

Discipline Specific Core Course (DSC)**Semester_I**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
	DSC-1	Comparative Literature: Theories and History	03	01	04
	DSC-2	Comparative Indian Literature: Concept and Context	03	01	04
	DSC-3	Indian Poetics	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	Comparative Literature: Methods and Approaches	03	01	04
	DSC-5	Indian Literary Genres	03	01	04
	DSC-6	Literary Studies: History and Key Concepts	03	01	04
Total credits			09	03	12

Discipline Specific Elective Courses (DSE)**Semester I**

Paper no	Course Title	Credits
DSE-1	Indian Classical Literature	4
DSE-2	Translation Studies and Practices in India	4
DSE	Assamese language and literature	4
DSE	Bengali Language and Literature	4
DSE	Kannada Language and Literature	4
DSE	Malayalam Language and Literature	4
DSE	Manipuri Language and Literature	4
DSE	Marathi Language and Literature	4
DSE	Tamil Language and Literature	4
DSE	Telugu Language and Literature	4

Semester II

Paper no	Course Title	Credits
DSE-3	Medieval Indian Literature	4
DSE-4	Indian Fiction: Novel and Short Story	4
DSE	Art and Culture of Assam	4
DSE	Bengali Art and Culture	4
DSE	Kannada Art and Culture	4
DSE	Malayalam Art and Culture	4
DSE	Manipuri Art and Culture	4
DSE	Marathi Art and Culture	4
DSE	Art and Culture of Tamils	4
DSE	Telugu Art and Culture	4

Generic Elective Courses (GE)_**Semester I**

Paper no	Course Title	Credits
DSE	Assamese language and literature	4
DSE	Bengali Language and Literature	4
DSE	Kannada Language and Literature	4
DSE	Malayalam Language and Literature	4
DSE	Manipuri Language and Literature	4
DSE	Marathi Language and Literature	4
DSE	Tamil Language and Literature	4
DSE	Telugu Language and Literature	4

Semester II

Paper no	Course Title	Credits
DSE	Art and Culture of Assam	4
DSE	Bengali Art and Culture	4
DSE	Kannada Art and Culture	4
DSE	Malayalam Art and Culture	4
DSE	Manipuri Art and Culture	4
DSE	Marathi Art and Culture	4
DSE	Art and Culture of Tamils	4
DSE	Telugu Art and Culture	4

Skill Based Courses (SBC)**Semester I**

Paper no	Course Title	Credits
SBC-1	Digital Writing and Blogging	2

Semester II

Paper no	Course Title	Credits
SBC-2	Journalistic Writings	2

DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES**UNIVERSITY OF DELHI****Semester I****DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Comparative Literature: Theories and History	4	3	1	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To introduce Comparative Literature as an academic discipline along with the theories, definitions and history
- To study the different schools of Comparative Literature
- To relate the current debates and trends of Comparative Literature

Course Learning Outcome:

By studying this course, the students will be able to:

- Understand the theories and definitions of Comparative Literature
- Identify the different schools of Comparative Literature
- Critically analyse the functions and trajectory of the discipline.

UNIT – I

(4 weeks)

Concept of National Literature, World Literature, General Literature

UNIT – II

(4 weeks)

History of Comparative Literature as a Discipline

Schools of Comparative Literature

French, American, German, East European, Asian

UNIT – III

(4 weeks)

Definition, Scope and Critique of Comparative Literature

UNIT – IV

(4 weeks)

Contemporary Trends and Trajectories of Comparative Literature

Essential readings:

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell. 1993.

(Chapter 1 and Chapter 2)

Bernheimer, C. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press. 1995. (Introduction)

Claudio Guillen. *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press. 1993. (First 3 chapters)

Theo D'haen, David Damrosch, and Djelal Kadir. eds. *The Routledge Companion to World Literature*, Second Edition. London: Routledge, 2023. (Introduction and 3rd chapter)

Recommended readings

Apter, Emily. *The Translation Zone: A New Comparative Literature*, Princeton: Princeton University Press, 2005.

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell. 1993.

Bernheimer, C. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press. 1995.

Cao, S. *The Variation Theory of Comparative Literature*. Heidelberg: Springer. 2013.

Claudio Guillen. *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press. 1993.

Dominguez, C, Saussy, H., & Villanueva, D. Eds. *Introducing Comparative Literature: New Trends and Applications*. London and New York: Routledge. 2015.

Praver, S. S. *Comparative Literary Studies: An Introduction*. London: Duckworth. 1973

Saussy, Haun. Ed. *Comparative Literature in the Age of Globalization*. Baltimore: The Johns Hopkins University Press. 2004.

Spivak, G. C. *Death of a Discipline*. New York: Columbia University Press. 2003.

Theo D'haen, David Damrosch, and Djelal Kadir. eds. *The Routledge Companion to World Literature*, Second Edition. London: Routledge, 2023.

Weisstein, U. *Comparative Literature and Literary Theory*. London: Indiana. University Press. 1969.

Wellek, Rene and Austin Warren. *Theory of Literature*. 3rd Edition. New York: Penguin Books 1962.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC CORE COURSE -2 (DSC-2)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Comparative Indian Literature: Concept and Context	4	1	1	NIL

Learning Objectives:

The prime aim of this course is to introduce the students to the language, literature, art and culture of India in a Comparative framework. In order to impart understanding of Comparative Indian Literature, students will be taught the components of Indian Literature. To comprehend Indian Literature, students will be guided

to explore India's linguistic map, cultural diversity and the basic aspects of Indian Philosophy. This course will help the students to recognize the relation between oral and literary traditions. After providing the students with a clear understanding of Comparative Indian literature, this course will develop an expertise of the history and development of Comparative Indian Literature.

Learning outcomes:

- By studying this paper, students will be able to explain the components and the structure of Indian literature.
- The students will be able to explicate the fabrics of linguistic, literary and cultural landscape of India.
- The students will be able to inculcate the equal function of oral and literary traditions of India. They will understand the need of documenting both the traditions.
- The students will be equipped with an expertise of analysing and producing learning and teaching materials for comparative literary studies.

UNIT – I (___ Weeks)

Land, People and Languages of India (Language Families, Common Linguistic Features and Linguistic Distribution)

UNIT – II (___ Weeks)

The Basics of Indian Philosophy and their Impact on Literature

UNIT – III (___ Weeks)

Indian Narrative Traditions

UNIT – IV (___ Weeks)

A Historiographical Approach to Comparative Literature in India

Essential readings:**Recommended readings:**

Chatterjee, Suniti Kumar. *Language and Literature of Modern India*. Calcutta: Bengal Publishers Pvt. Ltd., 1963.

Das, Sisir Kumar. *A History of Indian Literature(1800-1910): Western Impact: Indian Response*. 1991. New Delhi: Sahitya Akademi Publications. 2005.

Figueira, Dorothy and Chandra Mohan. *Literary Culture and Translation*. New Delhi: Primus Books. 2017.

Radhakrishnan, Sarvepalli. *Indian Philosophy. Vol.-I and II*, USA: Oxford University Press, 1973.

Suggestive readings:

Chatterjee, Satishchandra and Dhirendramohan Datta, *An Introduction to Indian Philosophy* (3rd ed). New Delhi: Rupa and Co. 2009.

Dundes, Alan Ed. *Sacred Narrative: Reading in the Theory of Myth*. Berkley: University of California Press. 1984.

Sarkar, Surajit. *Oral tradition, Continuities and Transformation in Northeast India and Beyond*, New Delhi: Routledge. 2020

Singh, Khushwant. *India: An Introduction*, Harper Collins. 12018.

DISCIPLINE-SPECIFIC CORE COURSE -3 (DSC-3): INDIAN POETICS

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
INDIAN POETICS	4	3	1	

Indian Poetics is about how poetry creates feelings and beauty. It helps us understand why some poems and plays make us happy, sad, or excited. Long ago, wise scholars like Bharata, Anandavardhana, Kuntaka, and Bhamaha etc. studied poetry and wrote important books about it. They explained ideas like Rasa (emotions in poetry), Dhvani (hidden meanings), Vakrokti (creative expression), and

Alankara (figures of speech like similes and metaphors). These ideas help us enjoy and understand poetry better. This course will explain these concepts so students can learn Indian poetry reading techniques.

Learning Objectives:

The main aim of this course is to introduce students to Indian Poetics, which explains how poetry creates emotions and beauty. Students will learn the meaning of poetics (Kavya Shastra) and how it differs from Western literary theories. A key focus will be on the Definition of poetry and different Indian literary theories like Rasa, Dhvani Vakrokti, Auchitya, Guna, Reeti, and Alamkara theories. This course tries to teach the beauty of poetic language and creative expression. Students will learn how poets use Alankara (figures of speech like simile and metaphor) to enhance their work. By studying these theories, students will gain the ability to appreciate, analyse, and enjoy Indian poetry and drama with a deeper understanding of its artistic techniques.

Learning outcomes:

By the end of this course, students will have a clear understanding of Indian Poetics and its importance in literature. They will learn about Rasa, which explains how emotions like love, joy, and sadness are created in poetry. They will also explore Dhvani, the power of hidden meanings that make poetry richer and more expressive. Understanding Vakrokti will help students see how poets use creative and artistic language to make their writing unique. Additionally, they will learn about Alankara, which includes beautiful figures of speech like similes and metaphors that enhance poetry. By the end of the course, students will be able to analyze poems, identify poetic techniques, and appreciate Indian poetry more deeply.

UNIT – I (3 Weeks)**Foundations of Indian Poetics**

- Origin and development of Sanskrit Poetics (*Alankara Shastra*)
- Relationship between *Natya Shastra* and Poetics
- Early theorists: Bharata, Bhamaha, Dandin

UNIT – II (5 Weeks)**The Schools of Indian Poetics**

- The *Alankara* School: Bhamaha, Dandin, Udbhata, Rudrata
- The *Riti* School: Vamana and its significance
- The *Rasa* School: Bharata and his commentators (Lollata, Shankuka, Bhatt Nayaka, Abhinavagupta)
- The *Dhvani* School: Anandavardhana and Abhinavagupta
- Later developments and synthesis in the works of Mammata
- Tolkāppiyam: Tamil Kavya Shastra

UNIT – III (4 Weeks)**Key Texts and Theorists**

- *Natya Shastra* by Bharata: Rasa theory and its application
- *Kavyalankara* by Bhamaha and its contribution to *Alankara Shastra*
- *Kavyadarsha* by Dandin: Features of poetic embellishments
- *Dhvanyaloka* by Anandavardhana: Concept of *Dhvani* (suggestion)
- *Rasa Theory* as developed by Abhinavagupta and Bhatt Nayaka

UNIT – IV (4 Weeks)**Poetic Devices and Their Applications**

- *Alankaras* (Figures of Speech): *Upama*, *Rupaka*, *Anuprasa*, *Shlesha*
- *Riti* (Poetic Styles) and *Guna* (Merits of poetry)
- *Vakrokti* (Obliqueness) and *Auchitya* (Propriety)
- The debate between *Dhvani* and *Vakrokti* theories

UNIT – V (4 Weeks)**Influence and Contemporary Relevance**

- Influence of Sanskrit Poetics on regional Indian literature
- Comparative study of Indian and Western Poetics (Aristotle's *Poetics* vs. *Rasa* theory)
- Relevance of *Rasa* and *Dhvani* in modern literature and performance arts
- Criticism and evolution of *Alankara Shastra* in later centuries

Practical component (if any) - NIL**Essential/recommended readings:**

De, Sushil Kumar. *Studies in the History of Alankara Shastra or History of Indian Poetics. (Vol-I&II).* Luzac & Co., 1923.

Kane, P. V. *History of Sanskrit Poetics.* Motilal Banarsidass, 1971.

Murugan, V., editor. *Tolkāppiyam: Text (with Non-Metrical Segmentation), Transliteration, and Translations in English Verse and Prose.* Translated by V. Murugan, P.S. Subrahmanya Sastri, S. Ilakkuvanar, and Kamil V. Zvelebil, Central Institute of Classical Tamil, 2021.

Pandey, Kanti Chanra. *Comparative Aesthetics (Vol. I).* Tara Printing works, 1959.

Suggestive readings:

Anandavardhana. *Dhvanyaloka.* Translated by Daniel H. H. Ingalls, Jeffrey Moussaieff Masson, and M. V. Patwardhan, Harvard University Press, 1990.

Bharata Muni. *The Natyashastra.* Translated by Manomohan Ghosh, Manisha Granthalaya, 1967.

Bhamaha. *Kavyalankara.* Edited by P. V. Kane, Motilal Banarsidass, 1971.

Gerow, Edwin. *Indian Poetics.* Harrassowitz, 1977.

Kuntaka. *Vakroktijivita.* Edited by K. Krishnamoorthy, Dharwar University, 1977.

Pandey, K. C. *Comparative Aesthetics, Vol. I: Indian Aesthetics.* Chowkhamba Sanskrit Series, 1995.

Tripathi, R. S. *A Critical Approach to Classical Indian Poetics.* Chaukhambha Orientalia, 1984

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally.

Semester II**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Comparative Literature: Methods and Approaches	4	3	1	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To familiarize students with the basic methods and tools of comparative literary studies
- To enhance the students' ability to analyse and interpret literary texts through comparative approach, focusing on formal and thematic dimensions of literature as well as historical periods.
- To investigate how different literary traditions influence one another and how literary exchanges take places

Course Learning Outcome:

By studying this course, the students will be able to:

- Understand the different approaches and methodologies applied in comparative literature.
- Analyze the aspects of influences, reception and similarities between literatures.
- Evaluate 'comparison' as a method of literary study with respect to Comparative Literature.

UNIT – I**(4 Weeks)**

Introduction to Comparative Methods and Comparative Framework

Genology

UNIT – II**(4 Weeks)**

Thematology

UNIT – III

(4 Weeks)

Historiography

UNIT – IV

(4 Weeks)

Influence, Imitation, Reception and Survival

Essential readings:

Bandhyopadhyay, Shivaji. Ed. *Thematology: Literary Studies in India*. Kolkata: Jadavpur University. 2004 (Introduction)

Chanda, Ipshita. Ed. *Literary Studies in India: Literary Historiography*. Kolkata: Jadavpur University. 2004 (Introduction)

Dasgupta, Subha Chakraborty. *Literary Studies in India: Genology*. Kolkata: Jadavpur University. 2004 (Introduction)

Recommended readings:

Bandhyopadhyay, Shivaji. Ed. *Thematology: Literary Studies in India*. Kolkata: Jadavpur University. 2004

Chanda, Ipshita. Ed. *Literary Studies in India: Literary Historiography*. Kolkata: Jadavpur University. 2004

Das, Sisir Kumar. *Indian Ode to the West Wind: Studies in Literary Encounters*. Delhi: Pencraft International. 2001.

Guillen, Claudio. *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press. 1993.

Dasgupta, Subha Chakraborty. *Literary Studies in India: Genology*. Kolkata: Jadavpur University. 2004

Jost, Francois. *Introduction to Comparative Literature*. New York: Pegasus. 1974.

Weisstein, U. *Comparative Literature and Literary Theory*. London: Indiana University Press. 1969.

Wellek, Rene and Austin Warren. *Theory of Literature*. 3rd Edition. New York: Penguin Books 1962

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE-SPECIFIC CORE COURSE -5 (DSC-5): INDIAN LITERARY GENRES

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
INDIAN LITERARY GENRES	4	4	1	

Indian literature is a large and diverse collection of writings developed over thousands of years. This course will examine Indian literature, from ancient religious hymns to classic poems, epic stories, plays, and folk tales. It will focus on essential forms like the Vedas, Upanishads, Dharmasutras, Itihas, Puranas, Nataka (drama), Kavya (poetry), and Fables and Tales. Students will also study how the history and traditions have shaped these forms of literature.

The Learning Objectives

Students will learn about various Indian literature, exploring different types, from the Vedas to Kavyas (poems). Students will understand the importance of Dharmasutras and Smriti texts. They will get an idea of Sanskrit and select Tamil epics. Students will learn about the Puranas, studying their role in preserving myths, history, and religious practices. Students will explore classical Sanskrit drama and features of Drama and study select texts. Students will learn the different types of Kavya and understand the distinction between Mahakavya (long epic poems) and Laghukavya (short poems). They will study the development of prose stories in Sanskrit, learning about the difference between Katha (storytelling) and Akhyayika (historical stories). Students will understand how fables and tales teach lessons, exploring stories like the *Panchatantra*, *Jataka Tales*, and *Hitopadesha*, which impart moral, political, and life lessons.

Learning outcomes:

By the end of this course, students will analyse the structure and themes of the Vedas and Upanishads, critically engaging with Vedic hymns, Brahmanas, Aranyakas, and Upanishads.

Students will evaluate Dharmasutras's ethical and legal contributions, assessing the impact of Dharmasutras and Smritis on social norms, governance, and jurisprudence in ancient India.

Students will explain the significance of Puranic narratives by analysing how the Puranas shaped Indian religious beliefs, mythology, and historical consciousness. They will critically assess classical Sanskrit drama, applying knowledge of Bharata's Natyashastra and dramatic theory to analyse plays

Students will differentiate between major and minor Kavya forms, distinguishing the features of Mahakavya (epic poetry) and Laghukavya (short poetry) concerning Sanskrit literary conventions.

They will critically engage with Sanskrit prose literature, interpreting narrative techniques in Banabhatta's Kadambari, the Panchatantra, and Jataka Tales, understanding their literary and philosophical contexts. They will analyse the didactic and moral aspects of fables and tales, assessing how fables like the Panchatantra and Hitopadesha communicate ethical, political, and practical wisdom.

Students will develop independent critical thinking and research skills, conducting textual analysis, comparative studies, and thematic research on Indian literary genres.

Unit 1: Vedic Literature – The Vedas and Upanishads (4 Weeks)

- The four Vedas: Rigveda, Samaveda, Yajurveda, and Atharvaveda.
- Hymns, sacrifices, and cosmology in Vedic texts.
- The Brahmanas and Aranyakas: transition from ritual to philosophy.

Unit 2 Dharmasutras and Smriti Literature (3 Weeks)

- The Dharmasutras and their role in law and ethics.
- Manusmriti, Yajnavalkya Smriti, and their influence on Indian society.
- The evolution of legal and ethical traditions.
- Relationship between Dharma and literary expression.

Unit 3 Introduction to Sanskrit and Tamil The Epics (Ramayana and Mahabharata) and Select Tamil Epics) (3 Weeks)

- Ramayana:
- Mahabharata:
- Silappathikaram
- Manimekalai

Unit 4: Puranas (3 Weeks)

- Importance of the puranas

- The place of the puranas in Indian literature
- Maha Puranas
- Upa Puaranas

Unit 5: Nataka, Kavya, Fables and Tales (3 Weeks)

- Introduction to Nataka, Features of Nataka
- An Introduction to Kavya Literature; Laghukavya, Mahakavya and the Champu Kavya
- Panchatantra, Katha Saritsagara, Brihat Kathakosha

Practical component (if any) - NIL

Essential/recommended readings:

Ancient Indian Literature. Vols. 1-3, Sahitya Akademi, 1960.

Suggestive readings:

Claus Vogel, Jan Gonda (Ed.). *A History of Indian Literature: Indian Lexicography*. Otto Harrassowitz, 1979.

Gonda, Jan. *A History of Indian Literature: Veda and Upanishads*. Otto Harrassowitz, 1977.

Keith, A.B. *The Sanskrit Drama in Its Origin, Development & Decline*. Oxford University Press, 1924.

Lienhard, Siegfried. *A History of Classical Poetry: Sanskrit – Pali – Prakrit*. Otto Harrassowitz, 1984.

Renou, Louis. *Religions of Ancient India*. Schocken Books, 1953.

Winternitz, Maurice. *A History of Indian Literature*. Translated by S. Ketkar, Motilal Banarsidass, 1981.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally.

**DISCIPLINE-SPECIFIC CORE COURSE -6 (DSC-6): LITERARY STUDIES: HISTORY
AND KEY CONCEPTS**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Literary Studies: History and Key Concepts	4	3	1	0

Course objectives:

This course will offer students a foundational understanding of the domain of the discipline of Literary Studies. The course will introduce the intricacies of the process of the development of a discipline, trace the historical background of the development of literary studies in India, and the founding terms of literary studies.

Learning outcomes:

Understanding of the changes in the definition of literature.

Historical outline of the development of literary studies in India

Knowledge of the terms used in the study of literature.

UNIT – I (4 Weeks)

Changing definitions of Literature

UNIT – II (4 Weeks)

Knowledge production and development of disciplines: Epistemological, Ontological and Social Conditions

UNIT – III (4 Weeks)

Literary Studies in India: Pre-colonial, Colonial, and Post-Colonial

UNIT – IV (8 Weeks)

Foundational terms of Literary Studies:

Aesthetics, Poetics

Text, Author, Reader

Genre, Theme

Criticism, Theory

Practical component (if any) - NIL

Essential/recommended readings:

Klarer, Mario. (1998). *An Introduction to Literary Studies*, London and New York: Routledge.

Viswanathan, Gauri. (2015). *Masks of Conquest: Literary Study and British Rule in India*, Columbia University Press.

Widdowson, Peter. (2004). *Literature*, London: Routledge.

Suggested Readings:

Ahmed, Aijaz. (1992). *In Theory: Classes, Nations, Literatures*. Oxford: Oxford University Press.

Barry, Peter. (2017). *Beginning Theory: An Introduction to Literary and Cultural Theory*, UK: OUP.

Culler, Jonathan, (2004). *Literary Theory: A Very Short Introduction*, OUP: Oxford.

Devy, G. N. (1992). *After Amnesia: Tradition and Change in Literary Criticism*. Delhi: Orient Longman.

Hudson, William Henry. (1913). *An Introduction to the Study of Literature*, London: George G. Harrap & Company.

Kapoor, Kapil. & Singh, Awadhesh Kumar. (Eds.). (2005). *Indian Knowledge System*, Vol: I and II, Delhi: D. K. Printworld Ltd.

Paranjape, Makarand. (1997). Ed. *Nativism: Essays in Criticism*. New Delhi: Sahitya Akademi.

Radhakrishnan, R. (2003). *Theory in an Uneven World*. Oxford: Blackwell.

Waugh, Patricia. (2006). *Literary Theory and Criticism*, OUP: Oxford.

Discipline Specific Elective Courses**Semester I****DISCIPLINE SPECIFIC ELECTIVE COURSE -1 (DSE-1)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Indian Classical Literature	4	3	1	NIL

Learning Objectives:

This course aims to introduce students to the rich and diverse traditions of Indian classical literature, focusing on Sanskrit and Tamil. It seeks to explain the complex literary interrelationships within Indian literature, examining both continuities and changes through exchanges between different religious traditions, including Brahminical, Buddhist, and Jaina influences. Through a comparative analysis of texts from Sanskrit and Tamil classical traditions, the course explores their thematic and stylistic connections. Additionally, it highlights the interconnections between Indian classical literature and its influence on contemporary literature and cinema.

Learning outcomes:

After completing this course, students will gain an understanding of the Indian classical literary traditions of Sanskrit and Tamil. They will be able to analyze how different literary genres emerged within these traditions and how they influenced other Indian literatures. This course will enable students to explain and elaborate on the key characteristics of classical literature. Furthermore, students will understand how the creation of myths and narratives around classical texts and authors has played a significant role in establishing these texts as standardized. Such narratives often elevate the status of classical works by attributing divine origins, legendary authorship, or cultural significance, thereby reinforcing their influence across generations.

UNIT – I Introduction to Indian Classical Literature

(4 Weeks)

Definition and scope of classical literature Overview of Pali- Prakrit Sanskrit, Tamil, and other classical literary traditions. Components of classicality .Influence and Reception of Indian Classical Literature

UNIT – II Introduction to Sanskrit Literature (4 Weeks)

UNIT – III Introduction to *Pali-Prakrit-Apabramsha* literature (4Weeks)

UNIT – IV Introduction to Tamil classical literature (4Weeks)

Essential Readings:

Parthasarathy,R. (Trans). *The Cilappatikaram: The Tale of an Anklet*. Delhi; Penguin Books,2004.
(The Book of Maturai)

Ganguli ,K.M. (trans). *The Mahabharata, from The Mahabharata of Krishna-Dwaipayana Vyasa*.
Delhi: Munshiram Manoharlal Publishers,2012. (Stri Parva The Book of the Women)

Hari.Prasad.Shastrri *The.Ramayana.of.Valmiki* London:Shanti Sadan 1952. (Book VI. Lanka-Kanda.)

Kale.M.R .(Trans).*The Meghaduta of Kalidasa*, Delhi: Motilal Banarsidass,2015.

Dakshinamurthy,A. *Kuruntokai An Anthology of Classical Tamil Poetry* Thanjavur: Vetrichelvi
Publishers,2007. (1-25 poems).

Suggestive Readings:

Marudanayagam, P *Ancient Tamil Poetry and Poetics: New Perspectives* Chennai Central Institute of
Classical Tamil, 2010.

Marudanayagam, P. *Overshadowed Classics in Tamil*. Chennai: Emerald publishers 2021.

Parameswaran, M. R. *Valmiki Ramayana: Critical Essays*. Manipal University Press.2004.

Pollock, Sheldon. (Ed.). *Literary Cultures in History: Reconstructions from South Asia*. Delhi: Oxford
University Press,2003.

Rajesh, V. *Reproduction and Reception of Classical Tamil Literature: Textual Culture in Colonial Madras*. New Delhi: Cambridge University Press, 2013.

Ramanujan, A. K. *The Collected Essays of AK Ramanujan*. New Delhi: Oxford University Press 2007.

Sharma T. R. S., (Eds). *Ancient Indian Literature: An Anthology* (3 vols.). New Delhi: Sahitya Akademi, 2000.

Zvelebil, K.V. *Companion Studies to the History of Tamil Literature*. E.J. Brill New York, 2021.

DISCIPLINE SPECIFIC ELECTIVE COURSE -2 (DSE-2)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Translation Studies and Practices in India	4	3	1	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To introduce the basic translation theories and the history of translations.
- To enable an understanding of the practices of translations in and among Indian languages

Course Learning Outcome:

By studying this course, the students will be able to:

- Acquire knowledge about the history and processes of translation in India
- Inculcate an understanding of the practices of translation among Indian languages.

UNIT – I

(4 Weeks)

Theory and History of Translation Studies

Translation and Comparative Literature

UNIT – II

(4 Weeks)

Nature and History of Translation in India

UNIT – III

(4 Weeks)

Translation among Indian Languages: Problems and Strategies

UNIT –IV

(2 Weeks)

Translation between Indian Languages and other foreign languages: History and Practice

Essential readings:

Bassnett, S. and Lefever, A. Eds. *Translation, History and Culture*. London: Pinter. 1990
(Introduction)

Bassnet, Susan and Trivedi, Harish, eds. *Postcolonial Translation Theory and Practice*, London: Routledge, 1999. (Introduction)

Recommended readings:

Bassnett, S. and Lefever, A. Eds. *Translation, History and Culture*. London: Pinter. 1990

Singh, Avadhesh K. Ed. *Translation: Its Theory and Practice*. Delhi: Creative Books. 1996

Mukherjee, Sujit. *Translation as Discovery and Other Essays on Indian Literature in English Translation*. New Delhi: Allied Publishers Private Ltd. 1981.

Bassnet, Susan and Trivedi, Harish, eds. *Postcolonial Translation Theory and Practice*, London: Routledge, 1999.

Lefevere, Andre. *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*, London: Routledge, 2008.

Venuti, Lawrence, ed. *The Translation Studies Reader*, London: Routledge, 2004

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)
ASSAMESE LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Assamese Language and Literature	4	3	1	0

Learning Objectives:

This paper will focus on the development of Assamese language and literature. It will discuss on different stages of development of Assamese literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Assamese literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Assamese language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (2 Weeks)

History of Assamese Language

UNIT – II (4 Weeks)

Ancient Assamese Literature

UNIT – III (5 Weeks)

Medieval Assamese Literature

UNIT – IV (5 Weeks)

Modern Assamese Literature

Essential/recommended readings:

Barua, Birinchi Kumar. *History of Assamese Literature*. New Delhi, Sahitya Akademi, 1964.

Barua, Hem. *Assamese Literature*. New Delhi, National Book Trust, 1959.

Sarma, Satyendranath. *Assamese Literature*. Wiesbaden, OTTO Harrassowitz, 1976

Suggestive readings:

Kakati, Banikanta. *Assamese Its Formation and Development*. Guwahati, Lawyer's Book Stall. 1972.

Neog, Dimbeswar. *New Light on History of Asamiya Literature*, Guwahati, Xuwani Prakash, 1962.

Neog, Maheswar, *Essays on Assamese Literature*, New Delhi, Omsons Publishers 2008

Saikia, Nagen. *Background of Modern Assamese Literature*, Guwahati, Purbanchal Prakash, 1997

Sarma, Upendranath. *Studies in Assamese Literature*, Guwahati, Assam Publication Board, 2012

Singh, Raj Kumar. *Encyclopaedia of Assamese Literature*, New Delhi, Anmol Publications Pvt. Ltd. 2009

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE : BENGALI LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Bengali Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Bengali language and literature. It will discuss on different stages of development of Bengali literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Bengali literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Bengali language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Bengali Language

UNIT – II (4 Weeks)

Ancient Bengali Literature

UNIT – III (6 Weeks)

Medieval Bengali Literature

UNIT – IV (6 Weeks)

Modern Bengali Literature

Essential/recommended readings:

Asiatic Society of Bangladesh, *Banglapedia: The National Encyclopaedia of Bangladesh* (Online ed.). Dhaka, Bangladesh: Banglapedia Trust, Asiatic Society of Bangladesh, <https://en.banglapedia.org>, 2003

Bardhan, Kalpana. *The Oxford India Anthology of Bengali Literature*, OUP India, 2010

Dasgupta, Probal. "Bangla", in Cardona, George; Jain, Dhanesh (eds.), *The Indo-Aryan Languages*, Routledge, pp. 386–428, 2003

Sen, Sukumar. *History of Bengali Literature*, New Delhi: Sahitya Akademi, 1979 [1960].

Suggestive readings:

Bhattacharya, T. "Bengali", In Gary, J. and Rubino. C. (ed.). *Encyclopaedia of World's Languages: Past and Present (Facts About the World's Languages)*. WW Wilson, New York, 2000

Chakravarti, Sudeep. *The Bengalis*. Aleph Book Company, 2017

Chatterji, S. K. *The Origin and Development of the Bengali Language*, Rupa, 2002 [1926].

Dasgupta, Subrata. *The Bengal Renaissance*, Permanent Black, 2009

Klaiman, M. H. "Bengali". In Comrie, Bernard (ed.). *The World's Major Languages*. Croon Helm, London and Sydney, 1987

Kaviraj, Sudipto. *The Unhappy Unconsciousness: Bankim Chandra Chattopadhyay and the Formation of Nationalistic Discourse in India*. New Delhi: Oxford University Press, 1998.

Kripalani, Krishna. *Rabindranath Tagore: A Biography*. London: Oxford University Press, 1962

Library of Congress. *The South Asian Literary Recordings Project: Bengali Authors*, USA, <https://www.loc.gov/acq/ovop/delhi/salrp/bengali.html>

Thompson, Hanne-Ruth. *Bengali*. Volume 18 of London Oriental and African Language Library. John Benjamins Publishing, 2012

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

KANNADA LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Kannada Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Kannada language and literature. It will discuss on different stages of development of Kannada literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Kannada literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Kannada language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Kannada Language

UNIT – II (4 Weeks)

Ancient Kannada Literature

UNIT – III (6 Weeks)

Bhakthi Sahitya in Kannada

UNIT – IV (6 Weeks)

Modern Kannada Literature

Essential/recommended readings

R Narasimhaachar, History of the kannada language (RedershipLectures), Mysore, University of Mysore, 1934,

M chidanada murthy, shashana gala samskrithika adyayana, Bengaluru, sapna book house, 2015

A K Ramanujan, Speaking of Shiva, Newyprk, Penguin books, 1985

Samayanige sahithya charitre, different authors, Bengaluru, sapna book house 2015

Rajappa daluvai, sahithya kosha, benagluru, dalavahi publication, 2015

Suggestive readings:

Rajappa Dalavayi, Kannada Sahitya Kosha, Bangaluru, Dalavayi Prakashana , 2019

R Narasimhachar, History of Kannada Literature, Mysore, Govt. Branch Press,1934

L.S.Sheshagiri Rao, Hosagannada Sahitya charitre, Bangalore, Ankita Prakashana, 2015

L.S. Sheshagiri Rao, An Introduction to Modern Kannada Literature, Bangalore, Kannada

saahitya parishat, 1977

H Thipperudraswami, Vachana Deepike, Jnanayoga Foundation, 1995

K Narayana Rao, Sarvajana Vachana Saara sangraha, T N Krishnaiah shetty and sons,

H S K, Daasa Saahitya, Mysore, Mangala Bharathi Prakashana, 1984

Various Authors, Dasa saahitya vishishta kosha, Tirupati, Tirumala tirupati Devastnam, 2013

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE:

MALAYALAM LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Malayalam Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Malayalam language and literature. It will discuss on different stages of development of Malayalam literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Malayalam literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Malayalam language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Malayalam Language

UNIT – II (4 Weeks)

Ancient Malayalam Literature

UNIT – III (6 Weeks)

Medieval Malayalam Literature

UNIT – IV (6 Weeks)

Modern Malayalam Literature

Essential/recommended readings:

Godavarma K. Indo- Aran loanwords in Malayalam, Thunchath Ezhuthachan Malayalam University, Thirur, Kerala, 2017

Joerge K.M., A survey of Malayalam literature. Bombay: Asia Pub. House. 1968

Joerge K.M., Western influence on Malayalam language and literature. New Delhi: Sahitya Akademi. 1972

Joerge K.M., Modern Indian Literature, an Anthology: Surveys and poems. Sahitya Akademi. 1992

Ramachandran Puthusseri Prof. Language of Middle Malayalam, Mahatma Gandhi University, Kottayam, 2012

Suggestive readings

Parameswarayyar Ullur S. English essays and poems of Mahakavi Ullur, University of Kerala, Trivendrum, Kerala, 1978

Kumaran Asan, Selected poems of Kumaran Asan, University of Kerala, Trivendrum, Kerala, 2006

Kerala Sahitya Akademi, Dalit Literature in Malayalam, Kerala Sahitya Akademi, Thrissur, Kerala, 2009

Parameswarayyar Ullur S. Kerala Sahitya Charitram Vol.i, ii, iii, iv, v, University of Kerala, Trivendrum, Kerala, 1990

Rajaraja Varma A.R. Kerala Panineeyam, D.C. Boks, Kottayam, Kerala, 2007

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE: MANIPURI LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Manipuri Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Manipuri language and literature. It will discuss on different stages of development of Manipuri Literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Manipuri Literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Manipuri language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Manipuri Language

UNIT – II (4 Weeks)

Ancient Manipuri Literature

UNIT – III (6 Weeks)

Medieval Manipuri Literature

UNIT – IV (6 Weeks)

Modern Manipuri Literature

Essential/recommended readings:

Jhalajit, RK. *A History of Manipuri Literature*. Imphal: OK Store, 1976.

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi, 2003.

Singh, Ch. Yasawanta, *Manipuri Grammar*. Rajesh, 2001.

Essential/recommended readings:

Jhalajit, RK. *A History of Manipuri Literature*. Imphal: OK Store, 1976.

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi, 2003.

Singh, Ch. Yasawanta, *Manipuri Grammar*. Rajesh, 2001.

Suggestive readings:

Devi, P. Modhubala. *Manipuri Phonology*. Imphal: Potsangbam Bhuvan Singh Trust Imphal, 2002.

Kamei, Gangmumei. *History of Manipur*. New Delhi: Akansha, 2015.

Sanasam, Jodhchandra. *Khamba Thoibi Shiereng of Anganghal*. Translation, Imphal, 2017.

Sharma, L. Birendrakumar, *Makers of Indian Literature: G. C. Tongbra*, Delhi: Sahitya Akademi, 2018.

Singh, E. Sonamani, *Jahera*. Translation, Imphal: Sahitya Akademi, 2004.

Singh, Ibohal Wahengba. *The History of Manipur (An Early Period)*. Imphal: Manipur Commercial Co., ndt.

Singh, RK Birendra. *Madhabi*. Translation, Imphal: The Manipur State Kala Akademi, 1975.

Tongbra, G.C. *The Flesh Trap (Ngabongkhao)*. Imphal, 1996.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE –
MARATHI LANGUAGE AND LITERATURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Marathi Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Marathi language and literature. It will discuss on different stages of development of Marathi literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Marathi literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Marathi language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Marathi Language

UNIT – II (4 Weeks)

Ancient Marathi Literature

UNIT – III (6 Weeks)

Medieval Marathi Literature

UNIT – IV (6 Weeks)

Modern Marathi Literature

Essential/recommended readings:

Bhate G. C. *History of Modern Marathi Literature (1800-1938)*, Pune, 1939.

Deshpande Kusmavati and Rajadhyaksha M. V. *A History of Marathi Literature*. New Delhi: Sahitya Akademi. 1988.

Tulpule S. G. *Classical Marathi Literature*, Wiesbaden, West Germany 1979.

Contemporary Indian Literature (Revised and enlarged edn, Sahitya Akademi, New Delhi 1959).

K. R. Srinivasa Iyengar (ed.). *Indian Literature since Independence*, Sahitya Akademi, New Delhi, 1973.

Suggestive readings:

Joge R. S.: "*Indian Literature*" Encyclopaedia of Literatures (Vol. II) (ed. J. T. Shipley), New York, 1946.

Maharashtra State Gazetteers, the volume on Language and Literature, Chapter II (Govt. of Maharashtra, 1971).

Gokak V. K. (ed). *Literature in Modern Indian Languages*, Publications Division, Govt. of India, 1957.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE -4 (DSE-4): TAMIL
LANGUAGE AND LITERATURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Tamil Language and Literature	4	4	1	0

Learning Objects:

The primary objectives of this course are to facilitate non-Tamil students in acquiring comprehensive knowledge of the history of the Tamil language and literature and to explain the evolution and development of the Tamil language through various periods and phases since ancient times.

Learning Outcomes

- The course would make the students aware of the origin and development of the Tamil Language and Literature.
- Gain a comprehensive understanding of the Tamil language's origins within the Dravidian family, its linguistic evolution, and its development as a classical language of India
- Analyze major literary periods in Tamil history, including the Sangam era, medieval Bhakti poetry, classical literature, and modern Tamil literature
- Examine how Tamil literature reflects the social, political, religious, and cultural contexts of its time, including the role of literature in shaping Tamil identity.

Unit – I Sangam Literature	4 Weeks
Unit –II. Ethical Literature and Epics	4 Weeks
Unit – III Bhakti Literature	4 Weeks
Unit – IV Minor Literature	4 Weeks

Suggested Readings:

Kamil Veith Zvelebil & Jan Gonda (ed.). *Tamil Literature (A History of Indian Literature, volume 10)*, Delhi: Manohar Publishers , 2019.

Marudanayagam,,P. *Ancient Tamil Poetry And Poetics: New Perspectives* .Chennai: Central Institute of Classical Tamil, 2010.

Ramanujan, A. K. *The Collected Essays of A. K. Ramanujan*. New Delhi: Oxford University Press,2007.

Somasundaram Pillai, J.M. *A History of Tamil Literature - With Texts and Translations - From the Earliest Times to 600 A.D.*,1968

<https://archive.org/details/ahistoryoftamilliterature1968>

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE : TELEGU LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
TELEGU LANGUAGE AND LITERATURE	4	4	1	

This course is designed to introduce the Telugu language and literature to the students. Telugu, spoken mainly in the Indian states of Andhra Pradesh and Telangana, has a deep cultural history that spans thousands of years. It is one of India's oldest and most widely spoken languages, and it has a unique script and fascinating evolution. It belongs to the Dravidian language family and has a rich history. Telugu is known for its unique script, which differs from other Indian languages. The language is ancient, with written records dating back to the 6th century. Telugu literature is also ancient and has many important works. The literature includes poetry, plays, novels, and stories. Some famous poets like Nannaya, Tikkana, Sreenatha, Pothana, and Prabandha Poets have contributed significantly to Telugu literature. Over time, modern writers have continued to develop the language, creating new forms of literature, including short stories, novels, and essays. Telugu is not just a language but an essential part of the culture and identity of the people who speak it. Telugu literature continues to grow and influence new generations, making it a vital language for India and the world.

Learning Objectives:

The course aims to help students learn about the Telugu language, its literature, and the culture of Telugu-speaking people. Students will understand how the Telugu language and literature developed by examining its history and region changes. They will also study the various types of Telugu literature, including classical and modern writings, famous authors, and their works. The course will teach students about the important cultural traditions of Telugu-speaking people, like festivals, customs, and rituals. It will also explore Telugu arts, including dance and drama, which show the rich culture of the people. By the end of the course, students will understand the language, its literature, and the cultural practices necessary for Telugu-speaking communities.

Learning outcomes:

- Students will learn about the great classical works of Telugu literature, such as the Andhra Mahabharata and works of poets like Nannaya, Tikkana, Pothana, Aallasani Peddana etc.

- Students will become familiar with various literary forms like poetry, short stories, novels, and plays and understand their unique characteristics in Telugu.
- Students will study the works of contemporary Telugu writers and poets, understanding their contributions to modern literature and society.
- Students will explore how Telugu literature addresses and reflects social issues, such as caste, gender, politics, and inequality.
- Students will study the historical context of Telugu literature, understanding how the language and its literary works evolved.
- Students will explore how language shapes cultural and personal identity, focusing on the role of Telugu in community building and individual expression.
- Students will learn about the need to preserve the Telugu language and its literary heritage in the face of modernization and globalization.
- Students will understand how Telugu literature has influenced global literary traditions through translation, diaspora communities, and international recognition.
- Students will explore how digital platforms and modern technology change Telugu literature production, distribution, and consumption.

UNIT – I (4 Weeks)**Introduction to Telugu Language and Script**

- History and evolution of the Telugu language
- Telugu script, phonetics, and grammar
- History of Andhramu, Tenugu, Telugu words

UNIT – II (4 Weeks)**Classical Telugu Literature**

- Overview of early Telugu literature: Nannaya, Tikkana, and Errana (Kavitrayam), Andhra Mahabagavatam, Writings of Sreenatha,
- Analysis of Select classical works of Asthadiggaja Poets
- Themes, styles, and literary devices in classical poetry

UNIT – III (4 Weeks)**Modern Telugu Literature**

- Emergence of modern Telugu literature in the 19th and 20th centuries

- Study of prominent authors like Gurazada Apparao, Viswanatha Satyanarayana, and Chalam

UNIT – IV (4 Weeks)

- Modern literary movements in Telugu
- Analysis of select contemporary Telugu Literary Genres

Essential/Recommended Readings :

Chenchayya, P., and M. Bhujanga Rao Bahadur. *A History of Telugu Literature*. Asian Educational Services, 1988.

Krishnamurthi, Salva. *History of Telugu Literature from Early Times to 1100 A.D.* 2 vols., Institute of Asian Studies, 1994.

Kulasekhara Rao, M. *A History of Telugu Literature*. M. Kulasekhara Rao, 1988.

Sitapati, Gidugu Venkata. *History of Telugu Literature*. Sahitya Akademi, 1968.

Suggestive Readings:

Narayana Rao, Velcheru, and David Shulman. *Classical Telugu Poetry: An Anthology*. University of California Press, Ltd., 2002.

———. *The Demon's Daughter: A Love Story*. State University of New York Press, 2006.

———. *Sound of the Kiss, or the Story that Must Never Be Told*. Columbia University Press, 2003.

———. *Srinatha: The Poet Who Made Gods and Kings*. Oxford University Press, 2012.

———. *A Poem at the Right Moment: Remembered Verses from Premodern South India*. University of California Press, Ltd., 1998.

———. *Lover's Guide to Warrangal: Vallabharaya's Kridabhiramamu*. Permanent Black, 2002.

Raju, P.T. *Telugu Literature*. Onal Book House Ltd., 1944.

Ramanujan, A. K., Velcheru Narayana Rao, and David Shulman. *When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others*. University of California Press, Ltd., 1994.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE-SPECIFIC ELECTIVE COURSE**Semester II****DISCIPLINE-SPECIFIC ELECTIVE COURSE -3 (DSE-3): MEDIEVAL INDIAN LITERATURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
MEDIEVAL INDIAN LITERATURE	4	4	1	

During the 6th and 18th centuries, many kinds of writing grew in India. This literature was affected by many things, like religion, philosophy, and politics. A big part of this time was the Bhakti movement. Bhakti's poetry talks about loving and connecting with God personally. The poets in this movement, like Andal, Akka Mahadevi, Tukaram, Basava, etc., shared their love for God. Women poets also shared their struggles and thoughts on religion and society. At the same time, older stories, like the *Ramayana* and *Mahabharata*, were told again in different languages, such as Tamil, Kannada, Telugu, and other Indian languages. These new versions kept the old teachings but showed how things changed in society. Literature is also connected with music, dance, and temple life. Poems and songs were performed in temples, and many people saw these performances. This course will teach us about these different kinds of writing and how they are essential to India. By studying these works, we will understand how they helped shape Indian culture and continue to affect us today.

Learning Objectives:

- To introduce students to the richness and diversity of medieval Indian literary traditions.
- To examine the Bhakti movement and its influence on literature across different Indian languages.
- To analyse gendered perspectives in medieval literature, primarily through women's voices.

- To explore classical traditions, epics, and their adaptations in medieval Indian literature.
- To study the role of hagiographies, historical narratives, and marginalised voices in medieval literary traditions.
- To understand the deep connection between literature and performing arts, including music, dance, and temple representations.
- To critically examine devotional, historical, and artistic representations of literature.
- To foster a comparative understanding of medieval literature across linguistic and cultural traditions.

Learning outcomes:

- Students will understand the development of Bhakti literature and its role in shaping Indian literary traditions.
- Students will analyse women's voices in medieval Indian literature and their contribution to socio-cultural discourses.
- Students will examine the transformations of classical Sanskrit and Tamil traditions in medieval times.
- Students will explore the adaptation and regional retellings of the Ramayana and Mahabharata.
- Students will identify key hagiographic texts and their role in shaping religious and historical narratives.
- Students will explore the literary significance of Indian performing arts, temple inscriptions, and visual representations.
- Students will examine the role of Persian, Arabic, and Indo-Islamic literary traditions in shaping medieval Indian thought.
- Students will discuss the impact of medieval drama, poetry, and oral storytelling traditions.
- Students will develop a holistic and comparative perspective on medieval Indian literature.

UNIT – I (4 Weeks)

Introduction to the Bhakti movement and its impact on Indian society.

Bhakti literature is available across Indian languages (Tamil, Kannada, Telugu, Bengali etc.).

Key Bhakti poets: Select Poets from Alvars and Nayanmars and others

UNIT – II (4 Weeks)

Women's Voices in Bhakti and Medieval Literature

- Contributions of women Bhakti poets: Mirabai, Andal, Akka Mahadevi, Lal Ded, Bahinabai, Janabai, etc.
- Gender, devotion, and resistance in medieval literature.
- The representation of women in medieval poetry, songs, and oral traditions.

UNIT – III (4 Weeks)

Classical tradition in Indian languages.

- Ramayana tradition in Indian languages.
- Mahabharata tradition in Indian languages

UNIT – IV (4 Weeks)

□ Hagiographies and Historical Narratives

The role of hagiographies in medieval Indian literature (e.g., Periyapuramam)

Biographical narratives of saints and their literary styles.

Indigenous historical traditions (e.g., Rajatarangini)

UNIT – V (4 Weeks)

Literature in Performing Arts and Temple Traditions

- Literary representations in temple sculpture, painting, music, and dance.
- The role of literature in Indian classical music and dance traditions.
- The connection between oral storytelling and temple performance traditions (e.g., Kathak, Yakshagana, Kutiyattam, Terukkuttu).

Essential/recommended readings:

Panikkar, Ayyappa, general editor. Medieval Indian Literature: An Anthology. 4 vols., Sahitya Akademi, 1997-2000.

Sharma, T.R.S., chief editor. Ancient Indian Literature: An Anthology. 3 vols., Sahitya Akademi, 2000.

Tharu, S., and K. Lalita, editors. *Women Writing in India: 600 B.C. to the Present*. Oxford University Press, 1991.

Suggestive readings:

Datta, A., editor. *Encyclopaedia of Indian Literature*. 3 vols. Sahitya Akademi, 1987-1989.

Das, S. K. *History of Indian Literature*. 3 vols. Sahitya Akademi, 1991/1995/2005.

Dimock, E., et al., editors. *The Literatures of India: An Introduction*. The University of Chicago Press, 1974.

Iyengar, K. R. S. *Indian Literature since Independence*. Sahitya Akademi, 1973.

Keith, A. B. *Sanskrit Drama*. Motilal Banarasidas, 1988.

Lopez, D. S., editor. *Religions of India in Practice*. Princeton University Press, 1995.

Pollock, Sheldon, editor. *Literary Cultures in History: Reconstructions from South Asia*. Oxford University Press, 2003.

Winternitz, M. *History of Indian Literature*. Motilal Banarasidas, 1907/1981.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally.

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)
ART AND CULTURE OF ASSAM**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Art and Culture of Assam	4	3	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Assam. Assamese arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Assam. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their importance Assamese culture. This course will attempt to incorporate the use of digital media in the promotion of Assam's art and culture in the digital era.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Assamese arts and culture. Students will be able to critically think and analyse various aspects of Assamese arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Assamese arts and culture with any other regional arts and culture.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of performing art

UNIT – IV (4 Weeks)

Visual Arts and inclusion of New Media

Essential/recommended readings:

Das, Jogesh. *Folklore of Assam*. New Delhi, National Book Trust, 1972.

Dutta, Birendranath. *Heritage of Assamese Music*. Guwahati, Anundoram Borooah Institute of Language, Art and Culture, 2021.

Goswami, Prafulladatta. *Festivals of Assam*. Guwahati, Anundoram Borooah Institute of Language, Art and Culture, 1995

Suggestive readings:

Ahmed, Kasim Ali. *Folklore of Assam*. Guwahati, Eastern Book House, 2012.

Chaudhuri, Sarit K. and Mini Bhattacharyya Thakur (Ed.). *Cultural Heritage of Assam*. New Delhi, Gyan Publishing House, 2017

Goswami, Prafulladatta. Ballads and Tales of Assam; A study of the Folklore of Assam. Guwahati, University of Gauhati, 1970.

Patgiri, Jagadish. Folklore & Folklife And Modern Assamese Social Drama. Guwahati, Assam Book Hive, 2019.

Sinha, Biswajit. Assamese Theatre (Encyclopaedia of Indian Theatre - 14). New Delhi, Raj Publications, 2016

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE -: BENGALI ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Bengali Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Bengal. Bengali arts and culture are a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This paper will aim to provide students with a comprehensive understanding of the significance of Bengali arts and culture. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their role in Bengali culture.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed in students and it will enable them to understand and appreciate the nuances of Bengali arts and culture. Students will be able to critically think and analyse various aspects of Bengali arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among students to do the comparative studies and research on Bengali arts and culture with any other regional arts and culture. This course will attempt to incorporate the use of digital media in the promotion of Bengal's art and culture in the digital era.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and Celebrations

UNIT – III (4 Weeks)

Theatre and Performance

UNIT – IV (4 Weeks)

Visual Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:

Suggestive readings:

DISCIPLINE SPECIFIC ELECTIVE (DSE)

KARNATAKA ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Karnataka Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Karnataka. Karnataka's arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Karnataka. The students will be introduced with the major art forms, such as dynasty and architect, music, dance, theatre media and visual arts and their importance in Karnataka culture.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of

Kannada arts and culture. Students will be able to critically think and analyse various aspects of Kannada arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Karnatakas arts and culture with any other regional arts and culture. This course will attempt to incorporate the use of digital media in the promotion of Karnataka's art and culture in the digital era.

UNIT – I (6 Weeks)

Dynasty and architect of Karnataka

UNIT – II (4 Weeks)

Music and Festivals of Karnataka

UNIT – III (4 Weeks)

Theatre and other forms of performing arts of Karnataka

UNIT – IV (4 Weeks)

Media and Visual Arts of Karnataka

Essential/recommended readings:

Lalit Chugh, Karnatakas rich heritage art and architecture, Chennai, Nation press, 2016

Lalit Chugh, Karnatakas rich heritage: temple sculpture and dancing apsaras, Chennai, Nation press 2017,

K V akshara, Kannada theater history: a source book, Manipal University Press, 2018

KV akshara, Epic Ranga bhoomi, Bengaluru, Abhinava, 2023

Kannada subject encyclopedia, university of mysore, 2016

Gopal bargava, encyclopedia of art and culture in India, volume 2, benagluru, esha books, 2008

Iteshmul huq, A hand book of Karnatak, Goverof Karnataka, 1996

Suggestive readings:

Rajappa Dalavayi, Kannada Sahitya Kosha, Bangaluru, Dalavayi Prakashana , 2019

R Narasimhachar, History of Kannada Literature, Mysore, Govt. Branch Press, 1934

L.S.Sheshagiri Rao, Hosagannada Sahitya charitre, Bangalore, Ankita Prakashana, 2015

L.S. Sheshagiri Rao, An Introduction to Modern Kannada Literature, Bangalore, Kannada saahitya parishat, 1977

Muneesh kumar, Fundamental of Visual Atrts, Doaba publications, 2010

Sandhya ketkar, The history of Indian art, Jyotsna prakashana, 2017

Shivarama Kaaranta, Mukajjiya Kanasugalu, Bangalore, sapna book house

Janapada vishwakosha, Mysore, Mysore University

Aravinda Malagatti, kannada vishaya vishwakosha, Mysore, University of Mysore, 2003

Lakshminaarayanaraya, Karnatakada Arasu manetanagalu (Volume 1), karnataka itihasa samshodaka mandalai, 1946

U.R.Anantamoorti, (A K Ramanjan), Samskaara, Three crowns

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE :

KERALA ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Kerala Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Kerala. Kerala arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Kerala. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their importance Kerala culture.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Kerala arts and culture. Students will be able to critically think and analyse various aspects of Kerala arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Kerala arts and culture with any other regional arts and culture.

UNIT – I (4 Weeks)**Music and Dance****UNIT – II (4 Weeks)****Festivals and rituals****UNIT – III (4 Weeks)****Theatre and other forms of performing art****UNIT – IV (4 Weeks)****Visual and fine Arts****UNIT – V (2 Weeks)****New Media****Essential/recommended readings:**

Ajayakumar and Kerala Lalitha Kala Akademi, eds. *Contemporary art in Kerala*. Trissur: Kerala Lalitha Kala Akademi, 1991

International Centre for Kerala Studies., ed. *A brief survey of the art scenario of Kerala*. Kariavattom: International Centre for Kerala Studies, 2006

Narayana Panikkar, *Folklore of Kerala*, National book trust, New Delhi, 2021

Rajendran, C. *The Traditional Sanskrit theatre of Kerala*. Kerala: Dept. of Sanskrit, University of Calicut, 1989

Suggestive readings:

Akademi, Kerala Lalitha Kala, ed. *Kalamezhuth: Ritual art practice of Kerala*. Thrissur: Kerala Lalithakala Akademi, 2011

Bālakṛṣṇan, Pi. *Kalarippayattu: The ancient martial art of Kerala*. Trivandrum: C.V. Govindankutty Nair Gurukkal, 1995

Bernier, Ronald M. *Temple Arts of Kerala*. Chand (S.) & Co Ltd ,India, 1987

Karippath R C Dr. *The world of Theyyam (A study on Theyyam, the ritual art form of North Kerala)*, Kairali Books, Kannur, Kerala 2019

[Kramrisch, Stella and J.H. Cousins.](#) *The Arts and Crafts of Kerala*, Paico Publishing House, Cochin, Kerala, 1970

Vēṇu, Ji. *Puppetry and lesser known dance traditions of Kerala*. Irinjalakuda, Trichur District, Kerala, India: Natana Kairali, Research and Performing Centre for Traditional Arts, 1990

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE : MANIPURI ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Manipuri Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Manipur. Manipuri arts and culture are a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This paper aims to provide students with a comprehensive understanding of the significance of arts and culture of Manipur. The students will be introduced to the major art forms; such as music, dance, theatre, visual arts and their importance in Manipuri culture. This course will attempt to incorporate the use of digital media in the promotion of Manipur's art and culture in the digital era.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Manipuri arts and culture. Students will be able to critically think and analyse various aspects of Manipuri arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Manipuri arts and culture with any other regional arts and culture.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of Performing Arts

UNIT – IV (4 Weeks)

Visual and Fine Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:

Radhamanbi, Adhikarimayum (ed.). *Manipuri Dance and Culture: An Anthology*. New Delhi: Akansha Publishing House, 2023.

Roy, Nilima. *Art of Manipur*. Delhi: Agam Kala Prakashan, 1979.

Singh, M.Kirti, *Religion and Culture of Manipur*, Manas Publication, 1995.

Suggestive readings:

Bahadur, Mutua. *Traditional Paintings of Manipur*. Imphal: Mutua Museum. 2003.

Bhargava, Gopal, ed. *Encyclopaedia of Art and Culture in India (Manipur)*. Delhi: Isha Books, 2003.

Goswami, Dwijendra Narayan. *Origin and Development of Vaisnavism in Manipuri*. Kolkata: Akshar Publication, 2010.

Singh, Aheibam Koirang. Sharma, Shukhdeba Hanjabam. and Desai, Rami Niranjana. *Rajarshi Bhagyachandra and The Bhakti Movement in Eastern Indian Literature*. Shubhi Publication, 2020.

Singh, Lisam Khomdon. *Encyclopaedia of Manipur*. Kalpaz Publications, 2011.

Singh, M. Bira and Singh, H. Romain. *Manipuri Drama and Theatre*. New Delhi: Sangeet Natak Akademi, 2004.

Singh, M.Kirti, *Folk Culture of Manipur*. Manas Publication, 2013.

Singh, RK. Singhajit. *Dances of India (Manipuri)*. Wisdom Tree Publications, 2004.

Yaiphaba Meitei, Sanjenbam. Sarit K. Chaudhuri and M.C. Arunkumar (ed). *The Cultural Heritage of Manipur*. New York: Routledge, 2021.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE: MARATHI ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Marathi Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Maharashtra. Marathi arts and culture are a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Maharashtra. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their importance Marathi culture. This course will attempt to incorporate the use of digital media in the promotion of Maharashtra's art and culture in the digital era.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Marathi arts and culture. Students will be able to critically think and analyse various aspects of Marathi arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Marathi arts and culture with any other regional arts and culture. This course will attempt to incorporate the use of digital media in the promotion of Maharashtra's art and culture in the digital era.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of Performing art

UNIT – IV (4 Weeks)

Visual and fine Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:

Agarkar A. J. *Folk Dance of Maharashtra*: Mumbai, Rajabhai Joshi, 1950.

Bhandare Sandesh. *Tamasha, The folk Art of Maharashtra*. Peram Mitra Publication.

Basu Gouri (ed.). *Chitralok folk art of India*. Kolkata, Eastern Zonal Cultural Centre, 2020.

Marvellous Maharashtra, Directorate General of Information & Public Relations, Government of Maharashtra, 2023.

Sadhu Arun. *Maharashtra*. New Delhi, National Book Trust, 2012.

Sheoray Indumati. *Folktales of Maharashtra*. New Delhi, Sterling Publishers Private Limited,

Suggestive readings:

Gunther- Dietz Sontheimer (Ed). *Folk Culture, Folk Religion and Oral Traditions as a Component in Maharashtrian Culture*. New Delhi, Manohar Publication, 1995.

Indian Visual Arts, New Delhi, Centre for Cultural Resources and Training.

Borude Ashok N. *Folk art forms of Maharashtra: Special Study of Tamasha*, Multidisciplinary Scientific Reviewer, Half Yearly, Volume-08, Issue-01, Jan-June 2021

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE :**ART AND CULTURE OF TAMILS**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Art and Culture of Tamils	4	4	1	0

Learning Objects:

This course aims to introduce students to the origin, heritage, culture, and civilization of the Tamil ethnicity since ancient times. It seeks to illustrate the life of Tamils across five different landscapes by drawing insights from ancient, medieval, and modern Tamil literature, as well as from disciplines such as anthropology, history, archaeology, epigraphy, and sociology. Additionally, it delves into the historical and cultural heritage of the Tamils as chronicled in literature, engravings, copper plates, and edicts from the Chola, Pandiya, Pallava, Chera, and Kalapira periods. The course also explores the influence of Aryans and Europeans on the socio-cultural life of the Tamils..

Learning Outcomes

- The course would enable the students to comprehend the socio-political and cultural heritage of Tamils through ages.
- Appreciate the diversity within Tamil art forms, including music, dance, literature, and visual arts.
- Understand the influence of Tamil culture in both local and global contexts.
- Develop an awareness of Tamil diaspora experiences and their impact on the preservation and transformation of cultural traditions.

Unit – I Introduction to Tamil Culture

4 Weeks

Unit –II. Habits and customs

4 Weeks

Unit – III Music and Dance

4 Weeks

Unit – IV Art and Architecture

4 Weeks

Suggested Readings:

Chitra Madhavan. *History and Culture of Tamil Nadu: V.1 (Up to c.AD 1310)*, Delhi: D. K. Print world Pvt. Ltd., 2013.

Thani Nayagam. X.S. *Tamil Culture and Civilization: Readings, The Classical Period*. Bombay: Asia Publishing House, 1970.

.Nagaswami, R. *Art and Culture of Tamil Nadu*, Delhi: Sundeep Prakashan, 2018.

Valatrmathi. M. *The Contributions of The Tamil to Indian Culture- Socio- Cultural Aspects Vol-III*. Chennai: International Institute of Tamil Studies, 1994.

Venkatachalapathy. A.R. *Tamil Characters: Personalities, Politics, Culture*. Delhi: Pan Macmillan India, 2018

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE : TELUGU ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
TELUGU ART AND CULTURE	4	4	1	

This course introduces the rich and diverse culture of Telugu-speaking regions, including Andhra Pradesh and Telangana. It explores Telugu art, music, dance, and religious traditions. Students will learn about the history of Telugu culture, from ancient times to the present, and its impact on modern society. This course discusses important art forms like Kuchipudi dance and traditional theatre. The course explores how religion and culture are connected, focusing on festivals, rituals, and temples important in Telugu traditions. By learning about these cultural things, students will understand how they shape Telugu identity and contribute to Indian and global heritage. The course also talks about the need to keep these traditions alive in a changing world.

Learning Objectives:

The course aims to enhance understanding of various art forms, dance, and music related to Telugu culture and learn about Telugu's history and significance. This includes studying folk literature, Panchatantra tales, and their cultural influence. The influence of religion and philosophy on Telugu art and culture will also be explored, along with the impact Telugu arts have had on national and international cultural landscapes.

The program will highlight the significance of Telugu folk arts in preserving cultural heritage and help students develop skills in recognizing and appreciating traditional crafts and performing arts.

Students will also learn about the importance of cultural preservation in modern times, with practical experience through participation in cultural events or projects related to Telugu art. Understanding how language shapes Telugu art forms is another key focus, along with exploring the connections between Telugu culture and other regional cultures within India. Finally, students will be encouraged to contribute to preserving Telugu cultural heritage and to understand how Telugu art has influenced global art movements.

Learning outcomes:

- Students will understand how Telugu culture has changed from ancient times until now.
- Students will explore Telugu traditional dance, such as Kuchipudi, and understand how folk music and dance are essential in Telugu culture.
- The course will enhance students' appreciation of art forms like Yakshagana, Chindu Bhagavatam, and other folk art forms.
- Students will learn about Telugu festivals, customs, and rituals. Students will also understand how religion affects Telugu culture.
- Students will see how modern life and technology change Telugu culture. Students will also explore how Telugu people keep their traditions alive.

UNIT – I (4 Weeks)**Introduction to Telugu Arts and Culture**

- Major art forms related to Telugu Art and culture and their characteristics.
- Development of Telugu Art and culture from ancient times.
- The significance of art and culture in Telugu land

UNIT – II (4 Weeks)**Introduction to Music and Dance**

- Telugu music: Vaggeyakaras (composers), traditional music.
- Dance forms: Kuchipudi and its uniqueness.
- The influence of traditional and folk music and dance on Telugu culture.

UNIT – III (4 Weeks)**Telugu Folk Art and Performing Traditions**

- Overview of traditional Telugu arts: Yakshaganam, Burrakatha, Harikatha, etc.
- Folk art and their significance in Telugu society
- Influence of religion and mythology on Telugu arts

UNIT – IV (4 Weeks)**Telugu Culture and Contemporary Issues**

- Festivals, rituals, and traditions in Telugu culture (Sankranti, Bonalu, Village Goddess Festivals)

- Regional variations in Telugu-speaking states (Andhra Pradesh and Telangana)
- Role of Telugu diaspora in promoting culture globally

Essential/Recommended Readings :

Chandra, S. *The Classical Dance Forms of Andhra Pradesh*. Chennai: East West Publishers, 2007.

Hanumanta Rao, B.S.L. *Socio-Cultural History of Ancient and Medieval Andhra*. Telugu University, 1995.

Ramanujan, A. K., Velcheru Narayana Rao, and David Shulman. *When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others*. University of California Press, Ltd., 1994.

Suggestive Readings:

Bhanu, K. *Traditional Art Forms of Telugu Nadu*. New Delhi: SAGE Publications, 2012.

Kavi, B. L. *Telugu Mythology and Culture*. Hyderabad: Sahitya Akademi, 2000.

Krishna, P. V. *Visual Arts and Culture of Andhra Pradesh*. Hyderabad: Vikas Publications, 2014.

Laxminarayana, P. *Music and Dance of Andhra Pradesh*. Hyderabad: Telugu Academy, 2006.

Nagarajan, P. *Telugu Dance Forms: Classical and Folk Traditions*. Madras: Kalakshetra, 2009.

Pattabhiramaiah, K. *Telugu Art and Architecture: The Legacy of Ancient Temples*. Hyderabad: Venkateswara Press, 2015.

Rama Rao, V. *The Art and Culture of Andhra Pradesh*. Hyderabad: Orient Longman, 2002.

Ramachandran, M. *The Cultural Heritage of Andhra Pradesh*. Hyderabad: Andhra Pradesh Sahitya Akademi, 2010.

Rao, N. S. Telugu Literature and Culture: A Historical Perspective. Delhi: Munshiram Manoharlal Publishers, 2005.

Rao, T. S. Social and Cultural History of Andhra Pradesh. Hyderabad: Orient Blackswan, 2011.

Reddy, K. V. A History of Telugu Culture. Hyderabad: Telugu Akademi, 1996.

Subrahmanyam, B. The Art and Architecture of Andhra Pradesh. New Delhi: D.K. Printworld, 2008.

Suryanarayana, M. Telugu Folk Arts: A Study of Performance Traditions. New Delhi: National Book Trust, 1998.

Venkataramaiah, T. Folk Art and Traditions of Telugu People. Hyderabad: National Institute of Folk Arts, 2003.

Practical component (if any) - NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Generic Electives**Semester I****GENERIC ELECTIVE COURSE (GE) ASSAMESE LANGUAGE AND LITERATURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Assamese Language and Literature	4	3	1	0

Learning Objectives:

This paper will focus on the development of Assamese language and literature. It will discuss on different stages of development of Assamese literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Assamese literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Assamese language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (2 Weeks)

History of Assamese Language

UNIT – II (4 Weeks)

Ancient Assamese Literature

UNIT – III (5 Weeks)

Medieval Assamese Literature

UNIT – IV (5 Weeks)

Modern Assamese Literature

Essential/recommended readings:

Barua, Birinchi Kumar. *History of Assamese Literature*. New Delhi, Sahitya Akademi, 1964.

Barua, Hem. *Assamese Literature*. New Delhi, National Book Trust, 1959.

Sarma, Satyendranath. *Assamese Literature*. Wiesbaden, OTTO Harrassowitz, 1976

Suggestive readings:

Kakati, Banikanta. *Assamese Its Formation and Development*. Guwahati, Lawyer's Book Stall, 1972.

Neog, Dimbeswar. *New Light on History of Asamiya Literature*, Guwahati, Xuwani Prakash, 1962.

Neog, Maheswar, *Essays on Assamese Literature*, New Delhi, Omsons Publishers 2008

Saikia, Nagen. *Background of Modern Assamese Literature*, Guwahati, Purbanchal Prakash, 1997

Sarma, Upendranath. *Studies in Assamese Literature*, Guwahati, Assam Publication Board, 2012

Singh, Raj Kumar. *Encyclopaedia of Assamese Literature*, New Delhi, Anmol Publications Pvt. Ltd. 2009

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE – (GE) BENGALI LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Bengali Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Bengali language and literature. It will discuss on different stages of development of Bengali literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Bengali literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Bengali language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Bengali Language

UNIT – II (4 Weeks)

Ancient Bengali Literature

UNIT – III (6 Weeks)

Medieval Bengali Literature

UNIT – IV (6 Weeks)

Modern Bengali Literature

Essential/recommended readings:

Asiatic Society of Bangladesh, *Banglapedia: The National Encyclopaedia of Bangladesh* (Online ed.). Dhaka, Bangladesh: Banglapedia Trust, Asiatic Society of Bangladesh, <https://en.banglapedia.org>, 2003

Bardhan, Kalpana. *The Oxford India Anthology of Bengali Literature*, OUP India, 2010

Dasgupta, Probal. "Bangla", in Cardona, George; Jain, Dhanesh (eds.), *The Indo-Aryan Languages*, Routledge, pp. 386–428, 2003

Sen, Sukumar. *History of Bengali Literature*, New Delhi: Sahitya Akademi, 1979 [1960].

Suggestive readings:

Bhattacharya, T. "Bengali", In Gary, J. and Rubino. C. (ed.). *Encyclopaedia of World's Languages: Past and Present (Facts About the World's Languages)*. WW Wilson, New York, 2000

Chakravarti, Sudeep. *The Bengalis*. Aleph Book Company, 2017

Chatterji, S. K. *The Origin and Development of the Bengali Language*, Rupa, 2002 [1926].

Dasgupta, Subrata. *The Bengal Renaissance*, Permanent Black, 2009

Klaiman, M. H. "Bengali". In Comrie, Bernard (ed.). *The World's Major Languages*. Croon Helm, London and Sydney, 1987

Kaviraj, Sudipto. *The Unhappy Unconsciousness: Bankim Chandra Chattopadhyay and the Formation of Nationalistic Discourse in India*. New Delhi: Oxford University Press, 1998.

Kripalani, Krishna. *Rabindranath Tagore: A Biography*. London: Oxford University Press, 1962

Library of Congress. *The South Asian Literary Recordings Project: Bengali Authors*, USA, <https://www.loc.gov/acq/ovop/delhi/salrp/bengali.html>

Thompson, Hanne-Ruth. *Bengali*. Volume 18 of London Oriental and African Language Library. John Benjamins Publishing, 2012

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVE COURSE (GE-) KANNADA LANGUAGE AND
LITERATURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Kannada Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Kannada language and literature. It will discuss on different stages of development of Kannada literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Kannada literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Kannada language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Kannada Language

UNIT – II (4 Weeks)

Ancient Kannada Literature

UNIT – III (6 Weeks)

Bhakthi Sahitya in Kannada

UNIT – IV (6 Weeks)

Modern Kannada Literature

Essential/recommended readings

R Narasimhaachar, History of the kannada language (RedershipLectures), Mysore, University of Mysore, 1934,

M chidanada murthy, shashana gala samskrithika adyayana, Bengaluru, sapna book house, 2015

A K Ramanujan, Speaking of Shiva, Newyprk, Penguin books, 1985

Samayanige sahithya charitre, different authors, Bengaluru, sapna book house 2015

Rajappa daluvai, sahithya kosha, benagluru, dalavahi publication, 2015

Suggestive readings:

Rajappa Dalavayi, Kannada Sahitya Kosha, Bengaluru, Dalavayi Prakashana , 2019

R Narasimhachar, History of Kannada Literature, Mysore, Govt. Branch Press, 1934

L.S.Sheshagiri Rao, Hosagannada Sahitya charitre, Bangalore, Ankita Prakashana, 2015

L.S. Sheshagiri Rao, An Introduction to Modern Kannada Literature, Bangalore, Kannada saahitya parishat, 1977

H Thipperudraswami, Vachana Deepike, Jnanayoga Foundation, 1995

K Narayana Rao, Sarvajnana Vachana Saara sangraha, T N Krishnaiah shetty and sons,

H S K, Daasa Saahitya, Mysore, Mangala Bharathi Prakashana, 1984

Various Authors, Dasa sahitya vishishta kosha, Tirupati, Tirumala tirupati Devastnam, 2013

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE (GE) MALAYALAM LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Malayalam Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Malayalam language and literature. It will discuss on different stages of development of Malayalam literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Malayalam literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Malayalam language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Malayalam Language

UNIT – II (4 Weeks)

Ancient Malayalam Literature

UNIT – III (6 Weeks)

Medieval Malayalam Literature

UNIT – IV (6 Weeks)

Modern Malayalam Literature

Essential/recommended readings:

Godavarma K. Indo- Aran loanwords in Malayalam, Thunchath Ezhuthachan Malayalam University, Thirur, Kerala, 2017

Joerge K.M., A survey of Malayalam literature. Bombay: Asia Pub. House. 1968

Joerge K.M., Western influence on Malayalam language and literature. New Delhi:

Sahitya Akademi. 1972

Joerge K.M., Modern Indian Literature, an Anthology: Surveys and poems. Sahitya

Akademi. 1992

Ramachandran Puthusseri Prof. Language of Middle Malayalam, Mahatma Gandhi

University, Kottayam, 2012

Suggestive readings

Parameswarayyar Ullur S. English essays and poems of Mahakavi Ullur, University of Kerala, Trivendrum, Kerala, 1978

Kumaran Asan, Selected poems of Kumaran Asan, University of Kerala, Trivendrum, Kerala, 2006

Kerala Sahitya Akademi, Dalit Literature in Malayalam, Kerala Sahitya Akademi, Thrissur, Kerala, 2009

Parameswarayyar Ullur S. Kerala Sahitya Charitram Vol.i, ii, iii, iv, v, University of Kerala, Trivendrum, Kerala, 1990

Rajaraja Varma A.R. Kerala Panineeyam, D.C. Boks, Kottayam, Kerala, 2007

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE : MANIPURI LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Manipuri Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Manipuri language and literature. It will discuss on different stages of development of Manipuri Literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Manipuri Literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Manipuri language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Manipuri Language

UNIT – II (4 Weeks)

Ancient Manipuri Literature

UNIT – III (6 Weeks)

Medieval Manipuri Literature

UNIT – IV (6 Weeks)

Modern Manipuri Literature

Essential/recommended readings:

Jhalajit, RK. *A History of Manipuri Literature*. Imphal: OK Store, 1976.

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi, 2003.

Singh, Ch. Yasawanta, *Manipuri Grammar*. Rajesh, 2001.

Suggestive readings:

Devi, P. Modhubala. *Manipuri Phonology*. Imphal: Potsangbam Bhuvan Singh Trust Imphal, 2002.

Kamei, Gangmumei. *History of Manipur*. New Delhi: Akansha, 2015.

Sanasam, Jodhchandra. *Khamba Thoibi Shiereng of Anganghal*. Translation, Imphal, 2017.

Sharma, L. Birendrakumar, *Makers of Indian Literature: G. C. Tongbra*, Delhi: Sahitya Akademi, 2018.

Singh, E. Sonamani, *Jahera*. Translation, Imphal: Sahitya Akademi, 2004.

Singh, Ibohal Wahengba. *The History of Manipur (An Early Period)*. Imphal: Manipur Commercial Co., ndt.

Singh, RK Birendra. *Madhabi*. Translation, Imphal: The Manipur State Kala Akademi, 1975.

Tongbra, G.C. *The Flesh Trap (Ngabongkhao)*. Imphal, 1996.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE
MARATHI LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Marathi Language and Literature	4	4	1	0

Learning Objectives:

This paper will focus on the development of Marathi language and literature. It will discuss on different stages of development of Marathi literature. The purpose of this paper is also to provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Marathi literature.

Learning Outcome:

After studying this course, students are expected to be able to develop a basic understanding of Marathi language and literature. It is hoped that the study of this course will develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

UNIT – I (4 Weeks)

History of Marathi Language

UNIT – II (4 Weeks)

Ancient Marathi Literature

UNIT – III (6 Weeks)

Medieval Marathi Literature

UNIT – IV (6 Weeks)

Modern Marathi Literature

Essential/recommended readings:

Bhate G. C. *History of Modern Marathi Literature (1800-1938)*, Pune, 1939.

Deshpande Kusmavati and Rajadhyaksha M. V. *A History of Marathi Literature*. New Delhi: Sahitya Akademi. 1988.

Tulpule S. G. *Classical Marathi Literature*, Wiesbaden, West Germany 1979.

Contemporary Indian Literature (Revised and enlarged edn, Sahitya Akademi, New Delhi 1959).

K. R. Srinivasa Iyengar (ed.). *Indian Literature since Independence*, Sahitya Akademi, New Delhi, 1973.

Suggestive readings:

Joge R. S.: "*Indian Literature*" Encyclopaedia of Literatures (Vol. II) (ed. J. T. Shipley), New York, 1946.

Maharashtra State Gazetteers, the volume on Language and Literature, Chapter II (Govt. of Maharashtra, 1971).

Gokak V. K. (ed). *Literature in Modern Indian Languages*, Publications Division, Govt. of India, 1957.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE -**HISTORY OF TAMIL LANGUAGE AND LITERATURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
History of Tamil Language and Literature	4	4	1	0

Learning Objects:

The primary objectives of this course are to facilitate non-Tamil students in acquiring comprehensive knowledge of the history of the Tamil language and literature and to explain the evolution and development of the Tamil language through various periods and phases since ancient times.

Learning Outcomes

- The course would make the students aware of the origin and development of the Tamil Language and Literature.
- Gain a comprehensive understanding of the Tamil language's origins within the Dravidian family, its linguistic evolution, and its development as a classical language of India
- Analyze major literary periods in Tamil history, including the Sangam era, medieval Bhakti poetry, classical literature, and modern Tamil literature
- Examine how Tamil literature reflects the social, political, religious, and cultural contexts of its time, including the role of literature in shaping Tamil identity.

Unit – I Sangam Literature	4 Weeks
Unit –II. Ethical Literature and Epics	4 Weeks
Unit – III Bhakti Literature	4 Weeks
Unit – IV Minor Literature	4 Weeks

Suggested Readings:

Kamil Veith Zvelebil & Jan Gonda (ed.). *Tamil Literature (A History of Indian Literature, volume 10)*, Delhi: Manohar Publishers , 2019.

Marudanayagam,,P. *Ancient Tamil Poetry And Poetics: New Perspectives* .Chennai: Central Institute of Classical Tamil, 2010.

Ramanujan, A. K. *The Collected Essays of A. K. Ramanujan*. New Delhi: Oxford University Press,2007.

Somasundaram Pillai, J.M. *A History of Tamil Literature - With Texts and Translations - From the Earliest Times to 600 A.D.*,1968

<https://archive.org/details/ahistoryoftamilliterature1968>

GENERIC ELECTIVE (GE): TELUGU LANGUAGE AND LITERATURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
TELUGU LANGUAGE AND LITERATURE	4	4	1	

This course is designed to introduce the Telugu language and literature to the students. Telugu, spoken mainly in the Indian states of Andhra Pradesh and Telangana, has a deep cultural history that spans thousands of years. It is one of India's oldest and most widely spoken languages, and it has a unique script and fascinating evolution. It belongs to the Dravidian language family and has a rich history. Telugu is known for its unique script, which differs from other Indian languages. The language is ancient, with written records dating back to the 6th century. Telugu literature is also ancient and has many important works. The literature includes poetry, plays, novels, and stories. Some famous poets like Nannaya, Tikkana, Sreenatha, Pothana, and Prabandha Poets have contributed significantly to Telugu literature. Over time, modern writers have continued to develop the language, creating new forms of literature, including short stories, novels, and essays. Telugu is not just a language but an essential part of the culture and identity of the people who speak it. Telugu literature continues to grow and influence new generations, making it a vital language for India and the world.

Learning Objectives:

The course aims to help students learn about the Telugu language, its literature, and the culture of Telugu-speaking people. Students will understand how the Telugu language and literature developed by examining its history and region changes. They will also study the various types of Telugu literature, including classical and modern writings, famous authors, and their works. The course will teach students about the important cultural traditions of Telugu-speaking people, like festivals, customs, and rituals. It will also explore Telugu arts, including dance and drama, which show the rich culture of the people. By the end of the course, students will understand the language, its literature, and the cultural practices necessary for Telugu-speaking communities.

Learning outcomes:

- Students will learn about the great classical works of Telugu literature, such as the Andhra Mahabharata and works of poets like Nannaya, Tikkana, Pothana, Aallasani Peddana etc.
- Students will become familiar with various literary forms like poetry, short stories, novels, and plays and understand their unique characteristics in Telugu.

- Students will study the works of contemporary Telugu writers and poets, understanding their contributions to modern literature and society.
- Students will explore how Telugu literature addresses and reflects social issues, such as caste, gender, politics, and inequality.
- Students will study the historical context of Telugu literature, understanding how the language and its literary works evolved.
- Students will explore how language shapes cultural and personal identity, focusing on the role of Telugu in community building and individual expression.
- Students will learn about the need to preserve the Telugu language and its literary heritage in the face of modernization and globalization.
- Students will understand how Telugu literature has influenced global literary traditions through translation, diaspora communities, and international recognition.
- Students will explore how digital platforms and modern technology change Telugu literature production, distribution, and consumption.

UNIT – I (4 Weeks)**Introduction to Telugu Language and Script**

- History and evolution of the Telugu language
- Telugu script, phonetics, and grammar
- History of Andhramu, Tenugu, Telugu words

UNIT – II (4 Weeks)**Classical Telugu Literature**

- Overview of early Telugu literature: Nannaya, Tikkana, and Errana (Kavitrayment), Andhra Mahabagavatam, Writings of Sreenatha,
- Analysis of Select classical works of Asthadiggaja Poets
- Themes, styles, and literary devices in classical poetry

UNIT – III (4 Weeks)**Modern Telugu Literature**

- Emergence of modern Telugu literature in the 19th and 20th centuries
- Study of prominent authors like Gurazada Apparao, Viswanatha Satyanarayana, and Chalam

UNIT – IV (4 Weeks)

- Modern literary movements in Telugu
- Analysis of select contemporary Telugu Literary Genres

Essential/Recommended Readings :

Chenchayya, P., and M. Bhujanga Rao Bahadur. *A History of Telugu Literature*. Asian Educational Services, 1988.

Krishnamurthi, Salva. *History of Telugu Literature from Early Times to 1100 A.D.* 2 vols., Institute of Asian Studies, 1994.

Kulasekhara Rao, M. *A History of Telugu Literature*. M. Kulasekhara Rao, 1988.

Sitapati, Gidugu Venkata. *History of Telugu Literature*. Sahitya Akademi, 1968.

Suggestive Readings:

Narayana Rao, Velcheru, and David Shulman. *Classical Telugu Poetry: An Anthology*. University of California Press, Ltd., 2002.

———. *The Demon's Daughter: A Love Story*. State University of New York Press, 2006.

———. *Sound of the Kiss, or the Story that Must Never Be Told*. Columbia University Press, 2003.

———. *Srinatha: The Poet Who Made Gods and Kings*. Oxford University Press, 2012.

———. *A Poem at the Right Moment: Remembered Verses from Premodern South India*. University of California Press, Ltd., 1998.

———. *Lover's Guide to Warrangal: Vallabharaya's Kridabhiramamu*. Permanent Black, 2002.

Raju, P.T. *Telugu Literature*. Onal Book House Ltd., 1944.

Ramanujan, A. K., Velcheru Narayana Rao, and David Shulman. *When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others*. University of California Press, Ltd., 1994.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Generic Electives

Generic Elective Course**Semester II****GENERIC ELECTIVE COURSE (GE): ART AND CULTURE OF ASSAM**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Art and Culture of Assam	4	3	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Assam. Assamese arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Assam. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their importance Assamese culture. This course will attempt to incorporate the use of digital media in the promotion of Assam's art and culture in the digital era.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Assamese arts and culture. Students will be able to critically think and analyse various aspects of Assamese arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Assamese arts and culture with any other regional arts and culture.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of performing art

UNIT – IV (4 Weeks)

Visual Arts and inclusion of New Media

Essential/recommended readings:

Das, Jogesh. *Folklore of Assam*. New Delhi, National Book Trust, 1972.

Dutta, Birendranath. *Heritage of Assamese Music*. Guwahati, Anundoram Borooah Institute of Language, Art and Culture, 2021.

Goswami, Prafulladatta. *Festivals of Assam*. Guwahati, Anundoram Borooah Institute of Language, Art and Culture, 1995

Suggestive readings:

Ahmed, Kasim Ali. *Folklore of Assam*. Guwahati, Eastern Book House, 2012.

Chaudhuri, Sarit K. and Mini Bhattacharyya Thakur (Ed.). *Cultural Heritage of Assam*. New Delhi, Gyan Publishing House, 2017

Goswami, Prafulladatta. *Ballads and Tales of Assam; A study of the Folklore of Assam*. Guwahati, University of Gauhati, 1970.

Patgiri, Jagadish. *Folklore & Folklife And Modern Assamese Social Drama*. Guwahati, Assam Book Hive, 2019.

Sinha, Biswajit. *Assamese Theatre (Encyclopaedia of Indian Theatre - 14)*. New Delhi, Raj Publications, 2016

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE (GE): BENGALI ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Bengali Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Bengal. Bengali arts and culture are a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This paper will aim to provide students with a comprehensive understanding of the significance of Bengali arts and culture. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their role in Bengali culture.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed in students and it will enable them to understand and appreciate the nuances of Bengali arts and culture. Students will be able to critically think and analyse various aspects of Bengali arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among students to do the comparative studies and research on Bengali arts and culture with any other regional arts and culture. This course will attempt to incorporate the use of digital media in the promotion of Bengal's art and culture in the digital era.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and Celebrations

UNIT – III (4 Weeks)

Theatre and Performance

UNIT – IV (4 Weeks)

Visual Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:**Suggestive readings:****GENERIC ELECTIVE COURSE (GE): KARNATAKA ART AND CULTURE**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Karnataka Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Karnataka. Karnataka's arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Karnataka. The students will be introduced with the major art forms, such as dynasty and architect, music, dance, theatre media and visual arts and their importance in Karnataka culture.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Kannada arts and culture. Students will be able to critically think and analyse various aspects of Kannada arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Karnatakas arts and culture with any other regional arts and culture. This course will attempt to incorporate the use of digital media in the promotion of Karnataka's art and culture in the digital era.

UNIT – I (6 Weeks)

Dynasty and architect of Karnataka

UNIT – II (4 Weeks)

Music and Festivals of Karnataka

UNIT – III (4 Weeks)

Theatre and other forms of performing arts of Karnataka

UNIT – IV (4 Weeks)

Media and Visual Arts of Karnataka

Essential/recommended readings:

Lalit Chugh, Karnatakas rich heritage art and architecture, Chennai, Nation press, 2016

Lalit Chugh, Karnatakas rich heritage: temple sculpture and dancing apsaras, Chennai, Nation press 2017,

K V akshara, Kannada theater history: a source book, Manipal University Press, 2018

KV akshara, Epic Ranga bhoomi, Bengaluru, Abhinava, 2023

Kannada subject encyclopedia, university of mysore, 2016

Gopal bargava, encyclopedia of art and culture in India, volume 2, benagluru, esha books, 2008

Iteshmul huq, A hand book of Karnatak, Goverof Karnataka, 1996

Suggestive readings:

Rajappa Dalavayi, Kannada Sahitya Kosha, Bangaluru, Dalavayi Prakashana , 2019

R Narasimhachar, History of Kannada Literature, Mysore, Govt. Branch Press,1934

L.S.Sheshagiri Rao, Hosagannada Sahitya charitre, Bangalore, Ankita Prakashana, 2015

L.S. Sheshagiri Rao, An Introduction to Modern Kannada Literature, Bangalore, Kannada saahitya parishat, 1977

Muneesh kumar, Fundamental of Visual Atrts, Doaba publications, 2010

Sandhya ketkar, The history of Indian art, Jyotsna prakashana, 2017

Shivarama Kaaranta, Mukajjiya Kanasugalu, Bangalore, sapna book house

Janapada vishwakosha, Mysore, Mysore University

Aravinda Malagatti, kannada vishaya vishwakosha, Mysore, University of Mysore, 2003

Lakshminaarayanaraya, Karnatakada Arasu manetanagalu (Volume 1), karnataka itihasa samshodaka mandalai, 1946

U.R.Anantamoorti, (A K Ramanjan), Samskaara, Three crowns

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE (GE): KERALA ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Kerala Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Kerala. Kerala arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Kerala. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their importance Kerala culture.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Kerala arts and culture. Students will be able to critically think and analyse various aspects of Kerala arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Kerala arts and culture with any other regional arts and culture.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of performing art

UNIT – IV (4 Weeks)

Visual and fine Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:

Ajayakumar and Kerala Lalitha Kala Akademi, eds. *Contemporary art in Kerala*. Trissur: Kerala Lalitha Kala Akademi, 1991

International Centre for Kerala Studies., ed. *A brief survey of the art scenario of Kerala*. Kariavattom: International Centre for Kerala Studies, 2006

Narayana Panikkar, *Folklore of Kerala*, National book trust, New Delhi, 2021

Rajendran, C. *The Traditional Sanskrit theatre of Kerala*. Kerala: Dept. of Sanskrit, University of Calicut, 1989

Suggestive readings:

Akademi, Kerala Lalitha Kala, ed. *Kalamezhuth: Ritual art practice of Kerala*. Thrissur: Kerala Lalithakala Akademi, 2011

Bālakṛṣṇan, Pi. *Kalaripayattu: The ancient martial art of Kerala*. Trivandrum: C.V. Govindankutty Nair Gurukkal, 1995

Bernier, Ronald M. *Temple Arts of Kerala*. Chand (S.) & Co Ltd ,India, 1987

Karipath R C Dr. *The world of Theyyam (A study on Theyyam, the ritual art form of North Kerala)*, Kairali Books, Kannur, Kerala 2019

[Kramrisch, Stella and J.H. Cousins.](#) *The Arts and Crafts of Kerala*, Paico Publishing House, Cochin, Kerala, 1970

Vēṇu, Ji. *Puppetry and lesser known dance traditions of Kerala*. Irinjalakuda, Trichur District, Kerala, India: Natana Kairali, Research and Performing Centre for Traditional Arts, 1990

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE (GE): MANIPURI ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Manipuri Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Manipur. Manipuri arts and culture are a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This paper aims to provide students with a comprehensive understanding of the significance of arts and culture of Manipur. The students will be introduced to the major art forms; such as music, dance, theatre, visual arts and their importance in Manipuri culture. This course will attempt to incorporate the use of digital media in the promotion of Manipur's art and culture in the digital era.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Manipuri arts and culture. Students will be able to critically think and analyse various aspects of Manipuri arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Manipuri arts and culture with any other regional arts and culture.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of Performing Arts

UNIT – IV (4 Weeks)

Visual and Fine Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:

Radhamanbi, Adhikarimayum (ed.). *Manipuri Dance and Culture: An Anthology*. New Delhi: Akansha Publishing House, 2023.

Roy, Nilima. *Art of Manipur*. Delhi: Agam Kala Prakashan, 1979.

Singh, M.Kirti, *Religion and Culture of Manipur*, Manas Publication, 1995.

Suggestive readings:

Bahadur, Mutua. *Traditional Paintings of Manipur*. Imphal: Mutua Museum. 2003.

Bhargava, Gopal, ed. *Encyclopaedia of Art and Culture in India (Manipur)*. Delhi: Isha Books, 2003.

Goswami, Dwijendra Narayan. *Origin and Development of Vaisnavism in Manipuri*. Kolkata: Akshar Publication, 2010.

Singh, Aheibam Koireng. Sharma, Shukhdeba Hanjabam. and Desai, Rami Niranjana. *Rajarshi Bhagyachandra and The Bhakti Movement in Eastern Indian Literature*. Shubhi Publication, 2020.

Singh, Lisam Khomdon. *Encyclopaedia of Manipur*. Kalpaz Publications, 2011.

Singh, M. Bira and Singh, H. Romain. *Manipuri Drama and Theatre*. New Delhi: Sangeet Natak Akademi, 2004.

Singh, M.Kirti, *Folk Culture of Manipur*. Manas Publication, 2013.

Singh, RK. Singhajit. *Dances of India (Manipur)*. Wisdom Tree Publications, 2004.

Yaiphaba Meitei, Sanjenbam. Sarit K. Chaudhuri and M.C. Arunkumar (ed). *The Cultural Heritage of Manipur*. New York: Routledge, 2021.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE (GE): MARATHI ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Marathi Art and Culture	4	4	1	0

Learning Objectives:

The main purpose of this paper is to discuss the arts and culture of Maharashtra. Marathi arts and culture are a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state. This aims to provide students with a comprehensive understanding of the significance of arts and culture of Maharashtra. The students will be introduced with the major art forms, such as music, dance, theatre, visual arts and their importance Marathi culture. This course will attempt to incorporate the use of digital media in the promotion of Maharashtra's art and culture in the digital era.

Learning Outcomes:

It is expected that after studying this course cultural sensitivity and awareness will be developed among the students and it will enable them to understand and appreciate the nuances of Marathi arts and culture. Students will be able to critically think and analyse various aspects of Marathi arts and culture and conduct fieldwork and research on various aspects on the same. The course may generate interest among the students to do the comparative studies and research on Marathi arts and culture with any other regional arts and culture. This course will attempt to incorporate the use of digital media in the promotion of Maharashtra's art and culture in the digital era.

UNIT – I (4 Weeks)

Music and Dance

UNIT – II (4 Weeks)

Festivals and rituals

UNIT – III (4 Weeks)

Theatre and other forms of Performing art

UNIT – IV (4 Weeks)

Visual and fine Arts

UNIT – V (2 Weeks)

New Media

Essential/recommended readings:

Agarkar A. J. *Folk Dance of Maharashtra*: Mumbai, Rajabhau Joshi, 1950.

Bhandare Sandesh. *Tamasha, The folk Art of Maharashtra*. Peram Mitra Publication.

Basu Gouri (ed.). *Chitralok folk art of India*. Kolkata, Eastern Zonal Cultural Centre, 2020.

Marvellous Maharashtra, Directorate General of Information & Public Relations, Government of Maharashtra, 2023.

Sadhu Arun. *Maharashtra*. New Delhi, National Book Trust, 2012.

Sheoray Indumati. *Folktales of Maharashtra*. New Delhi, Sterling Publishers Private Limited,

Suggestive readings:

Gunther- Dietz Sontheimer (Ed). *Folk Culture, Folk Religion and Oral Traditions as a Component in Maharashtrian Culture*. New Delhi, Manohar Publication, 1995.

Indian Visual Arts, New Delhi, Centre for Cultural Resources and Training.

Borude Ashok N. *Folk art forms of Maharashtra*: Special Study of Tamasha, Multidisciplinary Scientific Reviewer, Half Yearly, Volume-08, Issue-01, Jan-June 2021

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE (GE): ART AND CULTURE OF TAMILS

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Art and Culture of Tamils	4	4	1	0

Learning Objects:

This course aims to introduce students to the origin, heritage, culture, and civilization of the Tamil ethnicity since ancient times. It seeks to illustrate the life of Tamils across five different landscapes by drawing insights from ancient, medieval, and modern Tamil literature, as well as from disciplines such as anthropology, history, archaeology, epigraphy, and sociology. Additionally, it delves into the historical and cultural heritage of the Tamils as chronicled in literature, engravings, copper plates, and edicts from the Chola, Pandiya, Pallava, Chera, and Kaḷapira periods. The course also explores the influence of Aryans and Europeans on the socio-cultural life of the Tamils..

Learning Outcomes

- The course would enable the students to comprehend the socio-political and cultural heritage of Tamils through ages.
- Appreciate the diversity within Tamil art forms, including music, dance, literature, and visual arts.
- Understand the influence of Tamil culture in both local and global contexts.
- Develop an awareness of Tamil diaspora experiences and their impact on the preservation and transformation of cultural traditions.

Unit – I Introduction to Tamil Culture

4 Weeks

Unit –II. Habits and customs

4 Weeks

Unit – III Music and Dance

4 Weeks

Unit – IV Art and Architecture

4 Weeks

Suggested Readings:

Chitra Madhavan. *History and Culture of Tamil Nadu: V.1 (Up to c.AD 1310)*, Delhi: D. K. Print world Pvt. Ltd., 2013.

Thani Nayagam. X.S. *Tamil Culture and Civilization: Readings, The Classical Period*. Bombay: Asia Publishing House, 1970.

.Nagaswami, R. *Art and Culture of Tamil Nadu*, Delhi: Sundeep Prakashan, 2018.

Valatrmathi. M. *The Contributions of The Tamil to Indian Culture- Socio- Cultural Aspects Vol-III*. Chennai: International Institute of Tamil Studies, 1994.

Venkatachalapathy. A.R. *Tamil Characters: Personalities, Politics, Culture*. Delhi: Pan Macmillan India, 2018

GENERIC ELECTIVE COURSE (GE): TELUGU ART AND CULTURE

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
TELUGU ART AND CULTURE	4	4	1	

This course introduces the rich and diverse culture of Telugu-speaking regions, including Andhra Pradesh and Telangana. It explores Telugu art, music, dance, and religious traditions. Students will learn about the history of Telugu culture, from ancient times to the present, and its impact on modern society. This course discusses important art forms like Kuchipudi dance and traditional theatre. The course explores how religion and culture are connected, focusing on festivals, rituals, and temples important in Telugu traditions. By learning about these cultural things, students will understand how they shape Telugu identity and contribute to Indian and global heritage. The course also talks about the need to keep these traditions alive in a changing world.

Learning Objectives:

The course aims to enhance understanding of various art forms, dance, and music related to Telugu culture and learn about Telugu's history and significance. This includes studying folk literature, Panchatantra tales, and their cultural influence. The influence of religion and philosophy on Telugu art and culture will also be explored, along with the impact Telugu arts have had on national and international cultural landscapes.

The program will highlight the significance of Telugu folk arts in preserving cultural heritage and help students develop skills in recognizing and appreciating traditional crafts and performing arts.

Students will also learn about the importance of cultural preservation in modern times, with practical experience through participation in cultural events or projects related to Telugu art. Understanding how language shapes Telugu art forms is another key focus, along with exploring the connections between Telugu culture and other regional cultures within India. Finally, students will be encouraged to contribute to preserving Telugu cultural heritage and to understand how Telugu art has influenced global art movements.

Learning outcomes:

- Students will understand how Telugu culture has changed from ancient times until now.
- Students will explore Telugu traditional dance, such as Kuchipudi, and understand how folk music and dance are essential in Telugu culture.
- The course will enhance students' appreciation of art forms like Yakshagana, Chindu Bhagavatam, and other folk art forms.
- Students will learn about Telugu festivals, customs, and rituals. Students will also understand how religion affects Telugu culture.
- Students will see how modern life and technology change Telugu culture. Students will also explore how Telugu people keep their traditions alive.

UNIT – I (4 Weeks)**Introduction to Telugu Arts and Culture**

- Major art forms related to Telugu Art and culture and their characteristics.
- Development of Telugu Art and culture from ancient times.
- The significance of art and culture in Telugu land

UNIT – II (4 Weeks)**Introduction to Music and Dance**

- Telugu music: Vaggeyakaras (composers), traditional music.
- Dance forms: Kuchipudi and its uniqueness.
- The influence of traditional and folk music and dance on Telugu culture.

UNIT – III (4 Weeks)**Telugu Folk Art and Performing Traditions**

- Overview of traditional Telugu arts: Yakshaganam, Burrakatha, Harikatha, etc.
- Folk art and their significance in Telugu society
- Influence of religion and mythology on Telugu arts

UNIT – IV (4 Weeks)**Telugu Culture and Contemporary Issues**

- Festivals, rituals, and traditions in Telugu culture (Sankranti, Bonalu, Village Goddess Festivals)
- Regional variations in Telugu-speaking states (Andhra Pradesh and Telangana)
- Role of Telugu diaspora in promoting culture globally

Essential/Recommended Readings :

Chandra, S. *The Classical Dance Forms of Andhra Pradesh*. Chennai: East West Publishers, 2007.

Hanumanta Rao, B.S.L. *Socio-Cultural History of Ancient and Medieval Andhra*. Telugu University, 1995.

Ramanujan, A. K., Velcheru Narayana Rao, and David Shulman. *When God is a Customer: Telugu Courtesan Songs by Kshetravaya and Others*. University of California Press, Ltd., 1994.

Suggestive Readings:

Bhanu, K. *Traditional Art Forms of Telugu Nadu*. New Delhi: SAGE Publications, 2012.

Kavi, B. L. *Telugu Mythology and Culture*. Hyderabad: Sahitya Akademi, 2000.

Krishna, P. V. Visual Arts and Culture of Andhra Pradesh. Hyderabad: Vikas Publications, 2014.

Laxminarayana, P. Music and Dance of Andhra Pradesh. Hyderabad: Telugu Academy, 2006.

Nagarajan, P. Telugu Dance Forms: Classical and Folk Traditions. Madras: Kalakshetra, 2009.

Pattabhiramaiah, K. Telugu Art and Architecture: The Legacy of Ancient Temples. Hyderabad: Venkateswara Press, 2015.

Rama Rao, V. The Art and Culture of Andhra Pradesh. Hyderabad: Orient Longman, 2002.

Ramachandran, M. The Cultural Heritage of Andhra Pradesh. Hyderabad: Andhra Pradesh Sahitya Akademi, 2010.

Rao, N. S. Telugu Literature and Culture: A Historical Perspective. Delhi: Munshiram Manoharlal Publishers, 2005.

Rao, T. S. Social and Cultural History of Andhra Pradesh. Hyderabad: Orient Blackswan, 2011.

Reddy, K. V. A History of Telugu Culture. Hyderabad: Telugu Akademi, 1996.

Subrahmanyam, B. The Art and Architecture of Andhra Pradesh. New Delhi: D.K. Printworld, 2008.

Suryanarayana, M. Telugu Folk Arts: A Study of Performance Traditions. New Delhi: National Book Trust, 1998.

Venkataramaiah, T. Folk Art and Traditions of Telugu People. Hyderabad: National Institute of Folk Arts, 2003.

Practical component (if any) - NIL

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SKILLED BASED COURSES**SEMESTER I****SKILL-BASED COURSE- 1 (SBC-1): DIGITAL WRITING AND BLOGGING**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
DIGITAL WRITING AND BLOGGING	2	1		1

Digital writing is the process of creating content that is shared online. It includes writing for blogs, social media, websites, and more. Unlike traditional writing, digital writing is made to reach a large audience quickly through the Internet. Blogging is a popular form of digital writing where people share their thoughts, ideas, or expertise on a particular topic. Whether you want to express yourself, inform others, or even make money, digital writing and blogging provide an easy and accessible way to communicate with the world.

Learning Objectives:

The digital writing and blogging course aims to help students improve their writing and communication skills for the internet. It teaches them how to write articles, blogs, business content, news updates, and other types of writing online. The course gives them the tools and knowledge to create and share content in the digital world.

In this course, students will learn Fundamentals of Digital Writing. This course creatively teaches the basics related to developing skills in web-based writing. Topics such as different writing styles, content planning, and maintaining a relationship with readers will be discussed in this course. This course will discuss how to do blog counts, the writing process, and publicity on various blogging platforms (WordPress, Blogger, Medium, etc.). It teaches readers how to publish new topics and posts and how to promote them.

Learning outcomes:

In a Digital Writing and Blogging course, students will learn how to write engaging content for the internet. They will understand how to create blog posts that people want to read using simple language. Students will also learn about different types of online writing, such as articles, reviews, and posts for social media.

The course will teach how to make content easy to find using essential tips for search engines (SEO). This helps their writing show up when people search for topics online. Students will also learn how to use pictures, titles, and links to make their posts look better and easier to read.

They will practice editing and correcting their writing to remove mistakes. The course will also cover starting and managing a blog, including writing and sharing posts regularly. By the end, students will know how to share their ideas clearly on the internet, build an online presence, and connect with readers.

UNIT – I (4 Weeks)

Understanding the digital landscape

Key differences between traditional writing and digital writing

Digital media platforms (blog, social media, websites, actual communications)

Audience behaviour and engagement online

The role of tone, voice, and style in digital writing

UNIT – II (4 Weeks)

Blogging Fundamentals

What is a blog?

Starting a blog: domain, hosting and site settings

Blog writing: titles, paragraphs, sections

Relationship with readers: comments, feedback, interaction

UNIT – III (4 Weeks)

Writing for social media and the web

The role and importance of social media

Major Social Media Platforms: writing methods

Search Engine Optimization

Visual design

UNIT – IV (4 Weeks)

Professional Digital Writing and Social Media Marketing

Opportunities to become a professional digital writer

Articulating Skills and Digital Skills

Acquiring and Claiming Skills

Applications and writing tools (Grammarly, Hemingway, etc.)

Ethics and regulatory aspects of digital writing

Essential/recommended readings:

Garrand, Timothy. *Writing for Interactive Media*. Routledge, 2024.

Lawrence, Dan. *Digital Writing: A Guide to Writing for Social Media and the Web*. Broadview Press, 2022.

Suggestive readings:

Alexander, Jonathan, editor, et al. *The Routledge Handbook of Digital Writing and Rhetoric*. Routledge, 2020.

Carroll, Brian. *Writing for Digital Media*. Routledge, 2020.

Ellis, Jason W. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. Pearson, 2012.

Wysocki, Anne, editor, et al. *Digital Writing: Technologies in Higher Education: Theory, Research, and Practice*. Routledge, 2021.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Semester II
SKILL-BASED COURSE

SBC-1 (b) : Journalistic Writing

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Journalistic Writing	2	1		-1

Learning Objectives:

The Learning Objectives of this course are as follows:

The prime aim of this course is to introduce the students to a comprehensive knowledge of journalism and to equip them with the practical skills in various forms of journalistic writings. In the beginning of the course, students will be introduced to the basic concepts of journalism and the history of evolution of journalism, particularly in India. The course will help the students to gain hands-on experience in field reporting and interview techniques, learning how to gather, verify, and present information ethically and accurately. Emphasis will be put to enhance their proficiency in writing news reports, editorials, columns, and features, along with fiction writing too, while honing the skills of editing and proofreading.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will have an overall idea about journalism, journalism in India and most importantly, the essential skills on journalistic writings.
- Students will gain knowledge about the print, broadcast, and digital media.
- Students will be able to do collect data or information, do field reporting and conduct interviews and learn how to gather information, verify them, and finally prepare and present a report ethically and accurately.
- Students will be well equipped with skills of writing, editing and reporting while being well-aware of the law and ethics of journalistic writings.

UNIT – I (___ Weeks)**Introduction to Journalism and Journals etc.**

- An Overview of Journalism and Journalism in India
-Journalism From Print to Digital
- **Types of Journals, Periodicals, and Magazines**
 - Differences Between Journals, Magazines, and Newspapers
 - Special Issues of Magazines and specialised Journals
 - The Role of Magazines in Shaping Public Opinion

UNIT – II (___ Weeks)**Journals, Journalism and Journalistic Writing**

- Print Media: Newspapers, Magazines, and Periodicals etc
- Broadcast Journalism: Radio, Television, and Online News Platforms
- New Media/ Parallel Media: Digital Platforms, Social Media, Blogs. Podcasts
- Sports Journalism: Reporting on Sports Events and Personalities
- Business and Financial Journalism
- Political Journalism
- Environmental Journalism

UNIT – III (___ Weeks)**Foundation for Journalistic Writing:**

- Field Reporting, Conducting Interviews
- Fact Finding and Analysis
- Writing, Editing, Proof Reading and Reporting
- Deferent types of Reporting
- Laws and Ethics of Reporting
- Translation and Transmediation of news matter

UNIT – IV (___ Weeks)**Journalistic Writing in Practice:**

- Fact-based writing and Fiction writing
- Editorial
- Column Writing
- Feature writing
- Writing Reviews
- Advertising
- Neighbourhood Reporting
- Investigation and News Covering

Practical component (if any) - NIL**Essential/recommended readings:**

Petit, Zachary. *The Essential Guide to Freelance Writing*, Delhi: Writer's Digest Books. 2015. (ISBN-13 978-1599639055)

Natarajan, J. *History of Indian Journalism*. Ministry of Information and Broadcasting. 2010. (ISBN-13 978-8123005331)

Shrivastava, K.M. *News Reporting and Editing*, New Delhi: Stotius Inc. 1987. (ISBN-13 978-8120706439)

_____. *Broadcast Journalism in the 21st Century*. New Delhi: Sterling Publications. 2010. (ISBN-13 978-8120735972)

Thakuria, Paranjy Guha. *Media Ethics: Truth, Fairness and Objectivity*, New Delhi: Oxford University Press. 2011. (ISBN-13 9780198070870)

Suggestive readings:

Chawla, Abhay. *New Media and Online Journalism: Handbook for Media Studies*, New Delhi: Pearson Education. 2021 (ISBN-13 9789354491162)

Dictionary of Journalism. Oxford University Press. 2014. (ISBN-13 978-0199646241)

Hyde, Grant Minor. *Newspaper Reporting and Correspondence*, Alpha Editions. 2022. (ISBN-13 978-9356785380)

Prajapati, Ram Avadh. *Media and Journalistic Writing*, New Delhi: Perception Publishing. 2024. (ISBN-13 978-9392189593)