

**Department of Modern Indian Languages and Literary studies,**

**University of Delhi**

**Preparation of New Syllabi for PG Courses of MA in Tamil as per NEP 2020**

**Discipline Specific Core Course (DSC)**

**Semester\_I**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
	DSC-1	Navina Ilakkiyam (Modern Literature)	03	01	04
	DSC-2	Ilakkiya Tiranāyvuk Kōtpādugaḷ (Literary Principles and Theories	03	01	04
	DSC-3	Tamil Linguistics	03	01	04
Total credits			09	03	12

**Semester\_II**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
	DSC-4	Tolkaapiyam – Letter	03	01	04
	DSC-5	Ara Ilakkiyam (Ethical Literature)	03	01	04
	DSC-6	Kāppiyangaḷ (Epics)	03	01	04
Total credits			09	03	12

### Discipline Specific Elective Courses (DSE)

#### Semester I

Paper no	Course Title	Credits
DSE-1	Cirrilakkiyangal (Minor Literature)	4
DSE-2	Bhakti Literature	4

#### Semester II

Paper no	Course Title	Credits
DSE-3	Nāttār Valakkāriyal (Folklore)	4
DSE-4	Archaeology and Manuscriptology	4

### Generic Elective Courses (GE)\_

#### Semester I

Paper no	Course Title	Credits
GE-1	Ūdagat Tamiḻ (Tamiḻ through Media)	4

#### Semester II

Paper no	Course Title	Credits
GE-2	Lexicography	4

**Skill Based Courses (SBC)**

**Semester I**

<b>Paper no</b>	<b>Course Title</b>	<b>Credits</b>
SBC-1	Tamil Translation Studies	2

**Semester II**

<b>Paper no</b>	<b>Course Title</b>	<b>Credits</b>
SBC-2	Kala ayvum Tharavukal Sekarippum (Fieldwork and Data Collection)	2

**Department of Modern Indian Languages and Literary studies,  
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Preparation of New Syllabi for PG Courses of MA in Tamil as per NEP 2020**

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)**

*Navina Ilakkiyam*  
**(Modern Literature)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<i>Navina Ilakkiyam</i> <b>(Modern Literature)</b>	4	4	1	NIL



புத்தகங்கள். பழங்காலப் புத்தகங்கள் : புத்தக பதிப்பு1960.

புத்தகங்கள், பு. .புத்தகங்கள்.புத்தகங்கள்:புத்தக பதிப்பு,1947

புத்தகங்கள் புத்தகங்கள் (புத்தகங்கள்) புத்தகங்கள்:புத்தகங்கள் புத்தகங்கள் புத்தகங்கள்,  
2022.

### Suggested Readings:

புத்தகங்கள், பு. புத்தகங்கள்புத்தகங்கள்புத்தகங்கள்புத்தகங்கள்புத்தகங்கள்.

புத்தகங்கள்: புத்தகங்கள்புத்தகங்கள்.1985.

புத்தகங்கள், பு..புத்தகங்கள்புத்தகங்கள்புத்தகங்கள்புத்தகங்கள். புத்தகங்கள்: புத்தகங்கள் புத்தகங்கள்

புத்தகங்கள் புத்தகங்கள்.2005.

புத்தகங்கள்புத்தகங்கள். புத்தகங்கள்புத்தகங்கள் புத்தகங்கள் புத்தகங்கள்.புத்தகங்கள்:

புத்தகங்கள்புத்தகங்கள்.2004.

## DISCIPLINE SPECIFIC CORE COURSE -2 (DSC-2)

### *ILAKKIYA TIRANĀYVUK KŌṬPĀDUGAḻ* (Literary Principles and Theories)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>ILAKKIYA TIRANĀYVUK KŌṬPĀDUGAḻ</b> (Literary Principles and Theories)	4	4	1	NIL

### Learning Objectives:

The objective is to help students understand the unique nature and function of literature while providing a detailed account of Tamil literary theories and principles of literary criticism in

Tamil. It aims to illustrate various Tamil literary theories, such as akam and puram, uḷḷurai and iraiacci from the Sangam classics, purusharthas in didactic and epic literature, and moksha in Bhakti canons. Additionally, it seeks to familiarize students with various literary criticisms, including Romanticism, Formalism, Realism, Marxism, Feminism, Eco-feminism, New Historicism, Structuralism, Postmodernism, and Postcolonialism in modern times. Furthermore, the objective is to enable students to understand, appreciate, and critically evaluate literary texts objectively within the framework of diverse literary theories and principles.

### Course learning outcomes:

This course would enable the students to understand various principles of literary criticism and literary theories. This would enable the students to read and appreciate literary texts in terms of the theories postulated by Realism, Structuralism, Feminism, Romanticism, Naturalism, Marxism, Post-colonialism and Post-modernism, *etc.* The students would develop a skill to apply the theoretical premises and techniques to select literary texts in order to understand the chosen texts and to appreciate the quality of literature. They would also have theoretical knowledge to comprehend and understand the interconnections of the theories.

### Course Units:

- I. Key concepts in literary theory in Tamil Tradition like *Tiṇai* concept and its significance, value of specific literary theoretical works done in Tamil Literature. (4 Weeks)
- II. Introduction of the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories (4 Weeks)
- III. Developments in the 20<sup>th</sup> century, Theories like Feminism, Marxism, Psycho-analysis, Formalism, Structuralism and Deconstruction, Post-colonialism, New Historicism, Ethnicity and Race Studies, Post-modernism Eco-criticism and Film Studies. (4 Weeks)
- IV. Reception and resistance to the western literary theories (4 Weeks)

### Essential/Recommended Readings:

சுந்தரபாரதி, சி.ஐ.ஓ. *தமிழ் இலக்கிய அறிவுரைகள்*: பதினாறு நூல்கள். 2005.

சுந்தரபாரதி, சி.ஐ.ஓ. *தமிழ் இலக்கிய அறிவுரைகள்*: பதினாறு நூல்கள். 2011

சுந்தரபாரதி, சி.ஐ.ஓ. 2011

சுந்தரபாரதி, சி.ஐ.ஓ. *தமிழ் இலக்கிய அறிவுரைகள்*: பதினாறு நூல்கள். 2006.

சுந்தரபாரதி, சி.ஐ.ஓ. *தமிழ் இலக்கிய அறிவுரைகள்*: பதினாறு நூல்கள். 1995.

சுந்தரபாரதி, சி.ஐ.ஓ. 1995.

சுந்தரபாரதி, சி.ஐ.ஓ. *தமிழ் இலக்கிய அறிவுரைகள்*: பதினாறு நூல்கள்.

சுந்தரபாரதி, சி.ஐ.ஓ. 1986. சுந்தரபாரதி. (சி.ஐ.ஓ.). (1994). *தமிழ் இலக்கிய அறிவுரைகள்*: பதினாறு நூல்கள். 1995.

- To introduce general aspects of Tamil language grammar and linguistics.
- To explain the idea of phonology, morphology and syntax of Tamil language and its allophones and morphemes as well.
- To make students familiar with linguistics theories, and analytical techniques and terminologies to enable them to understand the core linguistics compare with Dravidian Languages.

- To educate students on the subtle language errors commonly found in the contemporary Tamil.

### Learning outcomes:

- By introducing and explaining the basic grammatical components and features of Tamil language, the course would enable the students to identify and appreciate its distinct grammatical characteristics and linguistic features such as morphemes, phonemes, allophones, conjunctions, cases, sentence formation, etc. They would also get to know the basics of modern Tamil that are operating in day-today conversations and writings as well as compare with other Dravidian languages.

Unit - 1 4 Weeks

- A brief survey of Tamil grammatical tradition and evolution of linguistics.

Unit - 2 4 Weeks

- History of linguistics, introduction to phonetics, Morphology, Morpho-Phonemes.

Unit - 3 4 weeks

- Introduction to Semantics, syntax and Graphemics, nouns and verbs, adjectives and adverbs, elements of grammar in the traditional and Modern Tamil sentences.

Unit - 4 4 weeks

- Dialects of Modern Tamil, technical terms and loan words from Sanskrit and linguistics.

### Recommended readings:

1. டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன்; 1973.
2. டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன்: 2011.
3. டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன் 1977.
4. டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன் டி.வி. சுவாமிநாதன் டி.வி. சுவாமிநாதன்:1981.
5. டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன் டி.வி. சுவாமிநாதன்;1947.
6. டி.வி. சுவாமிநாதன். டி.வி. சுவாமிநாதன், டி.வி. சுவாமிநாதன்: 2004.

### Essential readings



### Objectives:

- To introduce Tolkappiyam, the earliest Tamil grammatical and its three sections.
- To present the basic constituents of Tamil language such as its orthography and phonology of Tamil alphabets/letters, kinds of vowels and consonants, etc.
- To discuss the nine chapters under EzhutuAdigaram (Chapters dealing with various aspects of alphabets) in detail.
- To familiarize students with the traditional grammatical rules related to Tamil vowels and consonants and their conjoining words.

### Learning outcomes:

- The course would make the students aware of Tamil language's distinct grammatical characteristics, the sounds of the language and their productions, with orthography and graphemic and phonological issue related to Tamil alphabets/letters, etc. the students would gain the desired traditional Tamil grammatical knowledge on/about phonetics, phonology, and graphemics, the treatment of the arrangement of consonants and the description of the production of sounds.

Unit - 1 4Weeks

- Tamil grammatical tradition and the place of Tolkaappiyam

Unit - 2 4 Weeks

- Illustration of Orthography and Phonology of Tamil alphabets/letters categories of vowels and consonants.

Unit - 3 4 weeks

- Place of letters occurrence, description of the production of sounds and phonemes.

Unit - 4 4 weeks

- Structural combination of words, transformations on the last phoneme of a word.

### Recommended readings:

1. டி.கே.செல்வசுந்தரன், தொல்காப்பியம் - கருத்துரை (தொல்காப்பியம்), டி.கே.செல்வசுந்தரன்;1981.

### Essential readings:

1. டி.கே.செல்வசுந்தரன், டி.கே.செல்வசுந்தரன், தொல்காப்பியம்; 1976.

2.ஐயங்கொண்டோர்,ஐ.ஐயங்கொண்டோர்ஐயங்கொண்டோர் - ஐயங்கொண்டோர்,ஐயங்கொண்டோர்; 1983.

3.ஐயங்கொண்டோர்,ஐ.ஐ. ஐயங்கொண்டோர், ஐயங்கொண்டோர்:2006.

### Suggestive readings:

1.ஐயங்கொண்டோர். ஐயங்கொண்டோர்ஐயங்கொண்டோர்,ஐயங்கொண்டோர்  
ஐயங்கொண்டோர்:1982.

2.ஐயங்கொண்டோர்,ஐ.ஐ. ஐயங்கொண்டோர் - ஐயங்கொண்டோர்,ஐயங்கொண்டோர்: 1987.

3.ஐயங்கொண்டோர்,ஐ.

ஐயங்கொண்டோர்ஐயங்கொண்டோர்,ஐயங்கொண்டோர்  
ஐயங்கொண்டோர்:2007.

## DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5)

### ARA ILAKKIYAM

#### (Ethical Literature)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>ARA ILAKKIYAM</b> <b>(Ethical Literature)</b>	4	4	1	NIL

### Learning Objectives:

This course aims to make students aware of the historical contexts in which Tamil didactic literature emerged and to introduce them to significant Tamil didactic texts. It seeks to elucidate the diverse ethical codes prescribed in these texts, highlighting the moral and philosophical foundations they uphold. Additionally, the course familiarizes students with the themes and

forms of various kinds of ethical literature, including those influenced by Jain and Buddhist ethical principles, such as non-violence (ahimsa), righteousness (dharma), and renunciation (nirvana), which played a crucial role in shaping Tamil didactic traditions..

### **Course learning outcomes:**

Upon successful completion of this course, students will be able to demonstrate an understanding of the historical contexts in which Tamil didactic literature emerged and identify key Tamil didactic texts, analyzing their significance in ethical and moral discourse. They will critically examine the divergent ethical codes prescribed in these texts, including Jain and Buddhist principles such as ahimsa, dharma, and nirvana. Additionally, students will recognize and interpret the themes, structures, and forms of various ethical literary traditions within Tamil literature. This course will also enable them to develop a comparative perspective on ethical teachings across Tamil didactic texts and understand their influence on Tamil society and culture.

### **Course Units:**

- I. Socio-political context wherein Tamil didactic texts and different kinds of minor literature emerged. (4 weeks)
- II. A brief discourse on the content and form of didactic texts and minor literature in Tamil. (4 weeks)
- III. Love and socio-economic-political issues in the discourses of ethical literature in Tamil. (4 weeks)
- IV. Relevance of codes and conducts of ethical literature to contemporary period and aesthetic features of ethical literature in Tamil (4 weeks)

### **Essential/Recommended Readings:**

சென்னை, சென்னை.(1958). *தமிழ்நாட்டின் கவிதைகள்* (தமிழ்நாடு 50 கவிதைகள் தொகுதி). சென்னை: சென்னைப்பதிவகம், சென்னைப்பதிவகம் சென்னைப்பதிவகம்.  
சென்னைப்பதிவகம்.

சென்னைப்பதிவகம். (2000). *தமிழ்நாட்டின் கவிதைகள்* ('தமிழ்நாட்டின் கவிதைகள்'). (தமிழ்நாடு-தமிழ்நாட்டின் கவிதைகள்). சென்னை: சென்னைப்பதிவகம் சென்னைப்பதிவகம்.

சென்னைப்பதிவகம்.(2010). *தமிழ்நாட்டின் கவிதைகள்* (தமிழ்நாட்டின் கவிதைகள்). சென்னை: சென்னைப்பதிவகம்.

**Course learning outcomes:**

The scope and ambit of the course is to enable the students to understand the divergent historical backgrounds of Greek, Sanskrit and Tamil epic traditions. The students would realize the uniqueness of the select Tamil epics (*Cilappadigāram*, *Maṇimēkalai*, *Cīvaga Cindāmaṇi*, and *Periya Purāṇam*) and its two adapted epics from Sanskrit (*Kamba Rāmāyaṇam* and *Villiputtūrār Mahābhārataṁ*) in terms of themes, structures, techniques, aesthetic features, socio-religious-political messages imparted therein. They could gain an insight into the common and unique epic features of Tamil and Sanskrit *Kāvya*s.

### Course Units:

Unit-I A brief account of the historical backgrounds of Greek, Sanskrit and Tamil epic traditions (4 weeks)

Unit –II Theories and concepts of epics chronicled in Sanskrit and Tamil (4 weeks)

Unit-III Themes, structures, techniques, aesthetic features, socio-religious-political Messages imparted in Tamil epics (4 weeks)

Unit-IV Analyzing the Tamil epics and its two adapted epics from Sanskrit in terms of their common and unique literary features as long narratives (4 weeks)

### Essential/Recommended Readings:

செ.சுப்பிரமணியம். (1979). *தமிழ் காவியங்கள்* -  
'*தமிழ் காவியங்கள்*' (தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1979).  
தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1979).  
தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1979).

செ.சுப்பிரமணியம். (1999). *தமிழ் காவியங்கள்* -  
'*தமிழ் காவியங்கள்*' (தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1999).

தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1999).  
தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1999).

செ.சுப்பிரமணியம். (1957). *தமிழ் காவியங்கள்* - *தமிழ் காவியங்கள்* - *தமிழ் காவியங்கள்* -  
'*தமிழ் காவியங்கள்*' (தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1957).

தமிழ் காவியங்கள், செ.சுப்பிரமணியம். (1964). *தமிழ் காவியங்கள்* - *தமிழ் காவியங்கள்* - *தமிழ் காவியங்கள்* -  
'*தமிழ் காவியங்கள்*' (தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1964).  
& செ.சுப்பிரமணியம், (1964).  
தமிழ் காவியங்கள், செ.சுப்பிரமணியம், (1964).



## **Bhakti Literature**

Credit distribution, Eligibility and Pre-requisite of the course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/Practice			
Bhakti Literature	4	4	1	Nil	As per the University of Delhi guidelines		MIL and LS

### **Objectives:**

- To introduce a unique literary theme called ‘Bhakthi’ (Devotion) which flourished under a mass movement during 600 (BCE) in Tamil Nadu against Jainism and Buddhism.
- To elucidate students on the hymns of Nayanmars (Saiva Saints) and Alvaars (Vaishnava Saints) and tenets of Saivism and Vaishnavism.
- To reveal various modes of approach of saints towards their chosen and their philosophies.
- To educate students about the revolt of Siddhas against Vedic Brahmanism and Universal Brotherhood preached by Saint Tayumanavar and Ramalingaswamy.

### **Learning outcomes:**

- By introducing and explaining the basic thought about the Bhakti sentiment that erupted against the tenets of Jainism, Buddhism and Vedic Brahmanism during the 6<sup>th</sup> century BCE, the Course would make the students aware of the distinct features of the Tamil hymns called SaivaPadigams and VaishnavaPasurams, the heart-melting Tamil devotional poem. The students would gain an appropriate level of knowledge on various philosophies of Saivism and Vaishnavism and different modes of approach of Tamil saints towards their chosen deity. Also the students would understand the protesting voice of Siddhas and divine preaching of saint Tayumanavar and Ramalingaswamy in the realm of Bhakti.

Unit - 1

4 Weeks

- Bhakti Movement against Jainism, Bhuddhism and Vedic Hinduism.

Unit - 2

4 Weeks



- Hymns of SaivaNayanmars and their predominant role in creating the deep feelings of bhakti and immense contribution towards Bhakti literature.

Unit - 3

4 weeks

- Hymns of VaishnavasAlwars and their role in creating the awareness of bhakti and contribution towards Bhakti literature.

Unit - 4

4 weeks

- Philosophical and rationalistic voice of Siddhas, SainTayumanavar and Ramalingaswamy and their contribution to the welfare of society.

### Recommended readings:

1. ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்* (ஸ்ரீராமானுஜம்), ஸ்ரீராமானுஜம்; 1987.
2. ஸ்ரீராமானுஜம் ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்* (ஸ்ரீராமானுஜம்), ஸ்ரீராமானுஜம்; 1990.
3. ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்* (ஸ்ரீராமானுஜம் 100 *ஸ்ரீராமானுஜம்*), ஸ்ரீராமானுஜம்; 1976.
4. ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்* (ஸ்ரீராமானுஜம்), ஸ்ரீராமானுஜம்; 1996.
5. ஸ்ரீராமானுஜம் ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம் - ஸ்ரீராமானுஜம்* (ஸ்ரீராமானுஜம்), ஸ்ரீராமானுஜம்; 1981.
6. ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்* - *ஸ்ரீராமானுஜம்*, ஸ்ரீராமானுஜம்: 1964.
7. ஸ்ரீராமானுஜம், ஸ்ரீராமானுஜம் (ஸ்ரீராமானுஜம், 2082-2136 ஸ்ரீராமானுஜம்), ஸ்ரீராமானுஜம்; 1987.
8. ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்*, 2082-2136 ஸ்ரீராமானுஜம்), ஸ்ரீராமானுஜம்; 1968.
9. ஸ்ரீராமானுஜம், *ஸ்ரீராமானுஜம்* - 'ஸ்ரீராமானுஜம்', ஸ்ரீராமானுஜம்: 1968.

### Essential readings:



## Learning Objectives:

The course aims to introduce students to the various types of Tamil Minor Literature and provide a comprehensive understanding of their literary characteristics, structure, and significance. It will analyze the historical background of minor literary forms, focusing on their emergence and development during the Nayakars period. Additionally, students will explore the grammatical and theoretical texts that define minor literature, such as *Prabandha Deepam*, *Prabandha Deepikai*, and *Prabandha Marabiyal*. The course will also include an in-depth study of selected works from the **Pallu, Kuravanchi, Kovai, and Ula** genres, examining their themes, stylistic features, and cultural relevance

## Course learning outcomes:

By the end of the course, students will have a comprehensive understanding of Tamil Minor Literature, including its types, significance in Tamil literary traditions. They will be able to analyze the literary characteristics, themes, and structural elements of Pallu, Kuravanchi, Kovai, and Ula, and different kinds of minor literature emerged. while also evaluating the historical and cultural impact of minor literature during the Nayakars period. Through critical engagement with selected texts, they will explore the contributions of minor literature to Tamil heritage and develop research and analytical skills essential for studying these traditions..

## Course Units:

Unit-I Socio-political context where in different kinds of minor literature emerged.(4 weeks )

Unit-II A brief discourse on the content and form of minor literature in Tamil. (4 weeks)

Unit-III Love and socio-economic-political issues in the discourses of minor literature of Tamil (4 weeks)

Unit-IV Relevance of codes and conducts of aesthetic features of minor literature in Tamil major prabandham literature (weeks) .

## Essential/Recommended Readings:

சென்னை: (1985). *தமிழ் மொழியியல்* (பி. சென்னை: சென்னை).

சென்னை: சென்னை,

சென்னை: சென்னை.

சென்னை, சென்னை. (1967). *தமிழ் மொழியியல்*. சென்னை: சென்னை-சென்னை.

சென்னை: (1964). *தமிழ் மொழியியல்* (சென்னை: சென்னை).

சென்னை: சென்னை.

..... (1972). *பெரியபெரியபுராணம்*. ஓசூர்: சான்றோர் சங்கம்.

### Suggested Readings:

சான்றோர், ஓ. (2002). *பெரியபெரியபுராணம்* (பகுதி I & II). ஓசூர்: சான்றோர் சங்கம்-ஓசூர்.

..... . (1967). *பெரியபெரியபுராணம்*. (3 பகுதிகள்). ஓசூர்: சான்றோர் சங்கம், ஓசூர். பெரியபெரியபுராணம்.

சான்றோர், ஓ. (1981). *பெரியபெரியபுராணம் - பெரியபெரியபுராணம்*. ஓசூர்: சான்றோர் சங்கம்.

சான்றோர், ஓ. (2012). *பெரியபெரியபுராணம்* (பகுதி I & II). ஓசூர்: சான்றோர் சங்கம்.

சான்றோர், சான்றோர். (1985). *பெரியபெரியபுராணம்: பெரியபெரியபுராணம், பெரியபெரியபுராணம்*. ஓசூர்: சான்றோர் சங்கம்.

சான்றோர், ஓ. (1979). *பெரியபெரியபுராணம்*. ஓசூர்: சான்றோர் சங்கம். (2 பகுதிகள்).

### DISCIPLINE SPECIFIC ELECTIVE COURSE -3 (DSE-3)

#### *NĀṬṬĀR VALAKKĀRRĪYAL* (Folklore)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice

<b>NĀṬṬĀR VALAKKĀRRĪYAL</b> <b>(Folklore)</b>	4	4	1	NIL
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### Learning Objectives:

The objective is to illustrate the origin and development of folklore in Tamil since ancient times and explain various folklore theories. It also aims to elucidate the different categories of folklore, including its forms, themes, language style, cultural life, and social values as chronicled in folk songs, folk tales, riddles, proverbs, and other oral traditions. Additionally, the course will deliberate on the methodologies related to the collection, analysis, and interpretation of folklore. Furthermore, it will elaborate on the beliefs and customs of Tamils, along with their rituals, ceremonies, folk theatre, and traditional arts of Tamil Nadu, highlighting their significance in preserving cultural heritage.

### Course learning outcomes:

The course would enable the students to understand the history, religion, culture and civilization of Tamils chronicled in Tamil folklore. The students would gain a comprehensive knowledge on the theory and categories/kinds of folklore, forms, themes, language style, cultural life and social values chronicled in verbal and non-verbal expressions such as folk songs, folk tales, riddles, proverbs, games and sports, martial arts *etc.* Also, they would develop ability to understand and appreciate the role of verbal and non-verbal arts in shaping the folk culture of Tamils.

### Course Units:

Unit-I ; Definitions, characteristics, classification and functions of lore Folktales rhymes, riddles, proverbs, and ballads from TamilNadu. .( 4 weeks)

Unit-II Collection methods,changing scienerio of folklore.,printed folklore,fakelore( 4 weeks)

Unit-III Rituals and beliefs of Tamil Nadu and significance of regional culture and folk performing arts of Tamil Nadu.( 4 weeks)

Unit-IV Comparative Method,Oral formulae Theory of migration and diffusion , Historical-Geographical Theory,Historical Reconstruction Theory and Contextual Theory.( 4 weeks)

### Essential/Recommended Readings:

சென்னை, சாலைப்பாட்டு, (1985). சாலைப்பாட்டு, சாலைப்பாட்டு: சாலைப்பாட்டு, சாலைப்பாட்டு, சாலைப்பாட்டு.

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[illegible]**DISCIPLINE SPECIFIC ELECTIVE COURSE -3 (DSE-3)**

## Archaeology and Manuscriptology

Credit distribution, Eligibility and Pre-requisite of the course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/Practice			
Archaeology and Manuscriptology	4	4	1	Nil	As per the University of Delhi guidelines		MIL and LS

### Objectives:

- To acquire knowledge on the culture and Archaeological and Manuscriptology history.
- To know the principles of Indian Archaeology and the development of Indian Archaeology.
- Understand the Chronological methods of Archaeology and Manuscriptology learn about the sculpture and museum.
- Understand the early edited, published Tamil literary works and the various types of Manuscripts.

### Learning outcomes:

Understanding the History of Tamil Culture through ages. Acquire knowledge of the principles and methods of Archaeology and Epigraphy. Evaluate Archaeological evidence and apply analytical skills to the reconstruction of past societies. Prepare for careers in Archaeology, Heritage management, Museology and related fields. Analyzes the Archaeological site excavation plan and suggest improvement based on their knowledge of Archaeological studies. Analyze the various types of Manuscripts including palm leaf, paper manuscripts and Copper plates etc. Learn and read the Tamil Inscription, Palm Manuscripts and Copper plates. Create awareness about how to preserve the palm leaf Manuscripts and other Monuments.

Unit - 1

4 Weeks

- Archeology and its Culture

Unit - 2

4 Weeks

- Excavations and Exploration

Unit - 3

4 weeks

- 4 weeks

- [illegible]





modern times, television, cinema, computer, and mobiles in our postmodern times in imparting the news and influencing public on every matter. By acquiring a comprehensive knowledge on the theories and technicalities of media, some of the students may turn as media savvy and pressmen in future.

### **Course Units:**

Unit-I Origin and development of mass communicative systems in the past, medieval, modern and contemporary times. (4 weeks)

Unit-II Theories and technicalities and types of media and history of Indian Journalism with special reference to Tamil media (4 weeks)

Unit-III Role of print and visual media in war times and freedom struggle, and promoting fine arts and Media (4 weeks)

Unit-IV Role of digital media in promoting fine arts, trade, politics, *etc.* at present. (4 weeks)

### **Essential Readings:**

சென்னை நகராட்சி, டி.ஐ. (1986). *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, டி. (1992). *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, டி.ஐ. (2010). *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, டி.ஐ. (1987). *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, டி. (1989) *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, சென்னை. (2008). *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, டி. (2011) *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

சென்னை, டி. (1999). *சென்னை நகராட்சி வரலாறு*. சென்னை: சென்னை நகராட்சி வெளியீடு.

**Further Readings:**

गोपबन्धन, ए.ए. (1979) *संस्कृत-अंग्रेजी शब्दकोश*।  
 गुरुकुल संस्कृत-अंग्रेजी।

गोपबन्धन, ए.ए. (2004) *संस्कृत-अंग्रेजी शब्दकोश*। गुरुकुल संस्कृत-अंग्रेजी।

गोपबन्धन, ए.ए. (1957) *संस्कृत-अंग्रेजी शब्दकोश*। गुरुकुल संस्कृत-अंग्रेजी।

गोपबन्धन, ए.ए. (2013) *संस्कृत-अंग्रेजी शब्दकोश* (1938-1950)। गुरुकुल संस्कृत-अंग्रेजी।

गोपबन्धन, ए.ए. (2014) *संस्कृत-अंग्रेजी शब्दकोश* (संस्कृत, अंग्रेजी, संस्कृत-अंग्रेजी)। गुरुकुल संस्कृत-अंग्रेजी।

**GENERIC ELECTIVE COURSE-2 (GE-2)****Lexicography**

Credit distribution, Eligibility and Pre-requisite of the course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/Practice			
Lexicography	4	4	1	Nil	As per the University of Delhi guidelines		MIL and LS

**Objectives:**

- To explain students about the basic principles of Lexicography, its significance, relevance and usefulness.
- To explain theories of Lexicography, a logical discipline, so as to show it as a branch related to linguistics.
- To show the two separate but equally important groups of lexicography viz. Practical Lexicography and Theoretical lexicography.

**Learning outcomes:**

- The course would make the students aware and understand the practical usefulness of lexicography and its theories and methods. The students would understand its usefulness in finding lexicons of their in dictionary.

Unit - 1

4 Weeks

- History of lexicography, its definitions and structure.

Unit - 2

4 Weeks

- Translation of Tamil lexicography, the difference between Agaradis and Nigandus. The emergence and structure of Nigandus. Kind and utility of Nikandus.

Unit - 3

4 weeks

- Making of dictionaries, methodologies, methodologies involved in sequencing words chronologically, explaining the linguistic features of terms.

Unit - 4

4 weeks

- Types of Dictionaries viz. language dictionaries – monolingual, bilingual, trilingual, multilingual dictionaries and dictionaries of dialects, digital dictionaries, etc.

### Recommeted readings:

1. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி; 1971.
2. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, 1997.
3. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி: 2005.
4. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி: டிசனரி டிக்ஷனரி.

### Essential readings

1. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி: 2002.
2. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி: 2018.
3. டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, டிசனரி டிக்ஷனரி, 1985.

4. Singh, Ram Adhar. *An Introduction to Lexicography*, Central Institute of Indian Languages: 1982.

### Suggestive readings

1. [unclear], [unclear]. [unclear], [unclear]: 1992.
2. [unclear], [unclear]. [unclear], [unclear]: 2004.
3. [unclear], [unclear]. [unclear], [unclear]: 1984.
4. [unclear], [unclear]. [unclear] (unclear) [unclear] [unclear]: 1956.
5. [unclear], [unclear], [unclear]: 2015.

## SKILL BASED COURSE –1 (SBC-1)

### Tamil Translation Studies

Credit distribution, Eligibility and Pre-requisite of the course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/Practice			
Tamil Translation Studies	4	4	1	Nil	As per the University of Delhi guidelines		MIL and LS

### Objectives:

- To explain the theories and practice of translation.
- To elucidate on the significance of Translation studies in the multi-lingual and multi-cultural situation of India.
- To deliberate on the corpus of literary and non-literary writings produce in Tamil.

- To encourage students to take up translation activities between Indian languages as well as between English and Indian languages.

### **Learning outcomes:**

- The course is expected to impart theoretical knowledge of translation and will familiarize the students with the challenges and strategies while dealing with the translation among Indian language with focus on Tamil language. The course will also equip the students to take up translation of literary as well as non-literary writings from other Indian languages into Tamil.

#### **Unit - 1**

4 Weeks

- Theory of Translation Studies and survey of some notable translations from Indian language and English into Tamil.

#### **Unit - 2**

4 Weeks

- Translation as a series literary art or profession and its significance, relevance and challenges of translation literature.

#### **Unit - 3**

4 weeks

- Translation into Tamil from Indian Language and English and vice versa at contemporary period and problems and strategies.

#### **Unit - 4**

4 weeks

- Method, techniques adopted and trends of Translation at modern and post-modern times.

### **Recommended readings:**

1. Aiyar, V.V.V. *Kural or the Maxims of Tiruvalluvar*, Amudha Nilaiyam: 1961.
2. Appuswami, P.N. *Kurincippattu, Muttollayiram*, International Institute of Tamil Studies.
3. Bassnett, S. *Translation Studies (3<sup>rd</sup> Ed.)*, Routledge: 2002.
4. Holmstrom, Lakshmi. *Silappadikaram, Manimekalai*, Orient Longman: 1996.
5. Lakshmi, H. *Problems of Translation*, Booklinks Corporation: 1993.
6. Murugan, V. *Kalittokai in English*, Institute of Asian Studies: 1999.

### **Essential readings**

1. Ramanujan, A.K. *Poems of Love and War*, Oxford University press: 1985.
2. Ramanujan, A.K. *Hymns for the Drowning*, Penguin Books: 1993.
3. Rao, K.V.V.L. Narashimha, *Aspects of Translation*, Central Institute of Indian Languages: 2005.
4. Sivakamai, P. *The Grip of Change*, Orient Longman: 2006.
5. Singh, Avadhesh K. *Translation: Its Theory and Practice*, Creative Books: 1996.

### Suggestive readings

1. Bassnett,S&Lefever,A. *Translation, History and Culture*, Pinter: 1990.
2. Cateford,J.C. *ALinguistic Theory of Translation*, Oxford University press:1965.
3. Das,Bijoykumar. *A Handbook of Translation Studies*, Atlantic Publishers and Distributors(P) Ltd: 2013.
4. Drew,Rev.W.H. & Rev. John Lazarus, *Thirukkural (IInd Rpt.)*, Asian Education Services.
5. Newmark,P. *Approaches to Transalation*,Pergamon Press:1981.

### SKILL BASED COURSE –2 (SBC-2)

#### **kalaAyvum Tharavukal Sekarippum**

#### **(Fieldwork and Data Collection)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>kalaAyvum TharavukalSekarippum (Fieldwork and Data Collection)</b>	4	4	1	NIL

### Learning Objectives:

This course is giving an elaborative knowledge about Field Methodology and Data collection, which is necessary for the study of folklore. The purpose of the course is to familiarize the student to equip themselves how to carry out fieldwork and what should s/he do during and after field work such as report writing and analyzing data Lastly, the study aims to explore and encourage the development of innovative strategies for folklore data collection in response to evolving social conditions, ensuring that research remains relevant and reflective of contemporary cultural dynamics.

### Course learning outcomes:

By the end of this course, students will develop essential skills and techniques for conducting folklore fieldwork. They will understand the significance of fieldwork in collecting data on various folklore genres and their distinctive features. Additionally, they will be able to categorize and analyze the collected folklore data effectively. They will also apply their folkloric knowledge to write well-structured research papers based on their fieldwork experiences. Furthermore, as they engage with evolving social conditions, students may formulate innovative strategies for folklore data collection, ensuring that their research remains relevant and reflective of contemporary cultural dynamics.

### Course Units:

UNIT-I Folklore as a Field Science, Pre-field preparation, Concept of informant - Active / Passive, Selection of informants - Rapport establishment and maintenance.

UNIT-II Fieldwork Ethics - (I / thou relationship) Subjectivity, Objectivity, Etic – Emic Perspectives - Gender, Caste, Religion issues ‘Informant is not an object traditional way of data collection

UNIT-III Methods of data Collection and Techniques Observation method - (participant observation method and non-participant observation) Interview Method - Questionnaire Method Schedules, Kinds of context: natural, artificial and induced natural etc Record observations, Electronic Equipments as observation tools

UNIT-IV Post-Fieldwork Phase and Preparation of Fieldwork Report. Fieldwork Experience Documentation of Data, Field note, Field Diary Methods of Fieldwork Report Writing Classifications, Compilation & Field Data

### Essential Readings:

Barrow, H. *Fieldwork Methods in Folklore Studies*. New York: Oxford University Press, 1986.

Barrow, H., *Fieldwork Methods in Folklore Studies*, 2nd ed. New York: Oxford University Press, 1986.

Barrow, H. *Fieldwork Methods in Folklore Studies*, 1976

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### Suggested Readings



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