief accounts on renowned literary figures of Persian literature especially from the Indo- Persian literature.

3. Project Works

Assignment and project works on various subjects related to the field of Persian studies. A list of topics will be made available to them at the beginning of the course. Evaluation of their performance will be based on the knowledge of the language, collection of the information, presentation and style of narration.

Topics for Project Work:

i.   Development of Persian language/script literature.

ii.   Influence of Indian culture on Iranian Norooz & vice

versa. iii. Indo-Iran trade relation.

iv.   Drama writing on any current topic.

v.   Persian terminologies in Indian

music/dialects. vi. Sanskrit classics and Persian

translations.

vii.   Translation bureau in the court of

Akbar. viii. Influence of Ghazal on Urdu/Hindi

poetry. ix. Persian inscriptions and architecture.

x.   Indian stories/folk tales in Persian literature.

xi.   Umar Khayyam's Rubaiyat's translation in Indian language (Gujarati, Hindi, Marathi, Urdu, etc.)

xii.   Influence of Iranian culture on Indian customs &

costumes. xiii. Persian food and delicacies.

xiv. Moghul paintings.

xv.   Persian libraries.

xvi. Book on medicines by Persian scholars.

xvii. Oil refineries in Iran and its impact of on world trade.

xviii. Importance of Persian Gulf in the field of world trade.

4. Reading List

All above mentioned units will be part of a book entitled: Farsi-e-Bonyad Guzar-I (dept. of Persian University of Delhi, Delhi-to be published shortly)

1. Rubah-o-Zagh-pp76-79
2. Kulyat-e-saadi: (Dar Sirat-e-Padshahan) pp-90-91
3. Dars-e-Farsi:Baraye Farsi amoozan-e-Khareji (i) Pizishk-e-Dana pp387-391
4. Dora-e-amozish-eZaban-e-Farsi: vol-III (i) Tarikh-e-adabyat-e-Farsi –I pp212-219
(ii) Tarikh-e-adabyat-e-Farsi –I pp219-226
5. A Thematic Dictionary of Modern Persian: Colin Turner, London & New York pp-9-151
6. Miratual Islelah: by Anand Ram Mokhlised- Prof. Chander Shekhar, H.R. Qlichkhani & H. Yusufdehi, NMM, New Delhi
7. Hafiz' Ghazal: (only one ghalzal recited by Qawwal) Saqi be noore bade bar afrooz jam e maa.
8. Amir Khusrau's Ghazal: (only one ghalzal recited by Qawwal) Jan ze tan bordi wa dar jaanee hanooz.
9. Iraj Mirza: Masto Hoshiyar
10. Sohrab Sepahri: Shooram ra : Ketab-e-Farsi

Reference Books:
1. Indo-Persian Literature: Prof. S.A.H. Abidi, vol-I & II, ed-Prof. S.B.F. Husaini
2. History of Persian Literature: Prof. S.H. Qasemi
3. A Critical Study of Indo-Persian Literature: Prof. S.B.F. Husaini (pp-1411526)
4. Indo-Persian Literature (DRS series): ed -Prof. Chander Shekhar
5. Iran: Willium Velber
6. History of Indo-Persian Literature: Nabi-Hadi
7. Maqalat-e-Mehmood Shirani: Mehmood Shirani

Language, Literature and Creativity –I (Sanskrit)

FOUNDATION COURSE IN SANSKRIT

UNDER THE FOUR YEAR BACCALAUREATE PROGRAMME

Course Objectives

- The course aims to equip students with necessary linguistic and analytical skills to pursue their texts.

- It seeks to promote awareness about significant issues of social and national concern as gleaned through Sanskrit sources.

Course Plan (60 hours)

I. **Language skills – 28** hours (includes class room assignments and tutorials/end of lesson test)

II. **Literature as a vehicle for social awareness and HR development**   - selections from Sanskrit literature both classical and modern dealing with issues of national concern– 12 hours

III. **Creativity –** 20 hours

Detailed Syllabus

Unit 1 : Language skills – 28 hours

be   Constructing simple sentences with the following nouns and verbs (tables of forms to provided to students)

i. Pronouns *asmad*, *yuṣmad, etat* and *tat* in masculine, feminine and neuter. subject/nominative forms and 'a' ending masculine and neuter nouns with *paṭh, khād, likh* and similar simple verbs in present, past and future.
ii. Objective forms of the above nouns and pronouns in singular with more simple verbs.
iii. Instrumental/ dative /ablative forms of the above and dual and plural instrumental, dative, ablative forms of all the words in this syllabus.
iv. *'ā'* and *'ī'* ending feminine words in these cases with *loṭ lakāra* (imperative).
v. Genitive/ possessive and locative forms of the above nouns and pronouns.
vi. Masculine and feminine nouns ending in *'ī '* and masculine nouns ending in *'u'* in various cases.
vii. Masculine nouns ending in consonants – *bhavat, guṇin, ātman* and Feminine nouns ending in consonants – *vāk* ; Add - Neuter nouns ending in consonants – *jagat , manas.*
viii. Special Verb forms – *in parasmaipada* –past, present, future and imperative - *kṛ, śrū.*
ix. Special Verb forms – *in parasmaipada* –past, present, future and imperative *jñā .*
x. Special Verb forms – *in parasmaipada* –past, present, future and imperative *dā.*
xi. ātmanepada – *sev, labh* .
xii. Pronouns = *yat, kim.*

xiii.   Phonetic changes – only of *visarga* and vowels.

xiv.   Participles - *śatṛ, śānac, ktavatu, kta.*

 xv.   *Pratyayas – ktvā, lyap, tumun.*

xvi.   Active – passive structures in *lakāras* – (third person forms only) and *pratyayas* like *kta, ktavatu.*

Unit 2 - Literature as a vehicle for social awareness and HR development

i. **Individual in society & Harmony** – ^laxPNèoa laonèoa ------* from *saṁjñānasūkta* of the Ṛgveda (10.191.2-4)

ii. **Sanskrit as a binding force for national unity & integrity and as a perennial source of inspiration of universal brotherhood** - This topic is to be taught through the linguistic history of Sanskrit as the key-language of Indo European family and its relations with various Indian and international languages. (*An Introduction to Sanskrit Linguistics* by M. Srimannarayan Murti, Part I, Chapter 5 &6 and *The Sanskrit Language* by T. Burrow, Chapter VIII)

iii. **Freedom** – Sanskrit translation of Tagore's 'Where the mind is without fear'

iv. **Initiative and action** – (i) selected verses from the Gita - 6.5; 3.20; 3.7; 18.14-16; 3.36-40

        (ii) *Caraiveti* (Aitareya Br*ā*hmaṇa:33.3.1,4,5)

v. **Sociology of language and expressions** – etymological study of the synonyms of *strī, puruṣa, mātā, pitā, putra, putrī, patnī, pati, bhrātā, svasā* on the basis of the Amarakośa and the Sudhā and Rāmāśramī thereon.

vi. **Human Resource Development through physical and mental health** – An HRD model is to be taught on the basis of Sanskrit texts like Śruti, Upaniṣads, Smṛtis, later writings of thinkers like Śaṅkara, Rāmānuja, Abhinavagupta and other Vaiṣṇavite & Śaivite scholars.

        4 hours

Note : A reading material for teaching this segment is being prepared and would be supplied soon. The basic frame of teaching this segment is given below.

HR Management model for living long and healthy life

- **Right eating** – Good eating habits (*āhāraśuddhi*) & maintaining proper hygiene
- **Stress busting** – Conditioning mind through proper stress management
- **Exercise**– Practice of *prāṇāyāma* (*anuloma* & *pratiloma*)

The following points subsume these aspects of HRD model :

1. Physical purity (*viveka*)

2. Abandoning expectation (*vimoka*)

3. Practice (*abhyāsa*)

4. Duty (*kriyā*)

5. Quality (*guṇa*)

6. Accomplishment of duties without break (*anavasāda*)

7. Non Satisfaction (*anuddharṣa*)

These points indicate that one should accomplish one's duties incessantly with quality through proper practice leaving behind one's expectations and should always look for betterment without being satisfied.

Pedagogical Instructions

Unit 1: Language skills – 28 hours

* All grammatical forms are to be taught in a sentence situation and not as isolated words. This will necessary mean that every lesson will comprise of several and different kinds of sentences.

* Teachers will not go as per declension or conjugation tables but make sentences covering more and more of similar forms - for instance all words in instrumental, dative and ablative dual and plural can be introduced in a single lesson.

* Students shall be given one or two examples and then be asked to replicate both orally and in writing the relevant forms through substitution or translation of sentences given by teachers.

* Teachers shall collect relevant examples from the prescribed texts and use them in the exercises so that students develop some familiarity in advance with the texts they have to read.

Unit 2: Literature as a vehicle for social awareness and HR development (12 hours)

* Applications of five components of dialogue i.e. issue of discussion (*viṣaya*), doubt (*viśaya*), standpoint of opponent (*pūrvapakṣa*), standpoint of discussant (*uttarapakṣa*) & conclusion (*niṣkarṣa*) in the prescribed issues of national & social concern must be taught.

* Pedagogical techniques such as brain-storming and other discursive methods are to be applied.

* Teachers are expected to play the role of facilitators in the discussions.

- Linguistic history of Sanskrit must be taught in an abbreviated form and teachers must use flow charts to show the family-tree of Indo-European languages.

- Teachers should show the connection of Sanskrit with various Indian and international languages citing important words of Sanskrit and their similar words in English, French, German, Persian etc. Teachers also need to tell students about the reciprocal ways in which Sanskrit and Dravidian languages have shaped each other.

Unit 3: Creativity (20 hours)

1. Comments on prescribed readings

2. Extra readings at the initiative of students and teachers

3. Prepared and extempore speaking

4. Writing short essays, letters and guided stories and free poems on issues of national concern

5. Dialogue writing and presentation

6. Translation of literary pieces in Hindi or English

7. Watching Sanskrit videos and giving reactions in Sanskrit or Hindi or English.

Project Work

Language section

Students may:
i. Make crossword puzzles with the forms learned.
ii. Do transformation of sentences/ paragraphs across tenses and persons.
iii. Express ideas inherent in pictures through small sentences in Sanskrit.
iv. Analyze Sanskrit-words/motto-slogans from sign-boards, posters, hoardings, terms used at public places (*yogakṣemaṁvahāmyaham* – LIC of India, *ārakṣīadhikṣaka* for Superintendent of Police etc.) specially in various govt. and non-govt. organizations.
v. Prepare the list of roads bearing Sanskrit scholars' name, their contribution and give the reason behind naming and paste them on Sanskrit-Wikipedia.

Literature section

Students may:
i. Do group-discussion and report on problems of individual, family and society in the light of Unit 2 (i).
ii. Present study work of milk and other cooperatives in the light of Unit 2 (i).
iii. Explore internet resources on relation between Sanskrit and various Indo European languages

iv. Compilation of comparative dictionary of Indo –European words (about 15 to 20 samples only) using various dictionaries, language tools from Google and other sources.
v. Create etymological dictionary of words of a students' choice.
vi. Present write ups on motivation, initiative, duty etc.

Reading list

- *An Introduction to Sanskrit Linguistics*, M. Srimannarayan Murti, D. K. Publications, Delhi, 1984. (Part I, Chapter 5 &6).
- *Racanānuvādakaumudī*, Kapil Dev Dwivedi, Varanasi, 2009.
- *Śrīmadbhagavadgītā* , A. G. Krishna Warrier, Sri Ramakrishna Math, Madras, 1983.
- *The Sanskrit Language*, T. Burrow, MLBD, Delhi, 2001 (Chapter VIII).
- *Vedic Saṅgraha*, Krishna Lal, Eastern Book Linkers, Delhi,1985 (pp. 174-177).

FOUNDATION COURSE

Indian Literature

(As per rules for students who have not studied Hindi/ MIL/Sanskrit/Persian/ Arabic up to 8th standard in school)

Overview

- The Course is meant for students who are exempt from MIL, according to the rules. Many such will be from the NE, admitted into the Four Year Undergraduate Programme of the University of Delhi. The course will draw on our rich traditions from regional literatures translated into English as well as indigenous literatures written in English, from the North East as well as the rest of India. This course, being offered in lieu of LLC I in Hindi or other Indian languages, will conform to the principles/features laid down for all foundation courses. Accordingly, this course will:

6. Attempt to be trans-disciplinary and multidisciplinary in content and design.
7. Have an equal emphasis on classroom / blackboard work and project work in student groups of five.
8. Allow sufficient freedom to the mentor (teacher) and student to create appropriate project work.
9. Integrate course work with hands-on project work to introduce the student to the fundamental objectives of the course.
10. Avoid over-burdening the student with excessive study material.
11. While designing the course, the challenges facing India will be borne in mind:

Objectives:

The students should be able to

- Study and develop aptitude for a variety of genres and literary forms of Indian literatures at a higher level.
- Actively engage with contemporary local, national and world issues.
- Develop skills in comprehension, analysis and critical thinking.
- Enhance their creative skills with a focus on creative expression.

COURSE STRUCTURE

ORGANIZATION OF TEACHING:

12 weeks x 4 = 48 class hours

12 weeks x 1 = 12 student presentations

Grand total = 60 hours

READING MATERIAL

The reading list will comprise literary selections from different regions of India, written in English as well as translated into English from various regional languages. The following is the broad unitised structure of the proposed course.

Unit 1: Understanding India

1. "A Rainbow of Contradictions" (Extract), *Think India*, Ed. Vinay Rai and William L. Simon Pg: 158-162. Dutton: Penguin, 2007.
2. Set of poems by Namdev, Kabir and Meera from *Indian Literature: An Introduction*. Ed. Anjana Neira Dev et. al Delhi: Pearson, 2006.
3. Vikram Seth, *A Suitable Boy*, New Delhi: Viking/ Penguin Books India, 1993. (pages 137-149).

   Unit 2: Representing Partition, Migration and Identity
1. "Proprietor," A short story by Nabanita Dev Sen, *Crossings: Stories from Bangladesh and India*, Compiled and Trns. By Radha Chakravarty, New Delhi: Indialog Publishers, 2003.
2. Extract from *Sleepwalkers* by Joginder Paul, Trns. Sunil Trivedi and Sukrita Paul Kumar, Delhi: Katha, 1998.
3. a. "Exile from Homecoming", a poem by R. Parthasarthy
   b. "Don't Call me Indo-Anglian": Syed Amanuddin
        (Both the poems above from *An Anthology of Commonwealth Poetry*, ed. C D Narasimhaiah, Madras: Macmillan, 1990)

Unit 3: What is Dalit Literature?

1. "We are Kings!" an autobiographical piece by Daya Pawar. *A Corpse in the Well*, Trans. from Modern Marathi Dalit Autobiographies. Ed. Arjun Dangle, Disha Books, Orient Longman: Hyderabad, 1992.
2. "Children of the Woods Conversing with Christ" a poem by M. B. Manoj, *Writing in the Dark*. Ed. Manoj M. B. and George K Alex
3. Extract from Karukku, by Bama. *Dalit Writing in Translation*. Ed. Mini Krishnan, Trns. by Lakshmi Holmstrom. Chennai: Macmillan, 2000.

Unit 4:

Questions of Indegeneity in Contemporary India:

1. "The Sorrow of Women" and "An Obscure Place" by Mamang Dai. *Oxford Anthology of North East India*, ed. Tillotoma Misra, OUP, 2011, New Delhi.
2. "There are no Shangri La's Left" Sanjoy Hazarika. *Oxford Anthology of North East India*, ed. Tillotoma Misra, OUP, 2011, New Delhi.
3. "Tale of Lord Kobariya". *Bhil Lokakhyano: Oral Narratives of the Dungri Bhils*. Ed. Bhagvandas Patel. Trns. Nila Shah. Mumbai: Nayan Suryanand Lok-Pratishthan, 2009.

PEDAGOGY

A detailed unit-wise note on pedagogy will be provided to the teachers to enable them to fulfil all the aims and objectives specified above.

Teacher Orientation: The teachers will be oriented through a short course on English Language and Literature Teaching.

ASSESSMENT

Max Marks: 100 Marks

INTERNAL ASSESSMENT (50 marks)

Continuous assessment and project evaluation= 50 marks

a) Assessment of Writing and Literary Sensibility through class presentation etc.
b) Project evaluation through group presentations (oral and written).

END-SEMESTER WRITTEN EXAMINATION (50 marks)

Note: The testing may not depend on any prescribed text.

Face-to-face "speaking" assessment= 15 marks

Written end-semester examination=35 marks

The end-semester examination will assess the following:

- Reading ability through a range of unfamiliar/unseen text types.
- Writing ability and creative expression through tasks that shall be based on the themes of the units. The tasks must not be limited to the prescribed text.

Projects Guidelines:

The project

- To be executed in groups of at least 5 students.
- Project topics will be available in the learning materials. However, the students will have the flexibility to design their own projects in coordination with the teacher/mentor.

Projects will be executed in three stages:

> Stage 1: Listing aims/objectives and writing out a proposal

> Stage 2: Using appropriate methodology and working towards a mid- semester presentation in which hands-on experiences will be shared and some analysis will be presented.

> Stage 3: Final presentation and a written report will have to be submitted.

Suggested Project Topics:

1. Identify and present a comparative study of environmental issues in two states in the north east, using govt. and non govt. sources. Substantiate your understanding and conclusions.
2. Conduct interviews and write three case studies of partition victims/refugees (from Eastern and/or Western India). Consult historical research material, newspaper reports, films that depict partition issues such as trauma, forced exile, violence and dislocation.
3. Develop two case studies based on peer interviews on reasons of migration to urban centres of education and employment. Your study must document different locations of migrations and motives behind them and can include class-based analysis of material collected.
4. Record tales/songs from five tribal languages from the North East India and make a comparative study of context and use of rhythm and style.
5. Document mythical tales from three different languages of India and approach them from point of view of "unity in diversity" in India. For instance, how can similarly themed myths be retold in different languages?
6. Study the matrimonial column in any popular English daily and prepare a project on the culture of arranged marriages in India.

<div align="center">**INFORMATION TECHNOLOGY**</div>

1. **Overview**

   Information Technology has acquired a central and integral role for a student in the University. Students use these technologies primarily for communication and networking. This course stretches that domain to education and research. Information and Communication Technology is an essential and efficient mode of receiving education information, documentation and presentation. The course is designed to enable the UG students with the skills, basic knowledge, and legal aspects of using information technology.

2. **Objective and Expected outcome**
   - To enable students to be aware of the role of IT in education, society and business.
   - To enable students to be aware of basic hardware and software components that makes the data processing possible.
   - To enable students to prepare documents and presentations for their academic work.
   - To enable students to explore the Internet for various purposes in an effective, secure and legal manner.
   - To enable students to understand the organization of information resources available at different sources, especially the library.

3. **Themes & Sub-themes**
   I. **Information Technology (IT) & Society**

   Information, information processing & Information Technology, Evolution of IT, IT business and entrepreneurship, education, communication, entertainment, healthcare, agriculture, and its contribution to India's development. Government Initiatives: Particular initiatives – AADHAR, E-Panchayat, National Knowledge Network.

   II. **Information Handling**

   Devices assisting IT with, special focus on Computers and Mobiles. Components of computer: Hardware and Software. Connecting and configuring external devices – like printer, scanner, projectors etc. Hardware Connectivity Options - Ports, Wi-Fi, Bluetooth, etc.

   III. **Document Preparation & Presentation**

   Document preparation and presentations using tables, pictures, graphs, animations, audio and video contents. Use of shortcut keys. Making effective presentations. Use of references and citations. Knowledge of various file formats and ways of converting files from others.

   IV. **Internet, Security & Legal Aspects**

   World Wide Web; Basics of webpage; Social networking websites; Effective searching; Popular online applications - e-ticketing, e-payment. Email & internet forums. Issues – virus, malware, spam, phishing, copyright, plagiarism, cyber-crime; Protective measures: password, https; cyber laws – IT Act.

The Philosophy of 'Open source'; Licensing and domains of open source technology. Open source software development. Commonly used open source technologies.

V. Information Resource Centers: Library information systems

E-Resources of Information, Institutional Repository and online Databases subscribed and free and open access databases.

Library Systems – Introduction to library, User and reference services (Current Awareness Service, Selective Dissemination of Information, Online Information Bulletin Board), Call Number (Class Number, Book Number, Location Number), Catalogue Data Fields. Access of Resources – Search (Open Public Access Catalogue) & reservation.

Bibliographic Standards for Citation - Modern Language Association style, American Psychology Association style. Article reference, Book Reference, Conference Reference, Web Resource Reference.

4. Project works

Specific suggestive projects:

- Study a government website (like www.delhi.gov.in) and lookout for e-facilities.
- Study a bank's website (such as www.sbi.co.in) and lookout for e-facilities.
- Visit a nearby Panchayat and educate them in the new opportunities and resources that will be available to them, thanks to IT initiatives.
- Prepare a document or presentation on the changes produced by the use of IT in your society/locality.
- Open the CPU of a computer to see its internal components – make your own block diagram.
- Demonstrate how to connect and set up a projector through computer and laptop for a Power-Point presentation.
- Demonstrate how to connect and set up a printer and a scanner for use in a computer lab.
- Demonstrate how to connect an active Wi-Fi network to a computer, a laptop and a mobile.
- Use of Bluetooth technology for sharing data files like lecture notes.
- Prepare a four page word document on any theme that contains pictures, graphs, tables etc.
- Prepare a five-slide Power-Point presentation on any theme with pictures, tables, animation, movies and dynamic information.
- Create your own personal weblog.
- Send an email to the teacher and a group created for group communication.
- How to make effective use of social-networking sites for awareness programmes.
- Suggest methods of making your college website more effective.
- Make a movie using Power Point.
- Make a poster on a topic using power point.
- Create your letterhead.

- Prepare your CV. Visit different sites to prepare a list of recommendations about preparing an effective CV.
- Demonstrate how you will configure a network printer.
- Hold a class-room discussion on the difference IT has produced between your lifestyle and that of your parents.
- Create a facebook group for your course.
- Create a list of websites containing resources for a topic.
- Create a group email for your classmates.
- Prepare a document how to use the site IRCTC (Indian Railways).
- Locate an effective lecture on the internet on this course.
- Make a presentation on any open source software.
- Make a presentation on public domain library management software.
- Create an online management system for your departmental library.
- Prepare bibliography on selected subject using Library Online Resources.
- Prepare a full-text report on a selected subject using citation style.
- Create a list of DU books and online reservations available in the library OPAC.
- Create presentations on use of IT in census, library and stock exchange.
- Visit a website with job listings and submit your resume with the job site. Prepare a document to summarize the kinds of information sought by the job sites.
- Visit a job site and compile information about different job vacancies that may be available.

Tools and Techniques
- Linux, Windows or Mac systems as available in a college
- Open Office or Microsoft Office for making documents and presentations etc.
- The classes should preferably be held in the lab having computing and Internet facilities.
- Projects will be carried out in groups of 2-4 students with mixed background in using computers. This is likely to encourage peer learning amongst the students.
- The projects included are optional and suggestive. Teachers have the freedom to offer any other project linked to the topics.
- The one period (every week) that has been allocated for presentation and discussion of projects should be used by the students to exchange ideas, try new ones, debate with others and use this to formulate creative projects.

5. Reading List

Printed Material

Bell, S. S. (2012). Librarian's Guide to Online Searching (3 ed.). Libraries Unlimited.

I.T.L. Education Solutions Limited. (2012). Introduction to Information Technology (2 ed.). Pearson Education India. (P 14-20, 476-482, 314-316, 230-247, 532-546, 553-555, 563-569, 572, 588-590, 327-331, Sec 13.1-13.4, 15.1-15.3)

Inc. BarCharts. (2011). APA / MLA Guidelines (Quick Study: Academic) [Pamphlet]. 6. QuickStudy.

Janes, J. (2003). Introduction to Reference Work in Digital Age. Neal-Schuman Publishers.

Katz, W. A. (2001). Introduction to Reference Work (Vol. I). McGraw-Hill.

Kumar, K. (2011). Library Manual. New Delhi: Vikas Publishing House.

Norton, P. (2004). Peter Norton's Introduction to Computers (6 ed.). McGraw-Hill Technology Education.

Rajaraman, V. (2013). Introduction to Information Technology (2 ed.). Prentice Hall India. (P 20-38, 41-66,67-79, 80-89,165-178, 339-349, 258-27)

Video lectures on essential topics

http://nptel.iitm.ac.in/video.php?subjectId=106105084

http://deity.gov.in/sites/upload_files/dit/files/Compendium_FINAL_Version_220211.pdf

http://www.ficci.com/sector/21/Project_docs/FICCI_website_content_-IT.pdf

http://www.roseindia.net/technology/mobile/recent-trends-in-mobile-technology.shtml

http://www.roseindia.net/management/how_technology_brought_change_in_modern_management.html

http://www.roseindia.net/services/mobile/What-are-Handheld-Devices.shtml

http://windows.microsoft.com/en-us/windows-vista/add-or-remove-a-printer

http://windows.microsoft.com/en-in/windows-vista/add-or-remove-a-scanner

http://www.stanford.edu/class/cs101/how-computers-work-hardware.html

http://windows.microsoft.com/en-in/windows7/connect-to-bluetooth-and-other-wireless-or-network-devices

http://support.microsoft.com/kb/308127

http://windows.microsoft.com/en-in/windows-vista/open-a-port-in-windows-firewall

Online Material

http://www.techradar.com/news/software/applications/beginner-s-guide-to-internet-security-947930/1#articleContent

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

http://www.microsoft.com/atwork/skills/presentations.aspx#fbid=2B5VMS_caRD

http://www.pasd.wednet.edu/school/hs/Library/Effective%20Search%20Techniques.pdf

http://www.wisegeek.org/what-is-an-internet-forum.htm

http://mamidala.wordpress.com/2012/04/11/275/

http://www.microsoft.com/security/pc-security/default.aspx#Viruses-and-other-malware

http://www.microsoft.com/security/online-privacy/default.aspx#Fraud

http://www.microsoft.com/security/online-privacy/default.aspx#Passwords

http://www.microsoft.com/security/online-privacy/default.aspx#Social-networking

http://www.microsoft.com/security/family-safety/childsafety-internet.aspx

http://its.ucsc.edu/security/stay-secure/minreq/internet.html

http://its.ucsc.edu/security/stay-secure/minreq/scams.html

Useful websites

http://deity.gov.in/content/e-governance
http://deity.gov.in/content/cyber-laws-security
http://deity.gov.in/content/national-knowledge-network
http://www.gutenberg.org/
http://uidai.gov.in/

Allied Material

http://opensource.org/
http://bosslinux.in/
http://www.openoffice.org/
http://www.pcmag.com/encyclopedia/

SCIENCE AND LIFE

1. Objective and Expected outcome

The aim of this course is to build appreciation for science, develop scientific temper and help the student understand where and how science is linked to daily life. Our goal is to engage the first year students in the University in a manner that builds on the student's high school experiences, rather than simply reiterating them, with more technical details and provide more information to memorize. At the conclusion of this course the student would have experienced how science has brought about a change in our daily life, provides comfort, and helps assessing the past, present and future scenario of energy requirements. The course would also help in analyzing and interpreting data, and impart problem-solving skills. Students should also be able to appreciate interdisciplinary connections between various fields and associate them with emerging new directions of science. A common integrative foundation for all students will foster tomorrow's citizens to engage scientific issues from multiple perspectives and make better-informed decisions of societal relevance.

2. Themes and sub-themes

I. Origin and Evolution of Life:

Origin of the Universe, Solar system formation and the Origin of the Earth, Prebiotic Chemistry, Water for life sustenance, Importance of carbon, The early atmosphere.

II. Water and Energy for life:

Water — an essential liquid: Hard and soft water/ potable and non-potable water, Commonly used water purification techniques (filtration, distillation, RO, RO-UV purifier, conditioning/softening), Issues of water related to society - Conservation and Harvesting.

Energy — Renewable/non-renewable energy- resources and their conservation, Nuclear energy – risks and benefits, Different forms of energy consumption at home and cost efficiency.

III. Nutrients and Household Chemicals:

Nutrients (Food Aspects): Macronutrients (Carbohydrates/Proteins/Fats and oils) as energy source; Micronutrients (vitamins and minerals), their importance, sources and nutritional value in food; Fermentation technology in food science.

Household Chemicals (*in daily life*)*:* Table salt, baking powder, baking soda, antacids, antiseptics and disinfectants (concept of acid and base), Bleaching and stain removal, Rusting (concept of oxidation-reduction), Cleaners, Fire extinguishers.

IV. **Physical Parameters and Household Appliances:**

Perception of distance, mass, time, temperature and force (nanosize to astronomical distances; atomic mass to celestial mass; femto-seconds to lifetime of Universe; Absolute zero to temperature of Sun; weak to strong forces).

Refrigerators, pumps and resistive heaters; Safety and disposal of electrical/electronic items; Fuses, tolerance and rating of gadgets (in terms of power consumption).

V. **Industry and Technology in Daily Life:**

Contributions of Polymer Industry - Natural and synthetic polymers (Plastics, Ceramics, Fibre and Fabrics/Textile and clothing, Rubber and Tyres); Varieties of glasses and white-ware.

Pharmaceuticals and cosmetics, generic and herbal drugs, drug abuse and its consequences; Agrochemicals and soil supplements (fertilizers), crop protectors (pesticides and herbicides) for improved agriculture productivity; Relevance of organic farming.

Contribution of Electronic Industry: IC's, LED/LCD; Sensors (burglar, fire and gas leak alarms), pressure sensor – touch screen pads; Solar cell - illuminating rural areas; Audio-visual communications; Laser and its applications in medical surgery, industry and defense; Space exploration - India's initiative.

3. Project works

Suggestive Projects and Hands-on Experiments

- Analyze various theories for chemical evolution of life on earth; Collect data of various chemicals identified on different planets/satellites (e.g. moon of earth) and comment upon advances in research in this area by studying various space missions.
- Identify the past and future space missions, which will search for earth-like world in other solar systems.
- Survey hard and soft waters in different regions; compute the relevant data and make a presentation. Identify ways to convert hard water to soft water.
- Analyze the extent /type of hardness (permanent/temporary) in the collected water samples and express results in terms of salts concentration in ppm.
- Identify and analyze impurity present in water by standard procedures.
- Develop a model for water harvesting or reuse of water in a locality/home.
- Identify plants that extract water from humidity and analyze the process in detail.
- Work out the energy conversions from one form to another in different household appliances at home, for example, "Fan"- converts electrical energy to mechanical energy, and calculate daily usage of electricity units at home.

- Analyze how hydroelectric dams/thermal power stations work in our country and carry out a comparative study considering its merits/demerits including impact on environment.
- How efficiently can wind energy be utilized in rural area of hill area/sea side? Present your ideas.
- Compare the efficiency of fuel cells available globally/in India, emphasizing biofuels.
- Debate the pros and cons of nuclear energy and discuss possible modes of nuclear waste disposal.
- Explore: Do different varieties of the same fruit have the same level of vitamin C? Is their content different in different breakfast cereals? Are all apples equally sweet? (http://www.sciencemadesimple.com/nutrition_projects.html)
- Survey the packaged foods for macronutrients and analyze their nutritional value.
- Identify various modes of food preservation commonly used at home. Survey the market and analyze the diversity of preservatives used in packaged foods. (http://agriculture.indiabizclub.com/info/organic_cultivation/methods_of_food_preservation,_storage,_safety_and__quality)
- Estimate the consumption of fat, salt, sugar etc vis-à-vis actual requirement in daily food intake.
- Compare Table Salt vs. Sea salt in terms of statistical data available on elements present in it. Collect seawater in a pit/pond near your house or any garden and let it evaporate to generate salt and try to form salt in lab.
- Prepare a project on essential requirement of sodium, analyze data: sodium diet in terms of packaged food viz., Sodium Labeling, Salt-Sodium Conversions/ daily requirement per person at home.
- Prepare presentation on Iodized salt benefits and correlate with Goiter disease cases prevalent in the Society.
- To prepare baking soda and vinegar chemical volcano.
- Home and garden pH indicators: Common Household Items.
- To check pH of various fruit juices available in the market and do a comparative study by analyzing their effect on health.
- To analyze free acidity in various cold drinks/fruit juices.
- Use of oxalic acid wonder compound in removing stains; prepare a collection of its uses in the form of presentation.
- Prepare data of available chemicals for stain removal and do a comparative study with natural stain remover available, carry out some simple experiments on stain removal.
- Prepare a project on commonly used disinfectants and discuss their relative efficacy against bacteria.
- To prepare soap by salting out method.
- Preparation of soap, colour etc. without using harmful chemicals.
- To prepare homemade fire extinguisher and do a comparative analysis with the ones available in the market.

- Device a method of measuring your weight using pressure you exert on an object you stand upon.
- Determine electricity consumption by various appliances such as air-conditioner, refrigerator, electric press, microwave, etc. suggesting their judicious use for minimum consumption.
- Explain the importance and significance of various messages, symbols, signs and other information printed on various electronic/electrical gadgets.
- Suggest safe and scientific methods of disposing used cells and batteries.
- Identify natural polymers present around us and do a comparative study.
- Identify various kinds of plastics/rubber used at your home and classify them.
- Identify the ceramic products in household usage and classify them in terms of compositions/colour coatings etc.
- Prepare a project on herbs/drugs/medicines/household spices obtained from plants and critically evaluate them with respect to corresponding synthetic pharmaceuticals.
- To study the significance of lycopene/natural colorant present in various fruits and vegetables.
- To study commercial viability of Baking Soda Spray as a natural fungicide (for garden at home).
- To identify the metal ions present in coins/alloys in common use.
- To compile the information on composition of various gems/precious stones/jewelry.
- Carefully observe weather condition for one month and collect data regarding temperature, wind direction, cloud cover in sky at different time of day. Analyze the data and try to draw some inferences.
- Collect information about the latest satellite launched by India for climate monitoring and communication.
- Study different uses of laser in daily life: laser pointer, laser printer, laser show.

4. **Reading list**

The Physical Universe: An *Introduction to Astronomy*, Frank H. Shu. University Science Books (1982)

The *First Three Minutes: A Modern View of the Origin of the Universe*, Steven Weinberg, Basic Books (1993).

Prebiotic Chemistry on the Primitive Earth, S.L. Miller and H.J Cleaves. In *Systems Biology Genomics*, Volume I. Edited by I. Rigoutosos, G. Stephanopoulos, Oxford University Press (2006). Pages 3-11, 16-20, 40-43.

Principles of Modern Physics, A.K. Saxena, Narosa publications (2010). Chapter 17, pages 1-4, pages 35-37.

Fundamentals of Physics, An Introduction by S.K. Chatterjee, Narosa Publications (2013). Appendix I: A1-A8.

Environmental Science by V.K Ahluwalia and Sunita Malhotra, Anne Publishers (2006). Chapter 1: pages 1-25, Chapter 5: pages 121-126.

Shreve's Chemical Process Industries, G. A. Austin, 5th edition, McGraw-Hill Book Company, 1984. 19-35 (Water conditioning/softening); Pages 155, 193-212, 213-215, 462-479, 638-640 (For Unit V).

Chemistry in Daily Life, 3rd edition, by Kirpal Singh, Eastern Economy Edition, PHI Publication (2012). Pages 12-25, 33-41, 116-122 (For Unit III); Pages 116-122 (For Unit-II: Water and Energy); Pages 33-41, 42-47, 50, 74-83 (For Unit-V: Industry and Technology in Daily Life).

Chemical Composition of Everyday Products, John Toedt, D. Koza, K. Van Cleef-Toedt, Greenwood Publishing Group (2005).

Food Chemistry by H.K. Chopra and P.S. Panesar, Narosa Publications (2010). Chapter 1: pages 1-4, chapter 2: pages 37-38,51-53, 56-58,70-71. Chapter 3: 73-76. Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 11.

A Brief Tour of Human Consciousness: From Impostor Poodles to Purple Numbers by V. S. Ramachandran, Pi Press (2005).

The Feynman Lectures on Physics: Feynman, Leighton, Sands. Volume I. Narosa Publishing House (India) (2008). Chapters 1, 3, 5.

Understanding Physics: Cassidy, Holton, Rutherford. Springer International Edition (2002).

University Physics: Sears, Zemansky, Young. Narosa Publishing Co., New Delhi (1998).

Inquiry into Physics by V J Ostdiek & D J Bord, Brooks/Cole Cengage Learning. Pages viii-xvi (Why and how to learn physics?).

A Text Book of Applied Chemistry, T. Jacob, Macmillan Company of India Ltd.

   (Also for general reading for Unit-III and V)

Principles of Electronics by V. K. Mehta and Rohit Mehta, S. Chand & Company Ltd. Delhi (2005). Pages 560-571 (Integrated Circuits).

Web links:
MIT Open Courses (http://ocw.mit.edu) on astrophysics, classical mechanics, electromagnetism.

Digital Mechanism & Gear Library (http://www.dmg-lib.org/dmglib/main/portal.jsp)

Frontiers of Science (http://ccnmtl.columbia.edu/projects/mmt/frontiers/)

How stuffs work (http://www.howstuffworks.com/)

CERN Document Server (http://cds.cern.ch/)

Purdue University Physics Applets (http://www.physics.purdue.edu/academic_programs/courses/applets.shtml)

The physics classroom (http://www.physicsclassroom.com/)

Practical physics resources (http://www.nuffieldfoundation.org/practical-physics?topic_id=3)

Examination:

A. **Continuous Assessment (50 marks)**
   Based on project presentation, group discussion, class participation, preparation of reports and documents, and regularity in the classroom, etc**.**

B. **Final written examination (50 marks)**
   Questions (both objective and subjective) based on prescribed course content, common knowledge, and project presentations made throughout the semester.

अनुप्रयुक्त हिंदी पाठ्यक्रम

Applied Language Course (HINDI)

उद्देश्य एवं प्राप्ति :

इस पाठ्यक्रम का उद्देश्य छात्रों को हिंदी के अनुप्रयुक्त एवं प्रायोगिक पक्षों से परिचित कराना है. भाषा को पढ़ने-पढाने वाले भाषा को मात्र अकादमिक और साहित्यिक उपलब्धि तक ही सीमित न करके उसके व्यावहारिक और व्यावसायिक पहलुओं को भी समझ सकें. ज्ञानार्जन के साथ राजभाषा के कार्यान्वय से भी छात्र का परिचय हो तथा कंटेंट लेखन के माध्यम से वे कॉपी लेखन और संपादन के भी कुछ महत्वपूर्ण पहलुओं से परिचित हो सके. उपभोक्ता केंद्रित बाज़ार होने के कारण हिंदी भाषा के प्रायोगिक पक्ष पर बाज़ार की दिलचस्पी बढ़ी है. विज्ञापन की दुनिया में भाषिक योग्यता सम्पन्न छात्र के लिए अवसरों की बहुलता है, जहाँ 'जिंगल' से लेकर कल्पना लोक में विचरण कर सकने और उसे अभिव्यक्ति प्रदान करने वाले छात्रों को महत्व मिलता रहा है. इस पाठ्यक्रम के माध्यम से छात्र को उन क्षेत्रों की पहचान कराने का प्रयास किया जा रहा है, जिसकी बाज़ार आज के जीवन और व्यवसाय में बड़ी उपयोगिता है, परन्तु उन क्षेत्रों में आज भी भाषा की सही समझ रखने वाले व्यक्तियों की आवश्यकता है. इसके साथ-साथ इस प्रस्तावित पाठ्यक्रम में आधुनिक समय की माँग के अनुसार भाषा के नए अनुप्रयुक्त रूपों के अभ्यास पर भी बल दिया गया है, जिससे भाषा के व्यावसायिक पक्षों की भी पहचान हो सके.

इस बात को रेखांकित किए जाने की आवश्यकता है कि यह पाठ्यक्रम सैद्धांतिक चर्चा-परिचर्चा के स्थान पर भाषा के अनुप्रयुक्त एवं प्रायोगिक पक्ष को उभारने के उद्देश्य से निर्मित किया गया है. अत: शिक्षक से अपेक्षा की जाती है कि विषयों के प्रायोगिक पक्ष पर बल देते हुए वे अधिकाधिक अभ्यास पर बल दें, जिससे छात्र कार्यालयी ज्ञान, कंटेंट लेखन और वित्त-वाणिज्य आदि व्यावसायिक क्षेत्रों के लिए लेखन में सिद्धहस्त हो सके.

प्रस्तावित पाठ्यक्रम

इकाईयाँ :

1. **राजभाषा कार्यान्वय** : प्रारूप लेखन - नोटशीट लेखन, ज्ञापन, प्रेस-विज्ञप्ति, निविदा, अधिसूचना, लोक शिकायत और सूचना के अधिकार के लिए लेखन तथा इनका अनुवाद.

2. **कंटेंट लेखन** : उत्पाद की बिक्री संबंधी रणनीति में भाषा कौशल का इस्तेमाल, किसी दिए गए विषय (Theme) पर व्यावसायिक लेखन, जनहितकारी मुद्दों पर लेखन, मार्केट सर्वेक्षण के

लिए प्रश्नावली तैयार करना तथा उसका विश्लेषण, कॉमिक्स तथा एनीमेशन लेखन, स्लोगन, रेडियो कार्यक्रम के लिए स्क्रिप्ट लेखन.

3. वित्त-वाणिज्य,व्यावसायिक क्षेत्र में हिंदी के अनुप्रयुक्त रूप का अभ्यास :

बीमा : बीमा ब्रोशर बनाना, दावा-वसूली पत्र लेखन आदि.

बैंकिंग : बैंकर और उपभोक्ता के बीच आवश्यक आदान-प्रदान पत्र आदि का लेखन.

कंपनी : अनुबंध(Contract), समझौता पत्र(Memorandum Of Understanding) आदि का लेखन.

प्रोजेक्ट के लिए विषयों का सुझाव :

- प्रेस रिपोर्टिंग
- कार्यक्रम के प्रायोजन(Sponsorship) के लिए प्रस्ताव लेखन और रिपोर्टिंग.
- नोट शीट बनाना
- बीमा ब्रोशर बनाना
- सूचना के अधिकार के लिए लेखन
- अनुबंध का प्रारूप तैयार करना
- स्लोगन लेखन
- रिपोर्ट लेखन
- फिल्म/धारावाहिक समीक्षा
- विज्ञापन लेखन
- प्रिंट और इलेक्ट्रॉनिक माध्यम के लिए लेखन
- चुनाव समीक्षा
- रेडियो जॉकी - एफ.एम. के लिए लेखन
- व्यावसायिक एवं वाणिज्यिक जगत से पत्राचार
- विविध क्षेत्रों(समाचार-पत्र, प्रशासनिक, विधि एवं न्याय, बैंकिंग, शेयर मार्केट आदि) में भाषाई अनुप्रयोग की शब्दावली एवं प्रयुक्तियाँ
- साहित्यिक पाठों का व्यावसायिक प्रयोग
- व्यक्तित्व निर्माण में भाषा की भूमिका

अध्ययन अध्यापन की पद्धतियाँ :

भाषा एक सर्जनात्मक प्रक्रिया है, जिसके माध्यम से छात्र की लेखनी को दिशा मिलती है. अनुप्रयोग पर बल होने के कारण इस कोर्स के माध्यम से छात्र के भीतर विचार और कल्पना जगाना आवश्यक है जिससे स्मृति, स्वप्न और ललित कल्पना के सहारे छात्र अनुभवों को   पुनरुत्पादित करते हुए विविध

विषयों पर लेखन कर सके. अध्ययन-अध्यापन के माध्यम से छात्र में प्रायोगिक योग्यता का विकास करते हुए निम्न बिंदुओं का अनुपालन शिक्षण, प्रोजेक्ट कार्य में भी किया जाना चाहिए.

- छात्र को भाषा की सर्जनात्मक प्रक्रिया से परिचित कराया जाना
- छात्र में विचार और कल्पना का विकास किया जाना
- स्मृति, फैंटेसी और विजन को रचनात्मक विस्तार देना
- अनुभवों और विचारों को मूर्त रूप देते हुए लेखन क्षमता का विकास करना
- विविध प्रायोगिक पक्षों पर लेखन का अभ्यास करना

सहायक-सन्दर्भ सामग्री :

- बृहत् प्रशासन शब्दावली (अंग्रेजी-हिंदी)
- कार्यालय सहायिका : हरिबाबू कंसल
- रचनात्मक लेखन : रमेश गौतम
- अनुवाद और पारिभाषिक शब्दावली(1997), सुरेश कुमार(सं.), सुरेश कुमार,ल.मो.बहुगुणा व के.के.गोस्वामी
- प्रशासनिक पत्राचार (1997) - सुरेश कुमार(सं.) - सुरेश कुमार(सं.) ठाकुरदास व के.के.गोस्वामी
- व्यावहारिक हिंदी - नारायण दत्त पालीवाल
- प्रयोजनमूलक हिंदी की नई भूमिका - कैलाशनाथ पाण्डेय
- पारिभाषिक शब्दावली - तकनीकी शब्दावली आयोग
- प्रयोजनमूलक हिंदी - पुरुषोत्तम बाजपेयी
- हिंदी का व्यावहारिक रूप - विनय मोहन शर्मा
- प्रयोजनमूलक हिंदी : सिद्धांत एवं प्रयोग - दंगल झालटे
- रेडियो लेखन - मधुकर गंगाधर
- रेडियो वार्ता शिल्प - सिद्धनाथ कुमार
- टी.वी.टाईम्स - सुधीश पचौरी
- Language Stories & Literacy - Harste Jerome C
- Language of New Media - Leck Menowich

वेब-लिंक:

http://www.rajbhasha.nic.in/

www.cstt.gov.in

www.abhivyakti.com

www.kavitakosh.org

www.bharatdarshan.co

APPLIED LANGUAGE - (B) TRANSLATION AND INTERPRETING

Concept note:

In India and other countries, translation has been impacted by globalization and issues of transnationalism. There is a fundamental need to create quality consciousness towards "translation" in order to retain the rich cultural and linguistic diversity of the Indian subcontinent. More and more students need to hone their linguistic skills for both, communication as well as translation and interpreting.

For translation to be effective, the student must be aware how the act of translation gets affected by the complicated question of identity, fall out of colonialism, bi-lingualism, nationalism etc. Cultural heritage, literary systems and gender issues too influence the act of translation. In a multi-lingual, multi-cultural nation like India, it is quite natural that translation should acquire a predominance. Languages and literatures of different regions of the country interact and influence each other. We must understand the importance of translation as a significant cultural act. Students need to acquire necessary skills in translation and interpreting in order to equip themselves to take up careers in government, industry, media, tourism, public relations, research etc.

This course will enable the students to use theoretical concepts of translation to carry forward the project of building bridges between languages, literatures and peoples of India and abroad and get jobs of their interest.

Course Objectives

1. To train students to have career options in media, industry, diplomatic services etc by offering proficiency in sub-titling, literary translation, dubbing etc.
2. To train students in practical translation between literary / non literary texts.
3. To introduce them to theories of translation and interpreting.
4. To sensitize students to the linguistic structures of the source and target languages.
5. To sensitize and train students in obtain language skills required for the purpose.
6. To create respect for cultural and linguistic differences.

Course Content

The course is a mix of theory and hands-on practice for translating and interpreting.

Each unit is a set of 2 lectures +1 student presentation.

Unit 1: Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

Unit 2: Exercises in different Types / modes of translation, such as:

   i) Semantic / Literal translation
   ii) Free / sense/ literary translation
   iii) Functional / communicative translation

iv) Technical / Official
v) Transcreation
vi) Audio-visual translation

Unit 3: a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:
Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.
Practice:Translation in Mass Communication / Advertising, subtitling, dubbing,

Unit 4: Exercises to comprehend 'Equivalence in translation': Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.
Practice: Tasks of Translation in Business: Advertising

Unit 5: Discussions on issues of 'Translation and Gender' by attempting translation for media, films and advertisements from different languages.

Unit 6: Developing skills for Interpreting: understanding its dynamics and challenges.
Interpreting: Simultaneous and Consecutive (practical application)
Practice: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesauri
- Glossaries
- Software of translation

Suggested Readings

Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)

---------------------- (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms)

Sherry Simon, Gender in translation: Cultural Identity and the Politics of Transmission. New York: Routledge, 1996.

Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965.

Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.

Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.

House, Juliana. *A Model for Translation Quality Assessment*. Tubingen: Gunter Narr, 1977.

Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.

Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.

Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.

Toury, Gideon. *Translation Across Cultures*. New Delhi : Bahri Publications Private Limited, 1987.

Evaluation

As for all Foundation Courses

LANGUAGE, LITERATURE AND CREATIVITY II - (ENGLISH)

Overview

- The Course is meant for all students admitted into the 4-year baccalaureate Programme of the University of Delhi. In accordance with the principles/features laid down for all foundation courses, this course will:

    12. Attempt to be trans-disciplinary and multidisciplinary in content and design.
    13. Have an equal emphasis on classroom / blackboard work and project work in student groups of five.
    14. Allow sufficient freedom to the mentor (teacher) and student to create appropriate project work.
    15. Integrate course work with hands-on project work to introduce the student to the fundamental objectives of the course.
    16. Avoid over-burdening the student with excessive study material.
    17. While designing the course, the challenges facing India as identified below will be borne in mind:

    - Economic Development, Rural and Urban linkages
    - Energy, Water
    - Urbanization, Infrastructure, Transport, Sanitation
    - Environment & Public Health
    - Food security, Agriculture
    - Education, Literacy
    - Ethics, Society & Justice

Objectives:

The students should be able to

- Use language in everyday life and situations, and relate it to their own social and academic contexts.
- Understand and respond to spoken language (announcements, instructions, directions, requests for information, dialogues etc.) and make notes of the lectures.
- Express themselves and speak on a variety of topics/events; express feelings and opinions, and also participate in conversations and group discussions.
- Read and comprehend texts of different length and types i.e. articles, short poems, stories, essays, plays, biographical writings, travelogues etc; use different reading strategies to understand/infer ideas and meanings from the context; evaluate different points of view etc.
- Write clear and organised texts (paragraphs, reports, formal and informal letters, etc.) describing experiences, expressing opinions and giving convincing reasons to support the argument.
- Enhance their cognitive skills with a focus on creative, critical and analytical thinking.
- Use these skills to present and write their project proposals and final report. This will help in the project work in all the other courses and eventually, at the work place.

Outcomes:

By the end of the course, the students will be expected to:

- **Use language** in a variety of social situations, academic as well as professional contexts
- Develop their **listening** skills by responding appropriately to spoken language
- Express themselves confidently and **speak** fluently in a range of social and professional situations
- Develop **reading skills** /strategies needed to read a variety of texts
- Improve their **writing skills** in terms of expressing ideas/points of view and organizing thoughts coherently and clearly.
- Understand and appreciate different kinds of literary genres and expressions.
- Become creative in expression, thought and presentation.
- Write and present their project proposals and final reports.

COURSE STRUCTURE

ORGANIZATION OF TEACHING:

12 weeks x 4 = 48 class hours

12 weeks x 1 = 12 student presentations

Grand total = 60 hours

LEARNING MATERIALS

The learning materials and tasks will be graded in nature and may be flexibly used. While the texts in the syllabus should be used as basic classroom material, more texts and tasks may be added by the teacher, which may be pitched at a higher or lower level according to the difficulty level of the learner. This will take into account the heterogeneity of language competence in the classroom.

The following is the broad unitised structure. Each unit will also include tasks and interactive sessions. The number of hours for each has been worked out keeping in mind the range of tasks and difficulties thereof.

UNIT-1
  a.   **(Time: 3hrs)**
  1. "When Trees Could Walk" From *Tribal Folktales of Andaman and Nicobar Islands*. Compiled and Edited by Priten Roy. Delhi: Farsight Publishers & Distributors 2001

  2. Ali, Salim " Man and Nature in India: The Ecological Balance" in *Exploration of Ideas: An Anthology of Prose by* Board of Editors, Hyderabad: Orient Blackswan 2009

  b.   **(Time: 4hrs)**
    1. "Gangu" by Uday Prakash, (Originally published in *Hans* (Hindi) December 1993.

2. Ghosh, Partha S "Chalo India, Chalo Delhi" extracted from "To and From India, With Love", *IIC Quarterly*, Autumn, 2012

UNIT 2

 a.   **(Time: 6hrs)**
1. An Interview with Milkha Singh.
   http://www.sportskeeda.com/2012/12/14/interview-with-milkha-singh-we-dont-lack-talent-but-we-lack-hard-work-and-willpower/
   (Using only the interview) pages
2. N R Narayana Murthy "The Need for Excellence" *A Better India, A Better World.* Penguin India, 2010

 b.   **(Time: 7hrs)**
  1. "The Thief" *The Thief and Other Stories* by Ruskin Bond, Delhi: Frank Brothers, 2000.
  2. Imtiaz Dharkar "The Ragpicker" extracted from *The Terrorist at my Table* Bloodaxe Books Ltd, 2006

UNIT 3

 a.   **(Time: 6hrs)**
 1. "Kalahandi" DAS, J.P. *KALAHANDI* (INDIAN LITERATURE: AN INTRODUCTION) Delhi: Dorling Kindersley(India) Pvt. Ltd Licensees of Pearson Education in South Asia, 2006

 2. "The Refugee" Dolas, Avinash *The Refugee* (Homeless In My Land: Translations from Modern Marathi Dalit Short Stories) (ed.) by Arjun Dangle, Bombay: Orient Longman, 1992

UNIT 3

 b.   **(Time: 6hrs)**

 1. P Vatsala (trans from Malyalam by T N Sushama and Antara Dev Sen) "The Girl who Walked with the Sun" *The Little Magazine: Favourite Fiction II* ed. Antara Dev Sen, Vol VI, Issue 6, 2007

 2. Sunani, Basudev "Prayer" from *Cast Out: Poems of Anger and Angst*, Translated and Edited by JP Das, Bhubaneswar: Rupantar 2008

UNIT 4.

 a.   **(Time: 8hrs)**
 1. Pilliya, Hage "The Legend of Abo-Tani: The First Man on Earth" *IIC Quarterly* Winter, 2005

2. "A Pilgrimage to Tawang" from *The Tribal World of Verrier Elwin: An Autobiography*, Oxford University Press, 1964

b. **(Time: 8hrs)**

1. Sen Amartya, "More than 100 million women are Missing", *New York Review of Books,* 1990

2. Ray, Satyajit "Film Making" extracted from *Our Films Their Films,* Orient Blackswan, 1983

SUPPLEMENTARY MATERIAL

- Printed material
- Digital and online material

PEDAGOGY

A detailed unit-wise note on pedagogy will be provided to the teachers to enable them to fulfill all the aims and objectives specified above.

Teacher Orientation: The teachers will be oriented through a short course on English Language and Literature Teaching (ELLT).

ASSESSMENT

Max Marks: 100 Marks

INTERNAL ASSESSMENT (50 marks)

Continuous assessment and project evaluation= 50 marks

c) Assessment of listening and speaking skills through class presentation etc.
d) Project evaluation through group presentations (oral and written).

END-SEMESTER WRITTEN EXAMINATION (50 marks)

Note: The testing may not depend on any prescribed text.

Face-to-face "speaking" assessment= 15 marks

Written end-semester examination=35 marks

The end-semester examination will assess the following:

- Reading ability through a range of unfamiliar/unseen text types.
- Writing ability and creative expression through tasks that shall be based on the themes of the units. The tasks must not be limited to the prescribed text.

- Vocabulary building and grammar.

Projects Guidelines:

The project

- To be executed in groups of at least 5 students.
- Project topics will be available in the learning materials. However, the students will have the flexibility to design their own projects in coordination with the teacher/mentor.

Projects will be executed in three stages:

Stage 1: Listing aims/objectives and writing out a proposal

Stage 2: Using appropriate methodology and working towards a mid-semester presentation in which hands-on experiences will be shared and some analysis will be presented.

Stage 3: Final presentation and a written report will have to be submitted.

Suggested Project Topics:

77. Develop a script of a Skit of about 15 minutes on the theme of literacy/education. Get student and teacher feedback to improve your script. Rehearse and enact it as the final presentation. The sub themes could be: girl-child education, public versus private education, the concept of education as reflected in cinema e.g. "The Three Idiots", "Aarakshan" etc.

78. Do a project on improving your Listening Skills. Listen to at least 5 English programmes/news/chat shows on the television or radio, and use other freely available resources such as the YouTube to improve your English. Record snippets of announcements, dialogues, songs etc. that you have found useful and share it with the class. Report the journey of the development of listening and comprehension skills with your friends.

79. Do a project on "Peoples' aspirations to learn English." Develop a questionnaire for conducting interviews of at least five people in your locality and find out the reasons behind their desire to learn English, their limitations and recommendations of easy ways to learn English. Collate all the data and make a presentation.

80. "Is English Killing Other Languages?" In groups of five with preferably three language groups represented, investigate this question through questionnaires and interviews. On the basis of the data collected make a final report presenting your conclusions.

81. Under the broad theme of "Energy and Water" create a blog on the benefits of "Rain water harvesting" in Delhi. You can include interviews, real life case studies of your neighbourhood etc.

82. Do a project titled "Be the Teacher". Brainstorm in your group to design a course to teach English and basic numerical skills to five neighbourhood children in need of quality education. Record some of your classes and click some pictures to document the teaching. Write a report of the whole process and record what progress your students have made and present it to the class.

83. Under the broad rubric of "transport, infrastructure and ecological concerns" conduct a case study of the new transport system in Delhi titled: "Delhi: Before and After Metro". Use on-line materials to prepare posters on the topic to be displayed on the college notice-board. Spend two-three days talking about your posters and collecting responses of at least ten different students. Make a presentation of the entire experience to the class.

84. Under the broad rubric of "Public Health and Hygiene" make a case study of the owners of roadside stalls and wayside restaurants. List their problems, study their conditions in which they live and cook. Decide in the group in what ways you can help and improve their conditions.

85. Visit any sports institution or club and find out what goes into making a good player. What happens to those who do not get desired success in sports? How do they lead their lives? There are many darker aspects of a sportsman's life behind the glossy picture that we see on television. Interview at least two aspiring sportspersons and try to get the real picture.

86. Prepare a list of travellers that visited India in the medieval times. Why was India a favourite destination? How did they travel? Discuss the means and ways of their travel.

BUILDING MATHEMATICAL ABILITY

1. **Overview**

   This course is designed to provide a hands-on experience to the student for gaining insight into the world of data for building models; and for providing a glimpse into the practical power of the world of numbers. These models are relevant for some of the needs and challenges of India.

   The entire learning process is based on open e-books that are highly interactive and that transfer knowledge into practice.

   This course must be taught in a seamless blending of theory and practice where often practical knowledge precedes theoretical insights. Additionally, students must be introduced to the joys and advantages of working cohesively and productively in groups.

2. **Objective and Expected outcome**

   - Learning mathematics by connecting it to real life problems linked to society
   - Extending blackboard teaching to solve practical problems using mathematics
   - Triggering analytical thinking
   - Encourage experimentation and hands-on projects mode of learning
   - Appreciation of role of data, learn how to collect data and analyze it
   - Correlate real world observations with the theoretical knowledge
   - Mathematical analysis of data for simple quantitative inference

3. **Themes & Sub-themes**

   I. **Numbers**

   Prime numbers
   Interesting properties of prime numbers without proofs
   Ramanujan's work on the Prime Number Theorem
   Bertrand's postulate
   Euclid's division algorithm
   Mathematical illustration through intuitive examples
   Visualisation through tiling analogy
   Encryption and Prime numbers
   Simple exercises in encryption by introducing 2 x 2 matrices
   Constructing the RSA Algorithm
   Projects
   Standard software to understand Ramanujan's work
   Implementations of RSA algorithms
   Other methods of encryption

   II. **Data and patterns**
   Historical perspective and importance of data
   Kepler's law for planetary orbits from Tycho Brahe's astronomical observation
   Ramanujan's work on Prime numbers through data
   Risk assessments by insurance firms from data

Weather predictions from past atmosphere data

Data collection techniques

Formulation of problem – goals, targets

Methods to collect data – questionnaire, observations, recording, etc.

How much of data is enough for the given problem

Population and sample

Introducing functions in natural manner through the process of data analysis

Projects

Collecting and organising data in various situations through practical methods and through the web and other resources.

Use of spreadsheets for practical work related to the above concepts. This may include an introduction to the writing of simple macros.

III. **Statistics**

Organisation of data (Frequency table, grouping, etc.)

Visualisation of data

Pictorially displaying data: dot plots, bar graphs, line graphs, pie charts

Misinterpretation of data by distorting the figures: Scaling and axis manipulation, Line graphs and cropping

Analysis of data

Mean, median, mode, variance, standard deviation.

Histogram, skewed distribution

Comparing two distributions

Projects

Statistical analysis of daily life data

Statistical analysis of stock market data

Statistical analysis of weather data

Statistical analysis of data for better governance

IV. **Probability**

Understanding the tossing of a coin and throwing of dice for large number of trials

Interpreting probability, Sample Space, Events

Probability in a situation where there are equally-likely outcomes

Probability of two independent events

Conditional probabilities

Gambler's fallacy

Projects

Compute probabilities from insufficient information

Validity of computed probability

V. **Population and Disease Models**

Introduction to modeling through data

Growth of population

Spread of disease

Introduction to the use of difference equations

Detecting recursive events

Recognizing and describing associated patterns
First order difference equations
Projects
Analysis of different types of growth process
Graphical analysis
Validation of the model through additional data

4. **Project works**

- Algorithmic approach of Sieve of Eratosthene's
- Ramanujan's theory of prime numbers: Use of prime numbers in coding and decoding of messages.
- Visit the site http://pib.nic.in/prs/2011/latest31mar.pdf. This is a document from the office of the Registrar General and Census Commissioner, India, Ministry of the Home Affairs. The document lists out various information that have been extracted from the Census, 2011. Understand as to how these information's have been presented.
- Visit the census site of India http://www.censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/Statement3.htm
  Depict the information given there in a pictorial form.
- Prepare a questionnaire to collect information about money spent by your friends in a month on activities like traveling, movies, recharging of the mobiles, etc.
- Check out the local newspaper and cut out examples of information depicted by graphs. Draw your own conclusions from the graph and compare it with the analysis given in the report.
- Analysis of population migration data – positive and negative influence on urbanization
- Data from iterative map for population growth – dynamics from plots
- Each day newspaper tell us about the maximum temperature, minimum temperature, humidity. Collect the data for a period of 30 days and represent it graphically. Compare it with the data available for the same time period for the previous year.
- Draw a career graph of a cricketer (batting average for a batsman and bowling average for a bowler). Conclude the best year of his career. It may be extended for other players also – tennis, badminton, athlete.
- Share market data analysis – correlation and extreme fluctuation
- Vehicle registration data – correlating with pollution and number of accidents
- Visit a village near Delhi and collect data of various crops over past few years from the farmers. Also collect data about temperature variation and rain over the period for a particular crop. Try to find the effect of temperature and rain variations on various crops.
- How safe are privately owned public transport versus government owned public transport? Collect the data from archives about accidents of Blue Line buses and compare with those of DTC buses. Conclude whether DTC buses are significantly safer.

- Visit Kirana shops near your home and collect the data of sale of certain commodities over a month. Try to figure out the stock of a particular commodity which should be in the store in order to maximize the profit.
- Mendelian Genetics: Genes are molecular units of heredity and carry certain information. They occur in pairs. Gregor Mendel studied about the inheritance in pea plants. One of the characteristics about their inheritance is smooth (S) and wrinkled (W). Suppose a plant has a heterogeneous gene that contains both the characteristic S and W. Find the probability of having a heterogeneous offspring (SW) or a homogeneous offspring (SS or WW) in the first generation, second generation, third generation, ….
- Choose any week of your ongoing semester. Collect data for the past $10 - 15$ years for the amount of rainfall received in Delhi during that week. Find the probability of rains for the current year.
- Stock price movement using the Binomial Distribution
- Represent the growth of a population by the deterministic equation
  - $p(t+1) = r\, p(t)$ where r is the growth rate and $p(t)$ is the population at time t. Given an initial population $p(0) = p_o$ and the growth rate r, calculate the population for the next 10/ 20/ 30 time period. Plot the graph between t and p. Also plot a graph between t and $\log p$. The project can be extended for r not constant but varying in a given interval. The deterministic model may also be changed to a logistic model. Students may be encouraged to collect the population data of a country/ state for the last few years and see whether the model works.
- Weather prediction (prediction of monsoon from past data)
- Predicting stock market crash
- Predicting outcome of election – exit polls
- Predicting mortality of infants
- Studying various games that use the concept of Probability – Lotto, Throwing dice, Khul Ja Sim Sim, etc
- Testing antibiotics: Given a set of 100 rats infected with Salmonella Typhi (bacteria that causes typhoid), find a simple scheme to measure certain symptoms of the disease in rats after they are treated with various antibiotics. Give a model to compare the effect of antibiotics in rats and conclude which antibiotic is best in the treatment of typhoid. Can you give a more advance model where the ideal dose of a particular antibiotic can be determined?

5. **Reading List**
   Printed Material

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http://davidmlane.com/hyperstat/A16252.html

http://www.math.uah.edu/stat/prob/index.html

http://onlinestatbook.com/2/probability/probability.html

http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html

http://stattrek.com/probability/what-is-probability.aspx?Tutorial=AP

http://stattrek.com/probability/probability-rules.aspx?Tutorial=AP

http://www.mathspace.com/nsf_probstat/teacher_inservice_workshops/prob_review_count_no_answers2.pdf

http://www.cimt.plymouth.ac.uk/projects/mepres/alevel/discrete_ch14.pdf

http://www.opentextbookstore.com/mathinsociety/index.html

http://heja.szif.hu/ANM/ANM-000926-A/anm000926a/node2.html

INDIAN HISTORY AND CULTURE

1. **Objective and Expected outcome**
   * To identify the roots and details of some of the contemporary problems faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
   * Make a student aware of today's problems like ecological upheaval, urbanization, gender issues etc. and trace their historical origins.
   * Bring a new perspective towards learning by organizing the study around historical themes and not laying emphasis only on chronology of the events.
   * Excite and provoke the students to pursue wider and deeper historical enquiries.
   * Enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
   * Learn to keep alive the heterogeneity of our culture while becoming part of the homogenizing processes of city life.
   * Create a climate of sensitivity to gender issues in colleges and the community. Understand how gender inequality creates social imbalances, and why there is need for a more equitable society.
   * Know what cultural heritage is. Appreciate the need for preserving cultural heritage.
   * To sensitize students towards issues related to 'Indian' culture and its composite character.

2. **Themes & Sub-themes**

I. **Environment: Culture, Tradition, & Practices**
   Traditional Practices and Environment: Various representation of nature in popular culture; Knowledge and attitudes towards mother nature in ancient texts - Forest and Tree Worship as their cultural manifestation.
   Water Harvesting and Management: Tradition of Rainwater harvesting in different regions of the country; impact on environmental management; lessons for contemporary times.
   Mahatma Gandhi and the Environment: Contribution of Mahatma towards the cause of environment; inspiration for young generation.

II. **Urbanization and Urbanism**
   Defining Urbanization and Urbanism. Causal and sustaining factors of Urbanization.
   City: Hallmark of most cultures. Evolution of city: city-state; city within a state.
   Discussion on aspects like purpose of settlement, settlement patterns and sustainable factors.
   Challenges of Urban Life: Alienation and sense of belonging; spirit of living together in limited space; challenges of multiple aspirations; pressure on urban infrastructure; unity in diversity; Keep Local alive while moving towards Global, or keep heterogeneity alive while moving towards homogeneity.

III. **Social Inequality and Gender**
Understanding Gender as a social category
Explanation of terms like gender, patriarchy, male centric societies, masculinity, women's 'agency'. Tracing the historical origins of patriarchy in the Indian context.
The representation of Women in Historical traditions
Understanding how texts and other sources of history are male dominated and how women are kept apart from matters related to the state and also from economic and religious institutions and how society tries to control women.
Contribution of Women towards society
Exploration of issues like the contribution of women as workers, how women's work in the domestic sphere is largely ignored, how women have unequal access to technology and resources.
Challenges faced by Women
Tracing the Feminist movement in order to understand how women have protested against discrimination and violence and exploring what else needs to be done.

IV. **Cultural Heritage**
Cultural Heritage: its significance and its constituents. Importance of Built Heritage at the level of Locality, Region, Nation and World.
Architecture as symbol of power, representation of society, composite culture, involvement of different strata of society, economics, aesthetics -Discussion and Project on any one of these or any other: Cave temples of Ajanta or Ellora, Khajuraho temples or Konark Temple, Qutub Minar , Humayun's Tomb, Imperial Calcutta/ Imperial Delhi.
Built Heritage: Destruction, Defacement, General Apathy, Conservation or Restoration, Funds, Antiquated Laws, Bodies engaged with Conservation.
Tourism and its contributions towards infrastructure and economic prosperity.

V. **Cultural Forms and Cultural Expressions**
Exploring the multiple forms of culture and understanding composite culture and its diffusion.
The Performing Arts: Some case studies. Exploring classical dance forms and the case study of Bharata Natyam/ Kathaka or any other dance forms of India. The social context of fairs and festivals- Kumbha mela/ Pushkar mela/ Rath Yatra.
Formulation of 'Mass' Culture and Public Opinion- the impact of films, television, the print media and food on our society.

3. **Project works**
Specific suggestive projects:
- Collect at least a dozen representative art pieces (sculpture, panel, painting, etc.) from any Indian religion in which an elements of nature — river, mountain, tree, animal — are depicted. Analyze those depictions and elaborate on the message that is sought to be conveyed.
- Contact a tribal or rural community in your region and document their relationship with the land, forests, flora and fauna, and their knowledge of the ecosystem. Assess the

importance of nature in their daily lives and compare with the place of nature in the lifestyle of city people.

- Visit a botanical garden. Make a list of traditional herbs which are used in home remedies. Connect this knowledge with rekindling of interest in Ayurveda.
- Compare the attitude of Indian religions towards nature with those of Native Americans and Australian aborigines. Point out similarities as well as differences.
- Travel to the nearest sacred grove. Interview the villagers to find out their involvement in its preservation, the prohibitions in force, and the grove's condition. Assess its biodiversity by attempting a list of the main species of flora and fauna it shelters. Assess also its state of preservation. Find out villagers' logic behind involvement.
- Prepare a play / street play explaining the need to protect trees and highlighting the role of tree-protection movements such as the Chipko movement.
- Find out about the different forms of rain water harvesting prevalent in different states of India. Interview the villagers to explain the process of the rain water harvesting technique in one of the villages located around you. Connect it to governmental support for this practice
- Gandhi used to say "Be the change you want to see in this world". In the light of his statement make a case for environment management from your surroundings.
- Urbanism as a way of life as opposed to rural way of life
- Composition of population and settlement patterns in a city: Ancient or Medieval or Modern
- Showcase examples of cultural homogeneity and heterogeneity in a city
- Public spaces in a city: what do people do here
- Concept of Haat Bazar in historical times linking it to Dilli Haat.
- Trace elements of continuity and change in Chandni Chowk or Chawri Bazar or Khari Baoli or Connaught Place etc.
- How have the spaces of historical gardens like Talkatora Bagh and Bagh Mahaldar Khan been utilized in Modern Delhi
- Compare and contrast Chandni Chowk with Rajpath
- How did medieval and modern cities address the issue of water or transport
- Film Industry as an important element of Bombay's economy.
- Discuss the plan and layout of a city of Mohenjo-daro.
- How would a cosmopolitan locality differ from a locality that draws people from the same region?
- Why and how was the idea of the local trains planned in Bombay?
- On a map plot ten towns which have now become big cities and discuss reasons for the same for two of those
- November Fair at Pragati Maidan where all states showcase their culture, economy and products. How do people living in Delhi respond to it?
- Organizing activities that focus on women's issues- workshops, seminars, self defense classes, plays, poetry reading sessions, poster making sessions that help in creating a climate of gender sensitization in the college.

- Recording oral histories and narratives through interviews of women who have made a difference in our society.
- Tracking the contribution of women towards small scale and cottage industries, e.g. case studies of SEWA.
- Biographies of women 'leaders'-it could be the immediate community or in a historical sense, eg., Kamladevi Chattopahyaya, Aruna Asaf Ali, Sarojini Naidu, and such.
- Retrieving women's works in literature and art and tracing their impact- eg., works of Amrita Pritam, Amrita Sher Gill, Teejan Bai and other women artistes.
- Analyzing the relevance of and tracking women's rituals and cultural observances conducted by women.
- Collecting and analyzing data related to presence of women in different work spaces-women in the service industry, women in factories, women in the media and other such areas.
- Tracing women's contributions in scientific and technological works, tracking some technological changes that have impacted women or have been created by women.
- Projects related to quantifying women's work in the household.
- Work on a building now Monument of Muhalla- Locality Importance
- Work on a building of Regional Importance – Suraj Kund, Qila Rai Pithora,   tombs, sarais, mosques, temples etc
- Work on a cluster of heritage places- Mehrauli Park, Nizamuddin Area, etc.
- Conduct a walk in some historical site, space and record your observations.
- Which are the agencies involved in Conservation work? Write something about two of these and the work they are doing.
- The Socio- economic significance of a religio-historical site? Hanuman Mandir, Dargah Nizamuddin Aulia
- Fairs and festivals associated with historical places: Phulwalon Ki Sair with Dargah Qutbuddin Bakhtiyar Kaki, Suraj Kund and the Mela near it.
- The design of Baolis and the dynamics of water procurement and usage
- What kind of cultural exchanges took place when people met in Sarais while travelling for trade, pilgrimage, personal or official purposes? Explore the areas of Badarpur Sarai/ Julaina Sarai/ Ber Sarai/ Sarai Kale Khan/ Katwaria Sarai or any other.
- The present state of historical Bagh like Talkatora garden/ Jor Bagh/ / Gulabi Bagh/ Shahlamar Bagh/ Raushanara Bagh/ Qudsiya Bagh or any other.
- Record observations of 'Then and Now' in Paharganj or Mehrauli Bazar.
- Sculptural representations at Quwwat- ul Islam mosque at Qutb, or Khajuraho or Delwara temples or of anywhere else.
- Organize and perform a nukkad natak (street theatre) on some socially relevant theme.
- Plan a visit to a fair or site of cultural significance and make a visual report on it.
- Study the graffiti on the walls around your college and locality and try to interpret the messages on them.
- Do a study of film posters and how they have evolved over time.

- Study some eye catching advertisements and analyze their impact on a social group- eg., the Maggi ads on children in your locality.
- Make a comparative study of any one classical art form with a popular folk form.
- Take up any performative theatre and study its origins and development.
- Make projects that highlight composite culture in our society/ community eg., poetry mushairas, phoolwallon ki sair, the 'modernized' durga puja pandals.
- Take any newspaper/ magazine/ television programme and study its features and its impact on the community in which you live.
- Write a review on any socially relevant film that has impacted you personally.
- Trace the transformation of cultural forms (art, paintings, music, dance forms etc) due to the market forces

4. **Reading List**
Printed Material

Awasthi, A. (2008). *Dastan- i Dilli.* New Delhi. pp. 293- 300

Banga, I. (Ed.). (1991). *The City in Indian History: Urban Demography, Society, and Politics.* Delhi: Manohar for Urban History Association of India. pp. 9- 13, 77- 79, 81- 86, 87- 97

Bhasin, K. (2004). *Understanding Gender, Gender Basics, Women Unlimited.* New Delhi. pp. 1-3,20-23

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Chenoy, S. M. (1998). *Shahjahanabad A City of Delhi, 1638- 1857.* Munshiram Manoharlal Publishers.

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Parikh, B. (2007). Composite Culture and Multicultural Society. In B. Chandra, & S.

Mahajan, *Composite Culture in a Multicultural Society.* Delhi: NBT. pp.3-17

Patel, S., & Deb, K. (Eds.). (2006). *Urban Studies.* OUP.

Prakash, H. S. (2007). *Traditional Theatres,Incredible India Series.* New Delhi: Wisdom Tree.

Rangarajan, M. (Ed.). (2007). *Environmental Issues in India: A Reader.* Delhi: Pearson Longman. Ch.3,6,8 (available in Hindi also)

Sen, A (2006). Women and Men. In A. Sen, *The Argumentative Indian: Writings on Indian   History, Culture and Identity.* Allen Lane: Penguin.

Sen, G. (2003). National Culture and Cultural Nationalism. In *India, A National Culture?* Sage.

(1956). Jawaharlal Nehru's Preface on Culture, Prastavna. In R. Singh, *Dinkar's Sanskriti ke Char Adhyaya.* Patna: Udyachal Publishers.

Singh, U. (2009). *A History of Ancient and Early Medieval India.* Pearson.

Singh, V. (2012). *The Human Footprint On Environment: Issues in India.* New Delhi: Macmillan India. pp.49-56 (Hindi version under print)

Thapliyal, K., & Shukla, S. (2003). *Sindhu Sabhyataain.* Lucknow.

The Director General Archaeological Survey of India. (n.d.). *Guide Books: World Heritage Series.* New Delhi.

Vasudev, U. (2007). *Fairs and Festivals, Incredible India Series.* New Delhi: Wisdom Tree.

Online Material

Centre for Environmental Education (CEE), Bangalore

www.ceeindia.org/cee/index.htm

Definition of Urbanization and Urbanism

http://www.encyclopedia69.com/eng/d/urbanism-urbanization/urbanism-urbanization.htm

Wikipedia for Mohenjo Daro www.en.wikipedia.org/wiki/mohenjo-daro

Wikipedia for Shahjahanabad

www.en.wikipedia.org/wiki/shahjahanabad

Wikipedia for History of Mumbai (Bombay)

www.en.wikipedia.org/wiki/History_of_Mumbai

Indus Valley Civilization (Mohenjo daro) YouTube

www.youtube.com/watch?v=SdGbamPgF8o

Defining Cultural Heritage

www.en.wikipedia.org/wiki/Cultural_heritage

Pictures, Photos of World Heritage Sites in India

www.en.wikipedia.org/wiki/list_of_World_Heritage_Sites_in_India

 Wikipedia: for every Monument Site

www.en.wikikpedia.org

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www.en.wikipedia.org/wiki/list_of_monuments_of_National_importance_in_Delhi

Steve Raymer, A Portrait of India's Imperial Capital, Snapshots of Calcutta,

www.steveraymer.com/calcuttaGallery/calcuttagallery.html

Brihadeeswara Temple

www.en.wikipedia.org/wiki/Brihadeeswarar_Temple

Aga Khan Trust for Culture Historic Cities Programme (net) Urban Renewal in Delhi

www.nizamuddinrenewal.org

www.akdn.org/hcp/india.asp

Aga Khan Foundation:

A New Paradigm for Cultural Conservation and Restoration (net)

www.designpublic.in/blog/a-new-paradigm-for-cultural-conversation-and-restoration/

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BUSINESS, ENTREPRENEURSHIP, AND MANAGEMENT

1. **Overview**

    Curriculum aims to encourage students to empathize and analyze basic mechanism of business and its relevance for resolving major challenges facing the nation in the areas like business and socio-economic development, need for infrastructure and role of ethics in governing the business.

2. **Objective and Expected outcome**

The course aims at the following:
- Create awareness about entrepreneurship
- Stimulating the potential to develop entrepreneurial orientation through innovation and creativity
- Understanding relationships between business, market, and society
- Understanding the role of management in creating and maintaining business

3. **Themes & Sub-themes**

    Entrepreneurship

    Concept, value creation, entrepreneurial mindset— innovation and creativity, entrepreneurial decision making—use of biases and heuristics, risk bearing, social and commercial entrepreneurship

    Business

    Concept, types, facilitators and inhibitors of business, role of e-commerce and m-commerce, technological innovation and its viability, ethical considerations

    Market and Society

    Generation and utilization of resources, concept of market, exploring and segmenting the market, demand and supply factors, understanding customer adoption process

    Management

    Concept, function and culture of management, innovation and technology, managing finance, role of incentives and managing human resources

4. **Project works**
- Understanding the life of celebrated and unsung entrepreneurs
- Studying the role of government, women, and dalits as entrepreneurs
- Studying the role of social marketing, social entrepreneurship, and social audit
- Studying the role of different forms of business ownership
- Studying the online business models and role of e-commerce and m-commerce
- Studying of Indian model of businesses
- Studying the shades of business in urban and rural areas
- Studying various aspects of organizations like Tata, Reliance, Maruti, Hindustan Motors, Wipro, Haldiram, Flipkart, Amul, Amaravati Talluka, Lizzat papad, Google, Apple etc.

- Studying Gandhi's Trusteeship model through Corporate Social Responsibility/Corporate Governance orientation of companies.
- Studying the role of demographic, psychographic, political, competitive, and environmental factors in business
- Studying the management of businesses like wellness, event management, radio taxies, etc.
- Study the role of business facilitators like banking, insurance, supply chains, and logistics, etc.
- Study of Dabbawallas and mathematical reasoning
- Use and analysis of secondary sources of data for business decision making
- Writing business plan

Tools and Techniques
- Case study and biographical analysis of entrepreneurs
- Survey research- Customer satisfaction survey, and opinion polls
- Field studies
- Social audit of projects
- Social campaigns
- Analysis of offline and online businesses
- Experiential exercises and business games
- Secondary data analysis using MS Excel/SPSS

5. **Reading List**
   Printed Material (Essential)

Barringer, Bruce R., Ireland Duane R. (2012*). Entrepreneurship: Successfully Launching New Ventures* (4 ed.). Prentice Hall. pp 77-96.

Davies, Paul. (2008). *New Business in India: The 21st Century Opportunity.* World Scientific Publishing Company. pp 1-23.

Desjardins, Joseph.(2019). *An Introduction to Business Ethics.*(3 ed.). McGrawHill. pp 1-35

Kotler, Phillip., Kevin L Keller, Abraham Koshy, & Mithilesh Jha.(2009). *Marketing Management.* (13 ed.) Prentice Hall. pp 4-30, 177-183, 200-205.

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Nickels, William. G., James M McHugh, Susan. M McHugh. (2012). *Understanding Business* (6 ed.). Tata Mcgraw-Hill. pp 4-11, 486-496

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William, Chuck. (2012). *MGMT 4.* South Western Cengage Learning. pp 119-128.

Zahra, Shaker A., Satish Nambisan. (2012, May-June). *Entrepreneurship and strategic thinking in business ecosystems*. Business Horizons. pp 219-229.

E-resources:
Dabbawalas Case
http://www.youtube.com/watch?v=N25inoCea24
Barefoot College
http://www.ted.com/talks/bunker_roy.html

Films
An Inconvenient Truth (2006)
Any Body Can Dance (2013)
Barbarians at the Gate
Corporate (2006)
Do Duni Char (2010)
Guru (2007)
Oh My God (2013)
Pirates of Silicon Valley (1999)
Pursuit of Happiness (2006)
Rocket Singh (2010)
Start-up.com (2001)
The Social Network (2010)
Tucker-the man and his dreams (1988)
Wall Street (1987)

GOVERNANCE AND CITIZENSHIP

1. Objective and Expected Outcome
- To expose the students to some key challenges of contemporary India.
- To enable the students to understand issues of governance in light of these challenges.
- To make them understand, how ideas of active and participatory citizenship can improve the quality of governance.
- The paper will provide the students with perspective and insight on governance. It will help them become more informed and effective in their role as citizens.

2. Themes & Sub-themes

I. The Concept of Good Governance
What is Good Governance? Impediments to Good Governance; Good Governance versus Democratic Governance, Economic Development and Governance

II. Citizens and their Rights and Obligations
Constitutional Rights and Obligations of Citizens, Civic Culture, Participatory Citizenship, Social Audit, Citizen Policing, Civil Society and Protest Movements

III. Law Enforcement and Administration of Justice
Rule of Law, Better Policing, Neutrality and Autonomy of Investigating and Enforcement Agencies, Access to Justice (Judicial delays, costly litigations etc).

IV. Public Policies and Governance in Key Areas
Health Care, Education, Food for All.

V. Institutional Initiatives towards Good Governance
Right to Information, Citizen's Charter, Consumer Rights, Indian Ombudsman, E-Governance: Access to Information, Grievance Redressal Mechanism and Delivery System.

Classroom Teaching
- Discussion will be facilitated by connecting the students with the current issues linked to governance.
- Case studies and projects will precede the discussions on theory.
- Focussed group discussions on text-based materials so as to make classes more interactive and participatory.
- Data Collection through survey methods on several issues pertaining to real world day-to-day problems. This will enable the students to have first-hand access to information and facts which will improve their understanding.

3. Project Works
- Study of efficiency, accountability and transparency in the working of public institutions such as Delhi Jal Board, Municipal Corporation, Delhi Electricity Board, etc.

- Projects demonstrating how technology has enabled better governance. Study of People using technology and online access to information, grievance-redressal mechanism and delivery system.
- Case studies on facilities and working of hospitals and schools.
- Projects to assess the correlation between governance and economic development.
- Case study of Government agencies on their service delivery and grievance redressal mechanism.
- Citizens' reactions and responses to national crisis.
- Study of visits of People Representatives to their Constituencies and their interaction with the people.
- Study and analysis of election data to know the linkages between the social and religious demography of the constituencies and electoral behaviour.
- Study of educational and professional background of legislators.
- Study of walk-outs and disruptions of legislative proceedings by elected representatives.
- Voting percentage in rural and urban constituencies: Discerning emerging patterns.
- Why corruption cases do not reach their logical end in India?
- Judicial delays and the issue of access to justice.
- Workload of civil and police officials.
- The encroachment of public space by citizens.
- Citizens promoting corruption and black money (Survey of consumers and shopkeepers in buying and selling goods).
- Citizens' audit of implementation of government programmes and projects.
- Study of Citizens' Charter in public organizations (Banks, Hospitals, Electricity Department, etc,)
- Project to study efficiency, accountability and responsiveness of police department.
- Pending court cases: pattern and nature. Projects to assess the workload on judiciary.
- Understanding the nature and pattern of crimes against women.
- Case studies on judicial delays, interaction with litigants and lawyers to study the cost of litigations.
- Studying people's perception of some high profile corruption and criminal cases.
- Study of traffic violations at red light.
- Filing an RTI application and study of use and misuse of the RTI.
- Evaluation of public protests and movements: Analysis of the cost of strike days
- Study of Non-Governmental Organizations (NGOs) to see how they complement the functions of the government.
- Study of protest movements against corruption, black money, land acquisition and displacements, etc.

4. Reading List

  Printed Materials:

- Nanda, Ved P. (2006). "The 'Good Governance' Concept Revisited", *Annals of the American Academy of Political and Social Science*, Vol. 603, Law, Society, and Democracy: Comparative Perspectives (January), pp. 269-283.
- Sharma, Brij Kishore (2012), *Introduction to the Constitution of India*, PHI Learning (Pvt) Ltd, New Delhi. (Hindi edition is also available).
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- "Citizen Centric Administration: the Heart of Governance", *Twelfth Report of the Second Administrative Reforms Commission*, Government of India, New Delhi, 2009, pp 8-24.
- Jain, Abhishek and Aaruhi Jain (2009). "Promoting Right to Information through E-Governance – A Case of E-Soochna and Other Initiatives in H.P.", *The Indian Journal of Public Administration*, Vol.LV, No.1. January-March. pp 36-51.
- Shamshad, Ahmad (2009). "Right to Information: Issues of Administrative Efficiency, Public Accountability and Good Governance in India", *The Indian Journal of Public Administration*, Vol.LV, No.3. July-September. pp 562-577.
- Roy, Jaytilak Guha (2009). "The Right to Information: Some Emerging Issues of Public Concern", *The Indian Journal of Public Administration*, Vol.LV, No.3. July-September. pp 406-412.
- Dhaka, Rajvir S. (2009). "Right to Information Act and Good Governance: Operational Problems and Road Ahead", *The Indian Journal of Public Administration*, Vol.LV, No.3. July-September. pp 534-561.
- "What is a Social Audit", *Kurukshetra* [Ministry of Rural Development], Vol.57, No.6, April 2009. p.40.
- Babu, D. R. Satish (2009). "Conceptualising the Process of E-governance: The E-Seva Experience in Hyderabad", *The Indian Journal of Public Administration*, Vol.LV, No.2. April-June. pp 165-186.
- Roy, Anupama,(2005). *"*The Nation and its Constitution: The Text and Context of Citizenship" in *Gendered Citizenship: Historical and Conceptual Explorations*, Orient Longman, Delhi.
- Swamy, Raju Narayana (2013). "Social Legislation and Social Security: A Case Study of MGNREGA", *Kurukshetra* [Ministry of Rural Development], Vol.61, No.4, February. pp 33-40.
- Siwach, Raj Kumar and Sunil Kumar (2009). "Implementing NREGS in Haryana: A Study of Social Audit", *Kurukshetra* [Ministry of Rural Development], Vol.57, No.6, April. pp.41-44.
- L. Radhakrishnan and K Ravi Kumar (2013). "Land Acquisition in India: Need for a Paradigm Shift" *Kurukshetra* [Ministry of Rural Development], Vol.61, No.5, March. pp 30-37.

- Pattanaik, B. K. and Madan Mohan Singh (2010). "*Sarva Shiksha Abhiyan* and Inclusive Education', *Kurukshetra* [Ministry of Rural Development], Vol.58, No.11, September. pp 6-9.

Web Sources:

- A note on Good Governance: http://www.img.kerala.gov.in/docs/downloads/gg.pdf

- Citizen Charter: An Indian Experience: http://www.goicharters.nic.in/ccinitiative.htm
- Social Audit by Kurien Thomas: http://www.idgnet.org/pdfs/social%20audit.pdf
- Good Governance: Origin, Concepts and Components by Nayana Renukumar: *www.slideshare.net/nayanarenu/good-governance-6268274*
- Towards Good Governance: http://reform.gov.bb/page/GOOD_GOVERNANCE.pdf
- Good Governance: An Overview: http://www.ifad.org/gbdocs/eb/67/e/EB-99-67-INF-4.pdf
- Good Governance and Human Rights: http://www.ohchr.org/EN/Issues/Development/GoodGovernance/Pages/GoodGovernanceIndex.aspx
- What is Good Governance?: http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp
- Impact of Mobile Technology on Government: http://www.mgovservice.ru/upload/uploadfiles/Impact%20of%20Mobile%20Technologies%20on%20Government.pdf
- Social Audit: http://www.nregs.kerala.gov.in/index.php/social-audit

- Grievance Redressal in Bihar: http://india.gov.in/check-details-grievance-petition-bihar
- HimachalPradesh: http://admis.hp.nic.in/esamadhan/Citizen/SubmitGrievance.aspx
- Orissa:http://sanjoghelpline.in/website/RegistrationOnline_RWSS.aspx?SchemeId=9&srcPage=gen

PHILOSOPHY, PSYCHOLOGY, COMMUNICATION AND LIFE SKILLS

1. **Objective and Expected outcome**
   - Creating a sense of self-awareness.
   - Developing an understanding of the basic fallacies commonly made in communication both at the interpersonal and public domains.
   - Experiencing and understanding emotions and their role in the functioning of self and society.
   - Creating awareness of basic communication skills.

2. **Themes & Sub-themes**
   I. **Self**
   Self awareness and discovering one's self, values and ethics.

   II. **Reasoning**
   Thinking and communicating rationally, analyzing fallacies and misconceptions.

   III. **Emotions**
   Understanding and dealing with emotions like happiness, love, anger and fear; discovering paradoxes of everyday life.

   IV. **Relating to others**
   Listening, empathy, friendship, difficulties in relationships, giving and receiving feedback, collaboration.

   Note:
   Ethical guidelines for conducting interview/s, public survey need to be specified to ensure conformity with principle of privacy and dignity of participants while carrying out research.

3. **Project works**
   - Analysis of public discourses and narratives and locating fallacies.
   - Personal relationships (family and friends) and emotions
   - Analyzing films/documentaries/writings of issues of public interest in the societal context.
   - Eric Fromm's work on love and relationship.
   - Self in relation to the social world, to discover similarities and differences in personal identity vs. social identity.
   - Preparing journals/diaries and family histories of self and significant others.
   - Consumption patterns of youth in Indian contemporary life and their effect on healthy living.
   - Social inequality and intergroup conflict.
   - Bargaining and negotiation in public spaces.
   - Ethical challenges in dealing with socio-culturally diverse groups.
   - Life on the margins of society and its challenges.
   - Living in slums and notion of life and nature of relationships.

- Virtual reality, technology and its impact on human life.
- Education and self-development.
- Urban-rural living and their relationship with the surrounding milieu.
- Creativity as emotional dialogue.
- Emotions and gender.
- Relationship between language and thought

Tools and Techniques

- Interviewing, data gathering and processing
- Conducting surveys
- Self-awareness, through reflection and use of Johari window.
- Story analysis
- Techniques of film/media analysis
- Diaries and memory work in groups
- Narrative analysis
- Observation
- Conversation

4. **Reading List**

Chakraborty, C. (2006). *Logic: Informal, Symbolic and Inductive*. New Delhi: Prentice Hall of India.

Drucker, P. (1999). Managing Oneself. *Harvard Business Review*, 1-13.
http://www.sis.pitt.edu/~peterb/3005-001/managingoneself.pdf

Duffy, K. G., Kirsh, S. J., & Atwater, E. (2010). *Psychology for Living: Adjustment, Growth, and Behavior* (10 ed.). Pearson. . (pp. 1-24, 183-198)

Epicurus. (n.d.). Letter to Menoeceus.
http://ebookbrowse.com/epicurus-letter-to-menoeceus-pdf-d349785271

Fromm, E. (1956). *The art of loving*. New York: Harper and Brothers. (pp. 6-69)
http://www.academia.edu/1302844/Erich_Fromm_the_integrity_of_the_self_and_the_practice_of_love

Gandhi, R. (1979). *The Availability of Religious Ideas.* Macmillan Company of India. (pp. 12-21)

Hanh, T. N. (2002). *Anger: Wisdom for Cooling the Flames.* New York: Riverhead Books.(pp.1- 46)

Kakar, S. (2009). *India Analysed: Sudhir Kakar in conversation with Ramin Jahanbegloo*. New Delhi: Oxford University Press. pp. 72-90.

Lama, D., & Howard, C. (1998). *The art of happiness* (10 ed.). Riverhead Books.
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M. Cohen. Washington, D.C.: Heath and Company, 1987.

Suu Kyi, Aung San (1991). "*Freedom from Fear*" Speech
http://www.link.asn.au/downloads/papers/burma/p_bm_03.pdf

Thurman, R. A. (2004). *Anger: The Seven Deadly Sins.* Oxford University Press. pp. 29-34

Web Sources

http://www.youtube.com/watch?NR=1&v=-S74HuDIRa4&feature=endscreen

http://www.experiential-learning-games.com/self-esteemgames.html

http://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself.html

http://www.ted.com/playlists/65/personal_tales_from_the_edge_o.html

http://www.ted.com/talks/daniel_goldstein_the_battle_between_your_present_and_future_self.html

http://www.ted.com/talks/antonio_damasio_the_quest_to_understand_consciousness.html?quote=1256

http://www.ted.com/talks/gary_wolf_the_quantified_self.html

Films

3 Idiots (2009)
A Wednesday (2008)
Chak De India (2007)
Do Duni Char (2010)
Dor (2006)
English Vinglish (2012)
Iqbaal (2005)
Khuda Ke Liye (2007)
Lagaan (2001)
Life of Pi (2012)
Peepli –Live (2010)
Rang De Basanti (2006)
Rockstar (2011)
Swades (2004)
Tare Zameen Par (2007)
Udaan (2010)
Wake Up Sid (2009)

Stories

Stories of: Krishna Sobti, Manto, Prem Chand and Rabindranath Tagore
Heinrich Zimmer's *King and the Corpse: Tales of the Soul's Conquest of Evil*
Panchtantra
Katha Sarit Sagar
Uzbekistan's stories
Arabian Nights

GEOGRAPHIC AND SOCIO-ECONOMIC DIVERSITY

1. **Objective and Expected outcome**
   - Develop a nuanced understanding of diversity, development and dilemmas posed by diversity and the drive to homogenization
   - Appreciate the bases of India's geographic, socio-economic and cultural diversity
   - Appreciate the sources of unity underlying the diversity
   - Interrogate economic development, its inclusiveness and sustainability
   - Understand and reflect on one's own geographical, economic and socio-cultural background vis-a-vis others
   - Correlate real world observations with the above stated objectives.

2. **Themes & Sub-themes**

   I. **Recognizing, Accommodating and valuing diversity**
      Session 1 & 2- Regional bases of India's diversity
      Regional approach to understanding diversity in terms of India's topography, drainage, soil, climate, natural vegetation, rural and urban settlements
      Social diversity in India
      Peopling, demography, languages, castes, ethnicity, religions, sects, family, kinship and social institutions; socio-cultural regions

   II. **People, Livelihood and Occupational Diversity**
      Traditional livelihoods and their nature - agriculture, crafts, industry and services; Region, occupation and employment

   III. **Linkages between Diversity and India's Socio-economic challenges**
      Regional variations in terms of geographic and socio-economic factors – trends and emerging options; Rural Context, Urban Context
      Food insecurity, economic inequalities and poverty, environmental degradation; Inclusive economic growth and sustainable development

   IV. **Conflicts and Unity in Diversity**
      Challenges and dilemmas posed by diversity and drive for homogenization; Sources of dilemma and tension—immigration, competition for limited resources
      Constitution of India, values, symbols; social processes and institutions; Regional and seasonal specificities and homogenization of food, dress, festivals
      Media, Cinema, sports, economic challenges and potentialities, access to education; collaboration in natural resources governance

      Classroom teaching
      Students will be asked to address socio-economic issues which are debated nationally, drawing on different kinds of data: academic readings, newspaper debates, ethnographic observation and interviews, court judgments, statistical data, government reports.

One issue can be picked up per week, and students can be asked to generate their own readings as well. Look at how the landscape has changed in any one area over a specific historical period; changes in fauna and flora, causes and contexts.

3. **Project works**
   - Catchment area of your college, map the native places of your classmates
   - Measuring the impact of University on the economic life of the neighboring areas
   - Changing rural landscape: a case study of an urban village in the periphery of Delhi,
   - Physical environment and Food, dress and habitat
   - Measuring biodiversity
   - Use of Google maps
   - Mass transport (e.g., metro, bus) and changing economic landscape
   - Intermediate transport (e.g., auto, taxi) and changing economic landscape
   - Choose any one community other than your own to study how it has changed
   - See changes in religion over time; as well as diverse readings of epic texts in different regions
   - Migration fields of Rikshawallahs/Taxiwallahs in your locality
   - Differentiating lifestyles, Crime and changing social landscape
   - Increasing trends in White collar crimes and their implications
   - Minorities in Metro cities and other regions
   - Diversity and Homogenizations: Folk dances and songs
   - Distributions of socio-religious groups and adaptation to local culture
   - MNREGA and work patterns
   - Industrial schedule and its effect on the human body
   - Malls and Kirana shops, Shopping centres
   - PDS, mid-day meals and their changing forms
   - Weekly markets in cities, changing market patterns,
   - Recent trends in human development – rural and urban areas,
   - Changing food basket – rich and poor divide
   - Food, dress and habitat: Explore different forms within and between the cities; where the materials came from
   - Crafts and performance – different groups can choose particular crafts or performance and look at the materials involved, the lives of the crafts persons or performers, how these have evolved etc.
   - Diversity as strength: cosmopolitan culture of Delhi
   - Role of Cinema and sports as unifying factors
   - Cultural diversity as soft unifying power

   Tools and Techniques
   - Survey of India's topo-sheets, Forest and Soil: Maps and Atlas (interpretation), satellite imagery, remote sensing and GIS, documentaries,

- Census, interviews, Socio-economic surveys
- Elementary statistical tools and techniques- central tendencies, measures of dispersions, graphs and charts; Census; Annual Survey of Industry; Economic Survey; documentaries; sampling- primary and secondary
- Mapping, Participatory rural appraisals (PRA), observations, participatory learning and action (PLA)

4. **Reading List**

Bennett, C. (n.d.). The Morphology of Language Boundaries: Indo-Aryan and Dravidian in peninsular India. In D. Sopher, *An Exploration of India- Geographical Perspectives on Society and Culture* (pp. 234-251). Cornell.

Bhatt, , B. (1980). India and Indian Regions: A Critical Overview. In D. Sopher, *An Exploration of India- Geographical Perspectives on Society and Culture* (pp. 35- 61). Cornell.

Bose, N. K. (1969). Unity in Indian Diversity. In A. Desai , *Rural Sociology in India* (Part II, pp. 134-136). Popular Prakashan.

Census of India. (1971). *Census Centenary: Economic and socio cultural dimensions of regionalization.*

Kolenda, P. (1967). Regional Differences in Indian Family Structure. In R. I. Crane, *Regions and Regionalism in South Asian Studies: An Exploratory Study* (pp. 147- 227). Duke University Press.

Kumar, S., & Managi, S. (2009). Economic Development and Environment. In S. Kumar, & S. Managi, *The Economics of Sustainable Development: the Case of India.* New York : Springer.

Nehru, Jawaharlal. (1946). The Discovery of India. OUP.

Patra, A. (2010). Infrastructure development and regional disparity: An Interstate Analysis in Indian Economic Association. In *Inter Regional Disparities in India* (pp. 328 -338). Deep and Deep Publications.

Sopher, D. (n.d.). The Geographical Patterning of Culture of India. In D. E. Sopher, *An Exploration of India- Geographical Perspectives on Society and Culture* (pp. 289- 326). Cornell.

Spate, O. (1969). Diversity and Unity in the subcontinent. In A. Desai , *Rural Sociology in India* (Part II, pp. 131-133). Popular Prakashan.

Spate, O., & Learmonth, A. (1967). *India and Pakistan: A General and Regional Geography.* Metheun Pub.

Subbarao , B. (1969). Geographical Factors in Indian History. In A. Desai, *Rural Sociology in India* (Part II, pp. 126-130). Popular Prakashan.

Suggestive Readings

Mathur, S. (1991). *Physical Geology of India,.*

Mishra, A. (1995). *Rajasthan ki rajat boondein (Hindi).*

Mishra, T. (2010). *The Oxford anthology of writings from Northeast India.* OUP.

Ahmad, I. (2004). *Lived Islam in South Asia.* Social Science Press.

Aitken, B. (1992). *Seven sacred rivers,*. Penguin Books,.

Ambedkar, B. (1936). *The annihilation of caste.*

Chakravarti , A. (2004). Regional Preferences for Food: Some Aspects of Food Habit Patterns In India. In N. Grover , & K. Singh (Eds.), *Cultural Geography: Form and Process* (pp. 355-375). Delhi: Concept Publishers.

Gadgil , & Guha. (1995). *Ecology and Equity: The use and abuse of nature in contemporary India.* Penguin.

Irena, E. (2004). Caste and Territory: Boundaries of Socio Cultural regions. In N. Grover   , & K. Singh (Eds.), *Cultural Geography: Form and Process* (pp. 392-400). Delhi: Concept Publishers.

Jenkins, L. D. (2003). "People of India" Project: Colonial and National Anthropology.   *The Journal of Asian Studies, 62*(4), 1143-1170.

Nag, P., & Senguta, S. (1994). Geography of India. In *Chapters 3 and 4 for topography and drainage, chapters 5 for climate, chap 6 for soils, chap 8 for natural Vegetation, Chapters 14 for ethnicity and language: Concept Pub*

Singh, J. (2003). *India-A Comprehensive Systematic Geog.* Gyyanoday Prakshan Gorakhpur,.

Web resources

Census of India

http://censusindia.gov.in/

National Knowledge commission

http://knowledgecommission.gov.in/

People of India project

http://www.ansi.gov.in/people_india.htm

Watson, John Forbes; Kaye, John William, eds. (1868). *The people of India : a series of photographic illustrations, with descriptive letterpress, of the races and tribes of Hindustan* **1**. London (India Museum): India Office (W. H. Allen & Co.). Retrieved 2011-12-12

Singh K.S. 1992 [2002] People of India: Introduction. Calcutta: Anthropological Survey of India

Films and Documentaries:

Cotton for my shroud (2011): A film on farmer suicides in Vidarbha. It won the National Award recently.

Hollow Cylinder (2007): a film on the national bamboo policy

The Homecoming: a film profiling a community-based economic development project in the remote villages of Uttarakhand, in Pithoragarh- and Champawat districts.

Ek Kahani Jalore se: a film on Jalore, a district in Rajasthan, a best practise model under MNREGA. Jalore experience proves that if the district authorities are honest about implementation of schemes, they can turn around the lives of the people.

Power to the people: A film on energy and water- on the eco-friendly micro hydels in the Himalayan regions.

A series on best practice models under Adult Education for National Literacy Mission.

A series on non-farm livelihoods in rural India for the UNDP. Leather-work, soil conservation, working with locally available material can all help generate sustainable livelihoods.

ENVIRONMENT AND PUBLIC HEALTH

1. Overview

Individual lives overlap with public life in time and space in all organized societies i.e., occupy common spaces and utilize common resources and also get exposed to shared environment. Hence public health can get affected by non-specific environmental factors like quality of air that we breathe, of water we drink, of food we eat, etc. This can be aggravated by socio-economic and cultural features of the sections of society as well as by certain government policies. Responsible citizens owe it to our government to keep the environment pristine as much as possible. Our per capita energy consumption also has to match the energy demands for sustainable development. The curriculum aims at providing solutions to some of the grand challenges facing the nation.

2. Objectives and Expected outcome

- The scope of and perspectives on Public Health in a developing nation like India.
- Awareness of public health hazards posed by our environment, including physical features such as global warming, chemical features such as automobile emissions, contaminants in drinking water, and biological features such as putrefying organic matter.
- Impact of governmental policies and urbanization on degradation of the environment.
- Education, public- private partnership, corporate social responsibility (CSR) and change in management as way forward towards improving the Public Health thresholds.

3. Themes & Sub-themes

I. LINKAGES BETWEEN ENVIRONMENT AND HEALTH

Understanding linkages between Environment and Public Health- Effect of quality of air, water and soil on health; Perspective on Individual health - Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health.

II. CLIMATE CHANGE AND IMPLICATIONS ON PUBLIC HEALTH

Global warming - Agricultural practices (chemical agriculture) and Industrial technologies (use of non-biodegradable materials like plastics, aerosols, refrigerants); Manifestations of Climate change on Public Health.

III. ENVIRONMENTAL POLICIES AND PRACTICES

Wildlife Protection Act; Waste disposal policies and practices for industrial waste and household waste.

IV. PERSPECTIVES AND INTERVENTIONS IN PUBLIC HEALTH

Epidemiological perspectives – Disease burden and surveillance; Alternative systems of medicines – AYUSH; Immunizations - UIP, Reproductive health - YUVA (School programme).

V. DISEASES IN CONTEMPORARY SOCIETY

(a)Infectious diseases - Role of sanitation and poverty using TB, diarrhoea as examples

(b) Non-communicable diseases - Role of Lifestyle and built environment, Diabetes and Hypertension.

4. Project works

- Examining regional cuisines for dietary diversity.
- Examining National Health Survey data e.g. National Family Health Survey, Annual Health surveys.
- Survey of Immunization coverage in a particular area.
- To establish if there is a relation between GDP and life expectancies/Health parameters.
- Survey of Respiratory allergies.
- Examining household/institutional/market/neighborhood wastes and their disposal mechanism.
- Survey of households along the Yamuna River for life expectancy and common ailments and diseases.
- Definition of Health – links between GDP and health.
- Determine the extent of use of paper and suggest means of reducing the use of paper and paper products.
- Smoking and lung cancer.
- Documentation of festival/fasting and mapping of agro-ecological cycles.
- Definitions of poverty – Governmental policies on poverty mitigation – facts and fiction.
- Health indicators vis- a-vis income groups.
- Deforestation and flooding – myth or fact?
- Estimation of water-demands of a city/town.
- Adapting water-harvesting technology – survey, sustainability.
- Quantitative relation between bio-resource and consumer products – bathing soap, paper, furniture & construction as related to trees.
- Differential access to water – demand and actual access.
- Supply, demand and gap filling – role of ground-water.
- Transport losses in water supply.
- Storage losses in food grain.
- Changing Human Development Indices over time – in India/other countries.
- Diwali festival related respiratory problems.
- Study of sewage treatment plants.
- Social perspective – child-health and small scale industries.
- Document infant immunization.
- Studying effective programme implementation – Reproductive health.

- Opportunities of physical activities in neighborhood – Study of built environment – Land-use pattern in Urban Settlements.
- Air quality in Delhi.
- Changing transport means in Delhi – CNG.
- Rituals and environmental pollution e.g. water, noise, air.
- Dialogue with doctors and paramedics.
- Methods of consultation of doctors.
- Population pressure/growth and resource degradation.
- Nutritional disorders/deficiencies in different populations groups-surveys.
- Compose and enact street plays. Create posters/ audio-video materials/ greeting cards highlighting environmental issues.
- Collecting information on medicinal plants.
- Collecting information from elders and other prominent persons.
- Occupational hazards and health issues.
- Water-borne diseases – exacerbation by irrigation projects.
- Alternate medicines – use of therapies for different diseases categories.
- Lifestyle diseases.
- Pollutants in air/water/soil and their effect on health.
- FDI in specific manufacturing Industries and local health problems.
- Differential pricing policy of petroleum products and environmental pollution – case studies.
- Wildlife Protection Act – case studies.
- Bhopal Gas Tragedy- Science, Laws and Public Health

5. **Reading List**
   Printed Material

Indian Academy of Paediatrics. (2011). *Guidebook on Immunization.*

Minkoff, E., & Baker, P. (2003). *Biology Today: An Issues Approach* (3 ed.). Garland science. (pp 326-264, 612-640, 688 – 702).

Park, K. (2011). *Preventive and Social Medicine.* Benarsi Das Publications. (pp. 16-19, 24-27)

Sadgopal, M., & Sagar, A. (2007, July-September). Can Public Health open up to the AYUSH Systems.....and give space for People's Views of Health and Disease? *mfc bulletin*, 45-50.

Sekhsaria, P. (2007). Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. *Biotropica, 39*(5), 575-577.

UNDP. (2013). *The Human Development Report, The Rise of the South: Human Progress in Diverse World.* New York: UNDP. (also available in Hindi)

Vir, S. C. (Ed.). (2011). *Nutrition Related Non communicable diseases* (1 ed., Vols. Public Health Nutrition in Developing Countries Part -2). Woodhead Publishing India.

Wani, M., & Kothari, A. (2007, July 15). Protected areas and human rights in India: the impact of the official conservation model on local communities. *Policy*

Matters, 100-114.

E-resources:
www.traditionalmedicine.nic.in

Policies
UIP – Universal Immunization policies