

UNIVERSITY OF DELHI

MASTER OF PUNJABI

(Acronym for the Course)

(Effective from Academic Year 2018-19)

PROGRAMME BROCHURE



M.A. PUNJABI Revised Syllabus as approved by Academic Council on XXXX, 2018 and
Executive Council on YYYY, 2018

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I. ABOUT THE DEPARTMENT

The Department of Punjabi was established in 1985 as an independent department. Earlier it was a part of the Department of Modern Indian Language (now known as, Department of MIL & Literary Studies).

The Department of Punjabi has its international recognition because of its eminent faculty like Prof. Harbhajan Singh, Prof. Attar Singh, Prof. Tarlok Singh Kanwar, Prof. Atamjit Singh, Prof. S. S. Noor. The department prides itself for having produced some of the finest alumni who have gone on to become reputed academicians in various universities in India and Abroad. With a remarkable legacy of being the nerve centre for Delhi School of Punjabi Criticism, the department has kept up with the changing times by hosting national and international conferences and seminars, memorial lectures, Diaspora series annually.

The platform provided by the department for live wire interactions among thinkers, writers and teachers on one hand, and between the intellectuals and the students on the other hand, has ensured that the department remains at the centre of Punjabi literature, language and culture's dynamic transformation through the decades.

The Department of Punjabi has also ensured to keep its dialogue with the college teachers by ensuring regular workshops, research guidance, guest teaching under the faculty improvement scheme and by taking keen interest in promoting Punjabi language at the Under-graduate level. The department offers admissions to Ph.D., M.Phil., M.A., Diploma and Certificate Courses in Punjabi.

The Department's faculty has been honoured with some of the highest Civilian honours/awards such as Padma Shri for Prof. Attar Singh; Kabir and Saraswati Samman for Prof. Harbhajan Singh; Sahitya Akademi Award for Prof S.S. Noor; Majlis-e-Bulleh Shah International Award from Pakistan for Prof. Kuljit Shailie, (Former Dean, Faculty of Arts); Antar Rashtri Sahitkar/Kalakar Award (2002) from International Association of Punjabi Authors and Artists Inc. Canada and Modern Literary Scholar Award (2002) by Punjabi Academy, Wolverhampton, U.K. for Prof. Manjit Singh and Punjabi Academy Leicester U.K. awarded fellowship to Dr. Jaspal Kaur (HoD) on 6th July 2012.

Almost all the present faculty members have been honoured with other local and state level awards for their contributions to Punjabi Literature. Currently, the Department is flourishing under Headship of Dr. Jaspal Kaur an eminent critic of Punjabi diaspora literature.

II. INTRODUCTION TO CHOICE BASED CREDIT SYSTEM

SCOPE

The Choice Based Credit System (CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

DEFINITIONS:

- i. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- ii. 'Course' means a segment of a subject that is part of an Academic Programme.
- iii. 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- iv. 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- v. 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.
- vi. 'Open Elective' means an elective course which is available for the students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the department offering the course.
- vii. 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.
- viii. 'SGPA' means Semester Grade Point Average calculated for individual semester.
- ix. 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- x. 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversion of Grand CGPA into %age marks is given in the Transcript.

III. PUNJABI PROGRAMME DETAILS:

PROGRAMME OBJECTIVES (POS):

The dawn of the 21st century and third millennium has, hopeably, ushered in an era qualitatively different from the earlier ones in terms of foundational postulates, value systems, mindset and life styles. Higher education in the present century comes face to face with challenges, new tasks and new opportunities. As a significant means of development of human resource, education will have to play a significant role in shaping the 21st century society and the third millennium civilization. The process will affect not only the market economy of the nation as a whole, but also the whole system of higher education, which has to prepare its Graduates and Post-graduates for participation in the social and the economic development of the country, and the type of the cultural environment and ethics it will need to foster. Information technology is further contributing to this dynamic change and will have major impact on the structure, management and mode of delivery of the educational system.

All of us are conscious of the fact that through the process of crisis in higher education, several crucial areas have emerged in which the university system has to re-examine itself and its relationship with social and economic development. These include the relevance and quality of education, the gradual process of internationalization of education as not only students and faculty cross borders but even the system of education are doing so. There is also a concomitant demand for accountability.

The department of Punjabi with its Post-graduate programme, intends to preserve further and disseminate the various aspects and forms of ancient Indian knowledge traditions in modern perspectives. The programme aims at equipping enabling future researchers with the fundamental concepts, theories and practices of different knowledge domains. To empower the students with modern and scientific tools, inter-disciplinary approach and to design such modules to help them in becoming good citizens are some of the main objectives of the course.

The syllabus of M.A. (Punjabi) was revised and restructured earlier in 2004 AD and again revised/redesigned incorporating credit scheme, inter-disciplinarity and optional subjects under semester system in 2009 AD. As per the new guidelines of CBCS and requirement of the University, this syllabus has been again revised, redesigned and restructured with a futuristic approach, keeping in mind the new challenges of Globalisation and Post-situations.

PROGRAMME SPECIFIC OUTCOMES (PSOS):

After completion of Post-graduate degree in Punjabi, the candidates will become masters in different fields of Punjabi, Language, Literature and Culture. This specific course is based on different areas i.e., language, literature & culture, media studies, translation, research & literary methodologies, medieval & modern literature, computer and linguistics, interdisciplinarity, ethics, environment protection, gender studies, subaltern studies, human rights and many other issues related to present scenario of globalization. The candidate will be a good translator/interpreter or they can join media, teaching, film reviewer and many more options are opened. They can also continue their research and become Professor in this field of knowledge. This course is also helpful for civil service examinations. Above all, these specializations will be able to utilize their skills in various fields.

PROGRAMME STRUCTURE:

The M.A. Punjabi programme is a two-year Course divided into four semesters. A student is required to complete 98 credits for the completion of Course and the award of degree.

		<i>Semester</i>	<i>Semester</i>
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	4	4+4	16+4=20	1	4+1	4+1=5	-	-	-	25
II	4	4+4	16+4=20	1	4+1	4+1=5	-	-	-	25
III	3	4+3	12+3= 15	1	4+1	4+1=5	1	4+0	4	24
IV	3	4+3	12+3= 15	1	4+1	4+1=5	1	4+0	4	24
Total Credits for the Course			56+14=70			16+4=20			08	98

- For each Core and Elective Course, there will be 4 lecture hours of teaching per week (worth 4 credits) and 1 hour of tutorial class (worth 1 credit).
- Open Elective to the maximum total of 8 credits.

PAPER SCHEME

- Duration of examination of each paper shall be 3 hours.
- Each paper shall be of 100 marks, out of which 70 marks, shall be allocated for semester examination and 30 marks for internal assessment.
- Division of 70 marks:
 - Four Long Answer Questions of 14 marks each.
 - Two Short Answer Questions of 5 marks each.
 - Two Very Short Answer / Objective Type Questions for 2 marks each.

FULL COURSE DETAIL**CORE COURSES**

Course Code	Course	Theory	Tutorial	Credits
PUNCC101	Punjabi Lokdhara ate Sabhiyachar	04	01	05
PUNCC102	Punjabi Sufi Kaav	04	01	05
PUNCC103	Gurmat Kaav	04	01	05
PUNCC104	Madhkali Punjabi Birtantak Kaav	04	01	05
PUNCC201	Aadhunik Punjabi Kavita	04	01	05
PUNCC202	Punjabi Natak ate Rangmanch	04	01	05
PUNCC203	Punjabi Kahaani	04	01	05
PUNCC204	Classical Sahit Chintan	04	01	05
PUNCC301	Punjabi Novel	04	01	05
PUNCC302	Punjabi Vaartak	04	01	05
PUNCC303	Punjabi Diaspora Sahit	04	01	05
PUNCC401	Pachhami Sahit Chintan	04	01	05
PUNCC402	Punjabi Aalochna ate Khoj	04	01	05
PUNCC403	Bhasha Vigiyaan ate Punjabi Bhasha	04	01	05
Total Credits		56	14	70

ELECTIVE COURSES

(Students will opt any four papers to be studied in each semester.)

Course Code	Course	Theory	Tutorial	Credits
PUNEC1	Tulnatmak Bharti Sahit	Any 04 Papers X 04 Credits each	Any 04 Papers X 01 Credits each	Any 04 Papers X 05 Credits each
PUNEC2	Tulnatmak Vishav Sahit			
PUNEC3	Pakistani Punjabi Sahit			
PUNEC4	Punjabi Media Adhiyan			
PUNEC5	Anuvad Kalaa			
PUNEC6	Bhagati Kaav			
PUNEC7	Punjabi Film Adhiyan			
PUNEC8	Aadhunik Punjabi Birtantak ate Lambi Kavita			
Total Credits		16	04	20

OPEN ELECTIVE COURSES

(Students will opt any Two papers to be studied in III & IV semester.)

Course Code	Course	Theory	Tutorial	Credits
PUNOE1	Punjabi Lok Sahit	Any 02 Papers X 04 Credits each	00	Any 02 Papers X 04 Credits each
PUNOE2	Punjabi Bhasha ate Computer			
PUNOE3	Vishav Dharam ate Naitikta			
PUNOE4	Koshkari Kalaa ate Punjabi Koshkari			
PUNOE5	Hashiyagat Chetna da Punjabi Sahit			
Total Credits		08	00	08

Total Credits =70 (Core Courses) +20 (Elective Courses) +08 (Open Elective Courses) = 98

SELECTION OF ELECTIVE COURSES:

- Students have to study 4 elective course papers, one in each semester. They have to opt one paper out of the options given in each semester for the same.
- Students have to study 2 open elective course papers in two semesters. They have to opt one paper out of the options, given in III and IV semester for the same.

TEACHING :

The faculty of the department is primarily responsible for organizing lecture work for M.A. in Punjabi. The instructions related to tutorials are provided by the respective registering units under the overall guidance of the department. Faculty from some other departments and constituent colleges are also associated with lecture and tutorial work in the department.

There shall be 90 instructional days excluding examination in a semester.

ELIGIBILITY FOR ADMISSIONS:

Admission to M.A. in Punjabi programme is through entrance, merit or under both categories. Details of the same are as follow :

Eligibility in Merit Category		
Category	Course Requirements	Marks Requirements
1	B.A. (Hons.) Examination in Punjabi of the University of Delhi.	40% marks in aggregate or equivalent grade
Eligibility in Entrance Category		
Category	Course Requirements	Marks Requirements
2	B.A. (Hons.) other than B.A. (H) Punjabi /B.com.(Hons.)/ B.Sc.(Hons.) Examination of Delhi University or an examination recognized as equivalent thereto with Punjabi as a subsidiary/concurrent subject.	40% marks in the aggregate and 45% marks in the subsidiary/concurrent paper or equivalent grade
3	B.Sc.(General) B.Com.(Pass/Prog.) of Delhi University or an examination recognized as equivalent thereto with Punjabi as a subsidiary/concurrent subject.	40% marks in aggregate or equivalent grade
4	M.A./M.Com./M .Sc./LLB./ B.Ed. examination of Delhi University or an Examination recognized as equivalent thereto with sufficient knowledge of Punjabi language, literature and culture.	40% marks in aggregate or equivalent grade
5	B.A. (Hons.) Examination in any Modern Indian Language or classical language with sufficient knowledge of Punjabi language, literature and culture or with Gyani examination.	40% marks in aggregate or equivalent grade
6	B.A. (Pass/Prog.) and B.Com(Pass/Prog.) and B.Com of the University of Delhi or an examination recognized as equivalent thereto with atleast 2 papers in Punjabi.	40% marks in aggregate and 40% marks in the Subject or equivalent grade
Note: RESERVATION, CONCESSION AS PER UNIVERSITY RULES AND REGULATIONS.		

ASSESSMENT OF STUDENTS' PERFORMANCE AND SCHEME OF EXAMINATIONS:

1. Punjabi shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each semester as per the Academic calendar notified by the University of Delhi.
3. Assessment of students' performance shall consist of:
 - 3.1. Each course will carry 100 marks of which 30 marks shall be reserved for internal assessment based on classroom participation, seminar, term courses, tests, viva-voce and attendance. The weightage given to each component shall be decided and announced at the beginning of the semester by the individual teacher responsible for the course. Any student who fails to participate in classes, seminars, term courses, tests, viva-voce etc. will be debarred from appearing in the end-semester examination in the specific course and no internal assessment marks will be awarded. His/Her Internal Assessment marks will be awarded as and when he/she attends regular classes of the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.
 - 3.2. The remaining 70 marks in each paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be three hours.
4. Examination for courses shall be conducted only in the respective Odd and Even Semester as per the scheme of examinations. Regular as well as Ex-students shall be permitted to appear/re-appear/improve in courses of Odd Semester only at the end of Odd Semester and courses of Even Semester only at the end of Even Semester.

PASS PERCENTAGE & PROMOTION CRITERIA:

- Minimum marks for passing the examination in each semester shall be 40% in each paper and 45% in aggregate of a semester.
- However, a candidate, who has secured the minimum marks to pass in each paper, but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his/her choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.
- No student would be allowed to avail of more than three chances to pass any paper or for the purpose of division improvement or to improve percentage of marks etc., inclusive of the first attempt.

PART I TO PART II PROGRESSION:

Admission to Part II of the programme shall be open to only those students who have successfully passed at least 75% papers out of papers offered in M.A. Part I consisting of Semester I and Semester II taken together. However, he/she will have to clear the remaining papers, while studying in Part II of the programme.

CONVERSION OF MARKS INTO GRADES:

As per the rules of the University of Delhi in force.

GRADE POINTS:

Grade point table as per University Examination rules and regulations.

CGPA CALCULATION:

As per University Examination rules and regulations.

SGPA CALCULATION:

As per University Examination rules and regulations.

GRAND SGPA CALCULATION:

As per University Examination rules and regulations.

CONVERSION OF GRAND CGPA INTO MARKS

As notified by competent authority the formula for conversion of Grand CGPA into marks is: Final %age of marks = CGPA based on all four semesters \times 9.5

DIVISION OF DEGREE INTO CLASSES:

Post Graduate degree to be classified based on CGPA obtained into various classes as notified in the Examination policy of the University.

ATTENDANCE REQUIREMENT:

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Departments of Punjabi, University of Delhi, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfills other conditions that Head, Department of Punjabi may permit a student to the next Semester who falls short of the required percentage of attendance by not more than 10 percent of the lectures, tutorials and seminars conducted during the semester.

SPAN PERIOD:

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of **four** years from the date of admission to the Part-I/Semester-I of the **M.A. Punjabi** Programme.

GUIDELINES FOR THE AWARD OF INTERNAL ASSESSMENT MARKS M.A. PUNJABI PROGRAMME (SEMESTER WISE)

The internal assessment for each course will be for 30 marks, out of which 20 marks will be for assignments and attendance in classes, departmental seminars, special lectures etc. to be given by the university department and 10 marks for tutorials to be held in respective colleges.

M.A. PUNJABI PROGRAMME (SEMESTER WISE)**I Semester**

CORE COURSES				
Number of core courses		Credits in each core course		
Course Code	Course	Theory	Tutorial	Credits
PUNCC101	Punjabi Lokdhara ate Sabhiyachar	04	01	05
PUNCC102	Punjabi Sufi Kaav	04	01	05
PUNCC103	Gurmat Kaav	04	01	05
PUNCC104	Madhkali Punjabi Birtantak Kaav	04	01	05
Credits Core Course		16	04	20
ELECTIVE COURSES (any one paper from following options)				
Number of Elective courses		Credits in each elective course		
Course Code	Course	Theory	Tutorial	Credits
PUNEC1	Tulnatmak Bharti Sahit	04	01	05
PUNEC2	Tulnatmak Vishav Sahit			
PUNEC3	Pakistani Punjabi Sahit			
PUNEC4	Punjabi Media Adhiyan			
PUNEC5	Anuvad Kalaa			
PUNEC6	Bhagati Kaav			
PUNEC7	Punjabi Film Adhiyan			
PUNEC8	Aadhunik Punjabi Birtantak ate Lambi Kavita			
Credit Elective Course		04	01	05
Total Credits in I Semester		20	05	25

II Semester

CORE COURSES				
Number of core courses		Credits in each core course		
Course Code	Course	Theory	Tutorial	Credits
PUNCC201	Aadhunik Punjabi Kavita	04	01	05
PUNCC202	Punjabi Natak ate Rangmanch	04	01	05
PUNCC203	Punjabi Kahaani	04	01	05
PUNCC204	Classical Sahit Chintan	04	01	05
Credits Core Course		16	04	20
ELECTIVE COURSES (any one paper from following options, other than opted in I Semester)				
Number of Elective courses		Credits in each elective course		
Course Code	Course	Theory	Tutorial	Credits
PUNEC1	Tulnatmak Bharti Sahit	04	01	05
PUNEC2	Tulnatmak Vishav Sahit			
PUNEC3	Pakistani Punjabi Sahit			
PUNEC4	Punjabi Media Adhiyan			
PUNEC5	Anuvad Kalaa			
PUNEC6	Bhagati Kaav			
PUNEC7	Punjabi Film Adhiyan			
PUNEC8	Aadhunik Punjabi Birtantak ate Lambi Kavita			
Credit Elective Course		04	01	05
Total Credits in I Semester		20	05	25

III Semester

CORE COURSES				
Number of core courses		Credits in each core course		
Course Code	Course	Theory	Tutorial	Credits
PUNCC301	Punjabi Novel	04	01	05
PUNCC302	Punjabi Vaartak	04	01	05
PUNCC303	Punjabi Diaspora Sahit	04	01	05
Credits Core Course		12	03	15

ELECTIVE COURSES (any one paper from following options, other than opted in I & II Semesters)				
Number of Elective courses		Credits in each elective course		
Course Code	Course	Theory	Tutorial	Credits
PUNEC1	Tulnatmak Bharti Sahit	04	01	05
PUNEC2	Tulnatmak Vishav Sahit			
PUNEC3	Pakistani Punjabi Sahit			
PUNEC4	Punjabi Media Adhiyan			
PUNEC5	Anuvad Kalaa			
PUNEC6	Bhagati Kaav			
PUNEC7	Punjabi Film Adhiyan			
PUNEC8	Aadhunik Punjabi Birtantak ate Lambi Kavita			
Credit Elective Course		04	01	05
OPEN ELECTIVE COURSES (any one paper from following options)				
Number of Open Elective courses		Credits in each elective course		
Course Code	Course	Theory	Tutorial	Credits
PUNOE1	Punjabi Lok Sahit	04	0 0	04
PUNOE2	Punjabi Bhasha ate Computer			
PUNOE3	Vishav Dharam ate Naitikta			
PUNOE4	Koshkari Kalaa ate Punjabi Koshkari			
PUNOE5	Hashiyagat Chetna da Punjabi Sahit			
Credits Open Elective Course		04	0	04
Total Credits in III Semester		20	5	24

IV Semester

CORE COURSES				
Number of core courses		Credits in each core course		
Course Code	Course	Theory	Tutorial	Credits
PUNCC401	Pachhami Sahit Chintan	04	01	05
PUNCC402	Punjabi Aalochna ate Khoj	04	01	05
PUNCC403	Bhasha Vigiyaan ate Punjabi Bhasha	04	01	05
Credits Core Course		12	03	15
ELECTIVE COURSES (any one paper from following options, other than opted in I, II & III Semesters)				
Number of Elective courses		Credits in each elective course		
Course Code	Course	Theory	Tutorial	Credits
PUNEC1	Tulnatmak Bharti Sahit	04	01	05
PUNEC2	Tulnatmak Vishav Sahit			
PUNEC3	Pakistani Punjabi Sahit			
PUNEC4	Punjabi Media Adhiyan			
PUNEC5	Anuvad Kalaa			
PUNEC6	Bhagati Kaav			
PUNEC7	Punjabi Film Adhiyan			
PUNEC8	Aadhunik Punjabi Birtantak ate Lambi Kavita			
Credit Elective Course		04	01	05
OPEN ELECTIVE COURSES (any one paper from following options, other than opted in III Semester)				
Number of Open Elective courses		Credits in each elective course		
Course Code	Course	Theory	Tutorial	Credits
PUNOE1	Punjabi Lok Sahit	04	00	04
PUNOE2	Punjabi Bhasha ate Computer			
PUNOE3	Vishav Dharam ate Naitikta			
PUNOE4	Koshkari Kalaa ate Punjabi Koshkari			
PUNOE5	Hashiyagat Chetna da Punjabi Sahit			
Credits Open Elective Course		04	00	04
Total Credits in IV Semester		20	04	24

IV: COURSE WISE CONTENT DETAILS FOR M.A. PUNJABI PROGRAMME:

Semester I

Course Code: PUNCC101

COURSE NAME :Punjabi Lokdhara Ate Sabhiyachar

Marks:100

Duration: 80 Hrs.

Course Objectives:

- Students to understand the concepts of Folklore and Culture, their constituents and also learn the relation of Folklore to our surroundings, modernization and its various aspects.
- Students to learn the history of Punjabi Culture and its link with its geography and language.
- Students to explore the traces of Punjabi culture and also various challenges, which Punjabi Culture is facing in contemporary period.

Course Learning Outcomes:

- Students will demonstrate the knowledge of Folk-literature, Folk-traditions and customs-rituals of Punjab.
- Students will examine Punjab's folklore and culture theoretically and will explore themselves by studying traces of Punjabi culture.
- Students will be able to understand the current problems occurring in Punjabi society and can try to find the appropriate way to handle them.

Unit I : Lokdhara : Sidhantak Pakh

- Lokdhara : Paribhasha ate Saroop
- Lokdhara ate Lokdhara Vigyan
- Lokdhara ate Aadhunika
- Lok Sahit ate Vashishat Sahit
- Lokdhara ate Sanchar Madhium (Maukhik Prampara ton E-folklore tak)

Unit II : Punjabi Lokdhara

- Lok-Geet ate Lok-Kahaani
- Lok-Naach ate Lok-Naat
- Lok-Vishvaas ate Rasman Reetan
- Mele ate Teohaar

Unit III :Sabhiyachar: Sidhantak Pakh

- Sabhiyachar: Paribhasha ate Saroop
- Sabhiyachar ate Sabhiyachar Vigyan
- Sabhiyachar: Bhasha ate Sahit Antar Samvaad.
- Sabhiyacharak Roopantrann

Unit IV : Punjabi Sabhiyachar

- Punjabi Sabhiyachar: Itihaasak Paripekh
- Punjabi Sabhiyachar ate Bahu-Sabhiyacharvaad
- Punjabi Sabhiyachar de Sanmukh Chunnotian
- Punjabi Sabhiyachar ate Vishvikaran

Suggested Readings:

Bedi, S.S.V.(2002). *Punjabi Lokdhara Vishavkosh*. Delhi, National Book Shop.

Frank, Gurbax Singh.(1992). *Sabhiyachar ate Punjabi Sabhiyachar*.Amritsar, Waris Shah Foundation.

Gurdial Singh.(Undated).*Punjab De Mele ate Teyohar*. Delhi, Parkashan Vibhag Bharat Sarkar.

Jaswinder Singh (Dr.).(2012). *Punjabi Sabhiyachar: Pachhaan Chinn*. Patiala, Gracious Books.

Kairon, Joginder Singh.(2008). *Lokyaan Shaster*.Patiala, Punjabi University.

Kairon, Joginder Singh. (2015). *Punjabi Lokdhara Adhiyan: Itihaas ate Mulankann*.Amritsar, Guru Nanak Dev University.

Kairon, Joginder Singh.(2006). *Punjabi Sahit da Lokdharai Pichhokarh*.Delhi, Punjabi Academy.

Karanjeet Singh. (2007). *Punjabi Lokdhara ate Lokjeevan*. Delhi, Navyug Publication.
 Khaira, Bhupinder Singh. (2013). *Lokdhara, Bhasha ate Sabhyachar*. Patiala, Pepsu Book Depot.
 Thind, Karnail Singh. (1995). *Lokyaan ate Madhkalin Punjabi Sahit*. Amritsar, Ravi Sahit Parkashan.

Journals /Magazine

Khoj Patrika, (*Punjabi Sabhiyachar Vishesh Ank* (Ank-42). Patiala, Punjabi University.

Teaching Plan:

- Week 1** : Lokdhara : Paribhasha ate Saroop.
Week 2 : Lokdhara ate Lokdhara Vigiyaan.
Week 3 : 'Lokdhara ate Aadhunikta ' ate 'Lok Sahit ate Vashishat Sahit'.
Week 4 : Lokdhara ate Sanchar Madhium (Maukhik Prampara ton E-folklore tak).
Week 5 : Lok-Geet ate Lok-Kahaani.
Week 6 : Lok-Naach ate Lok-Naat.
Week 7 : Lok-Vishvaas ate Rasman Reetan.
Week 8 : Mele ate Teohaar.
Week 9 : Sabhiyachar: Paribhasha ate Saroop.
Week 10 : Sabhiyachar ate Sabhiyachar Vigiyaan.
Week 11 : Sabhiyachar: Bhasha ate Sahit Antar Samvaad.
Week 12 : Sabhiyacharak Roopantrann.
Week 13 : Punjabi Sabhiyachar: Itihaasak Paripekh.
Week 14 : Punjabi Sabhiyachar ate Bahu-Sabhiyacharvaad.
Week 15 : Punjabi Sabhiyachar de Sanmukh Chunnotian ate Punjabi Sabhiyachar ate vishvikaran.
Week 16 : Revision Classes.

Facilitating The Achievement Of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Students will understand the concepts of Folklore and Culture.	L/T/S	Students will write a theoretical paper on Punjabi Folklore or Culture.
2	Students will learn various genres of Punjabi Folk-literature.	L/T/S	Students will be asked for a write-up on various genres of Punjabi Folk-literature.
3	Students will learn the link of Punjabi Culture with its geography and language.	L/T/S	Students will be asked for a write-up on link of Punjabi Culture with its geography or language.
4	Students will explore the traces of Punjabi culture and also various challenges.	L/T/S	A Discussion on contemporary and forthcoming challenges of Punjabi Culture.

Semester I**Course Code: PUNCC102****COURSE NAME : Punjabi Sufi Kaav****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- Students will learn the development of classical Islamic spirituality and origin of Sufism from Islam, actual philosophy of the Sufis given to humanity and also relevance of that philosophy in the contemporary scenario.
- Students will understand what the term Sufism stands for, how and when Sufi people departed from their lands and reached Punjab and changed the socio-religious structure of Punjab by their experiences.
- Students will learn the Punjabi Sufi Poetry through the multiple texts of various Punjabi Sufi Poets and genres of Punjabi Sufi Poetry.
- Students will learn the thematic patterns of Punjabi Sufi Poetry and their style patterns also.

Course Learning Outcomes:

- Students will demonstrate the knowledge of the history of Sufism and major events and personalities of Punjabi Sufi Poetry.
- Students will be able to examine the religious diversity of the middle ages and reflection of human experiences of shared spaces in the society.
- Students will examine Punjab's religion and culture through multiple poetic texts.
- They will develop the sense of awareness about the environment and its various problems and to help them in realizing the inter-relationship between man and environment.

UnitI: Sufi Mat, Sufivaad ate Punjabi Sufi Kaav

- Sufi Mat : Nikaas, Vikaas ate Parmukh Silsile
- Sufivaad : Sidhantak Paripekh
- Punjabi Sufi Kaav da Vikaas
- Punjabi Sufi Kaavte Rahasvaad ate Parmukh Roopakar

UnitII:Sahib Singh (Prof.). (2004). *Farid Bani Steek*.Amritsar, Singh Brothers.

- Sheikh Farid : Jeevan ate Rachna
- Sheikh Farid di Bani da Sadacharak Pakh
- Sheikh Farid di Bani vich Naashvanta da Sankalp
- Sheikh Farid di Bani : Darskhnik Pakh

UnitIII :Dhillon, Harjinder Singh. (1998). *Kaffian Shah Hussain*. Patiala,Bhasha Vibhag Punjab.

- Shah Hussain: Jeevan ate Rachna
- Shah Hussain di Vichardhara
- Shah Hussain dian Kaffian vich Ishq mizazi da sankalp
- Shah Hussain dian Kaffian dian KaavJugtan

UnitIV :Kaffian Bulle Shah: Rajinder Singh. (1990). *Kalaam Bulle Shah*.Patiala, Bhasha Vibhag.

- Bulle Shah: Jeevan ate Rachna
- Sufi Anubhav ate Vichardhara
- Ishq da Sankalp
- KaavKalaa

Suggested ReadingsAttarjit Singh and Gurcharan Singh (Eds.).(2009). *Bulle Shah*.Delhi, Arsee Publishers.Bir, Sohinder (Dr.). (2005). *Bulle Shah Da Sufi Anubhav*.Amritsar, Waris Shah Foundation.Ghuman, Bikram Singh (Ed.).(1999). *Sufimat ate Punjabi Sufi Kaav*.Amritsar, Waris Shah Foundation.Gulwant Singh (Prof.).(1997). *Sufiwaad*.(Ed. by Gurmukh Singh). Chandigarh, Lokgeet Parkashan.Jaggi, Rattan Singh (Dr.). (2009). *Sheikh Farid: Jiwan, Chintan ate Bani*.(Ed. by Gursharan Kaur Jaggi).Delhi, Arsee Publishers.

Jagjit Singh (Dr.).(2005).*Sheikh Farid Da Kaav Parvachan*.Amritsar, Waris Shah Foundation.
 Randhawa, Satinder Kaur.(2013). *Punjabi Sufi – Kaav: Ik Vishleshann*.Amritsar, Ravi Sahit Parkashan.
 Shahi, Uddham Singh (Dr.). (2003).*Punjabi Sufi Kaav: Roop Vigyanik Adhiyan*.Amritsar, Ravi Sahit Parkashan.
 Singh, Gurdev. (2005).*Punjabi Sufi Kaav Da Itihaas*.Delhi, Punjabi Academy.
 Talvara, Gurcharan Singh (Prof.). (2005).*Sufimat ate Ruhaniat*.Amritsar, Waris Shah Foundation.

Magazines/Journals

Sukhdev Singh (Ed). *Alochna*, (Ank: 272, October 2009 - March 2010), Ludhiana, Punjabi Sahit Academy.

Teaching Plan

- Week 1** : Sufi Mat :Nikaas, Vikaas ate Parmukh Silsile.
Week 2 :Sufivaad : Sidhantak Paripekh.
Week 3 :Punjabi Sufi Kaav da Vikaas.
Week 4 : Punjabi Sufi Kaavte Rahasvaad ate Parmukh Roopakar.
Week 5 : Sheikh Farid : Jeevan ate Rachna.
Week 6 : Sheikh Farid di Bani da Sadacharak Pakh.
Week 7 : Sheikh Farid di Bani vich Naashvanta da Sankalp.
Week 8 : Sheikh Farid di Bani : Darskhnik Pakh.
Week 9 : Shah Hussain: Jeevan ate Rachna
Week 10 : Shah Hussaindi Vichardhara
Week 11 : Shah Hussain dian Kaffian vich Ishq mizazi da sankalp
Week 12 : Shah Hussain dian Kaffian dianKaavJugtan
Week 13 : Bulle Shah: Jeevan ate Rachna.
Week 14 : Sufi Anubhav ate Vichardhara.
Week 15 : Ishaq da Sankalp ate KaavKalaa.
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Students will learn the development of Sufism from Islam.	L/T/S	Students will write a paper on history of Sufism.
2	Students will understand the importance of Farid Bani.	L/T/S	A Discussion on concept of Sufism and its philosophy.
3	Students will learn the different genres of Punjabi Sufi Poetry particularly Kaffian.	L/T/S	Students will be asked for a write-up on one of any genre of sufi poetry.
4	Students will learn the thematic patterns of the writings of Bulleh Shah.	L/T/S	Students will be asked for a write-up on thematic patterns of one of the prescribed texts.

Semester I

Course Code: PUNCC103

COURSE NAME : Gurmat Kaav

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To analyze and evaluate the socio-cultural and religious conditions of medieval period.
- To analyze the ways in which the Gurus respond to the Brahmanic and Islamic social hierarchy.
- To interpret texts from various perspectives by using close readings supported by textual evidence and inform through critical theories.

Course Learning Outcomes:

- Students will be able to analyze major Medieval Guru Poets, their works and their representations of the human experiences.
- Students will learn about ethics, ecology, social behaviours and concerns.
- They will be able to meet the contemporary challenges and solutions.

Unit I: Gurmat Kaav: Sidhantak Paripekh

- Gurmat Kaav: Itihaas, Nikaas ate Vikaas
- Gurmat Kaav: Sidhantak ate Darshnik Paripekh
- Gurmat Kaav: Vichardhara
- Gurmat Kaav: Bhashai Paripekh

Unit II: Brahm Jagdish Singh (Prof.). (2013). *Sidh Gosht*. Amritsar, Waris Shah Foundation.

- Sidh Gosht: Samvaad da Mahtav
- Sidh Gosht: Darshanik Paripekh
- Sidh Gosht: Samajik Samvaad ate Naitikta da Sankalp
- Sidh Gosht: Bhasha ate Shaillie

Unit III: Sahib Singh (Prof.). (2010). *Sukhmani Sahib Steek*. Amritsar, Singh Brothers.

- Sukhmani Sahib: Darshnik Paripekh
- Sukhmani Sahib: Naitikata da Sankalp
- Sukhmani Sahib: Samajak Paripekh
- Sukhmani Sahib: Bhasha ate Shaillie

Unit IV: Sahib Singh (Prof.). (2013). *Jaap Sahib Steek*. Amritsar, Singh Brothers.

- Jaap Sahib: Darshnik Paripekh
- Jaap Sahib: Naitikta da Sankalp
- Jaap Sahib: Nirgun da Sankalp
- Jaap Sahib: Bhasha ate Shaillie

Suggested Readings:

Arshi, Gurcharan Singh. (1989). *Punjabi Sahit Da Vichardharak Paripekh*. Delhi, Punjabi Academy.

Brar, Boota Singh. (2008). *Punjabi Bhasha ate Sahit: Bhashai Sarokar*. Jalandhar, Deepak Publishers.

Jagbir Singh. (2004). *Gurmat Kaav da Itihaas*. Delhi, Punjabi Academy.

Jagbir Singh. (2001). *Shabad ate Sanvaad*. Delhi, Manpreet Parkashan.

Jagbir Singh. (1989). *Madhkali Shabad Sabhiyachar*. Delhi, Ravinder Parkashan.

Jagbir Singh. (1997). *Gurbani Vishav-Drishti ate Vichardhara*. Delhi, Wellwish Publishers.

Harbhajan Singh. (2002). *Patranjali*. Amritsar, GNDU.

Harbhajan Singh. (2002). *Sahit Adhiyan*. Amritsar, GNDU.

Harbhajan Singh. (2002). *Adhiyan ate Adhiyapan*. Amritsar, GNDU.

Sahib Singh. (2015). *Gurbani Vyakaran*. Amritsar, Singh Brothers.

Magazines/Journals

Khoj Patrika, (2003) *Bani Kaav Roop Vishesh Ank*. Patiala, Punjabi University.

Khoj Patrika, *Banikaar Vishesh Ank*. Patiala, Punjabi University.

Teaching Plan:

- Week 1** : Gurmat Kaav: Itihaas, Nikaas ate Vikaas.
Week 2 : Gurmat Kaav: Sidhantak ate Darshnik Paripekh.
Week 3 : Gurmat Kaav: Vichardhara ate Bhashai Paripekh
Week 4 : Sidh Goshat: Samvaad da Mahtav.
Week 5 : Sidh Goshat: Darshanik Paripekh.
Week 6 : Sidh Goshat: Samajik Samvaad ate Naitikta da Sankalp.
Week 7 : Sidh Goshat: Bhasha ate Shaillie.
Week 8 : Sukhmani Sahib: Darshnik Paripekh.
Week 9 : Sukhmani Sahib: Naitikata da Sankalp.
Week 10 : Sukhmani Sahib: Samajak Paripekh.
Week 11 : Sukhmani Sahib: Bhasha te Shaillie.
Week 12 : Jaap Sahib: Darshnik Paripekh.
Week 13 : Jaap Sahib: Naitikta da Sankalp.
Week 14 : Jaap Sahib: Nirgun da Sankalp.
Week 15 : Jaap Sahib: Bhasha ate Shaillie.
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the importance of Gurmat Poetry in medieval scenario.	L/T/S	Students will write a paper on the socio-political and religious condition of medieval India.
2.	Students will be able to understand the Philosophical perspectives of the writings of Guru Nanak.	L/T/S	Students will ask to write a paper on the contribution of Guru Nanak or the aesthetics of the Sidh Gosht Bani.
3.	Students will learn the philosophical and mystical perspective of Guru Arjan Dev Ji.	L/T/S	Students will be asked to write an article on the poetics of Sukhmani Sahib.
4.	Students will be able to understand the philosophical contribution of Guru Gobind Singh Ji.	L/T/S	Students can submit an assignment on the poetic contribution of Guru Gobind Singh Ji

Semester I

Course Code: PUNCC104

COURSE NAME :Madhkali Punjabi Birtantak Kaav

Marks:100

Duration: 80 Hrs.

Course Objectives:

- Students will analyze and evaluate texts that reflect diverse genres of medieval Punjabi poetry especially Qissa and Bir Kaav.
- Students will analyze the ways in which language and literature are related to culture, ethnicity, gender, history and sexuality during medieval period.
- Students will interpret discourse of medieval literature through various literary tools.
- Ethical values of medieval times will be discussed among the students.

Course Learning Outcomes:

- Students will be able to analyze major Medieval Qissa poets and Balladry poets, their works and their representations of the human experiences.
- Students will be able to interpret Medieval narrative poetry within a historical and social context
- They will be able to demonstrate their knowledge of the major literary movements, figures and works in medieval narrative poetry.

Unit I: Qissa ate Bir Kaav Prampara

- Qissa Kaav : Paribhasha ate Saroop
- Punjabi Qissa Kaav: Sidhant ate Itihaas
- Vaar ate Jangnama : Paribhasha ate Saroop
- Punjabi Bir Kaav: Sidhant ate Itihaas

Unit II:Seetal, Jeet Singh (Ed.). (1998). *Qissa Heer Waris*.Patiala, Publication Bureau, Punjabi University.

- Ishq da Sarup
- Manukhi Sutantarta da Masla
- Sabhiyacharak Pakh
- Kalaatmak Pakh

Unit III:Bedi, S. S. Vanjara. (1999). *Lok Bir Raja Rasalu*, Delhi,Arsee Publishers.

- Sadacharak Pakh
- Nayak da Sankalp
- Rajsi ate Sabhiyacharak Adhiyan
- Kalaatmak Pakh

Unit IV:Ganda Singh (Ed.). (2008). *Punjab dian Vaaran*, Patiala, Publication Bureau, Punjabi University.

- Itihaasakta ate Sahitikta
- Punjabiat da Sankalp
- Vichardharak Pakh
- Kalaatmak Pakh

Suggested Readings:

Gurdev Singh (Dr.). (1995). *Jangnama: Sarup, Sidhant ate Vikaas*. Paitala, Publication Bureau, Punjabi University.

Kang, Amarjit Singh. (2008). *Qissa Sansaar*. Amritsar, Nanak Singh Pustakmala.

Kang, Kulbir Singh. (2005). *Punjabi Qissa Kaav da Itihaas*.Delhi, Punjabi Academy.

Noor, Sutinder Singh. (2005). *Punjabi Vaar-Kaav Da Itihaas*.Delhi, Punjabi Academy.

Noor, Sutinder Singh. (2009). *Sahit: Sidhant ate Vihar*. Delhi, Arsee Publishers.

Swaran Singh. (2002). *Sabhiyachar ate Qissa Kaav*. Patiala, Sedh Prakashan.

Magzines/Journals

Jaggi, Ratan Singh (ed.) Khoj Patrika (Qissa Kaav Vishesh Ank). Patiala, Publication Bureau, Punjabi University.

Teaching Plan:

- Week 1** : Qissa Kaav : Paribhasha ate Saroop
Week 2 : Punjabi Qissa Kaav: Sidhant ate Itihaas
Week 3 : Vaar ate Jangnama : Paribhasha ate Saroop
Week 4 : Punjabi Bir Kaav: Sidhant ate Itihaas
Week 5 : Qissa Heer Waris :Ishq da Sarup
Week 6 : Qissa Heer Waris : Manukhi Sutantarta da Masla
Week 7 : Qissa Heer Waris :Sabhiyacharak Pakh
Week 8 : Qissa Heer Waris :Kalaatmak Pakh
Week 9 : Lok Bir Raja Rasalu :Sadacharak Pakh
Week 10 : Lok Bir Raja Rasalu :Nayak da Sankalp
Week 11 : Lok Bir Raja Rasalu :Rajsi ate Sabhiyacharak Adhiyan
Week 12 : Lok Bir Raja Rasalu :Kalaatmak Pakh
Week 13 : Punjab dian Vaaran :Itihaasakta ate Sahitikta
Week 14 : Punjab dian Vaaran :Punjabiya da Sankalp
Week 15 : Punjab dian Vaaran :Vichardharak Pakh ate Kalaatmak Pakh
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the social, cultural and political conditions in medieval Punjab.	L/T/S	Students will write a paper on the socio-political and religious conditions of medieval Punjab.
2.	Students will be able to understand the poetical structure of Heer Waris Shah and social condition of Punjab during 18 th century.	L/T/S	Students will write a paper on the sociological aspects of Punjab in 18 th century with special reference to Heer Waris Shah.
3.	Students will learn the role of patriarchy in Punjab during 19 th century.	L/T/S	Students will discuss the socio-political critique of Raja Rasalu
4.	Students will be able to understand the conditions in which Punjab becomes a part of the British Empire.	L/T/S	Students will submit an assignment on the poetic contribution of Punjabi Vaar-Kaav.

Semester II**Course Code: PUNCC201****COURSE NAME :Aadhunik Punjabi Kavita****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- To identify a various forms and genres of poetry such as Nazam, Ghazal, Rubai, Birtantak Kaav and Free Verse, etc.
- To educate them in understanding of socio-cultural, economic and political concerns of Punjabi society as reflected through Punjabi poetry.

Course Learning Outcomes:

- Students will understand the common techniques underlying Free Verse and traditional forms of poetry.
- They will understand the basic terminology and practical elements of poetry.
- They will be able to learn about the sensitivity of the poet.

Unit I:AadhunikPunjabi Kavita :Saroop ate Sidhant

- Kavita : Kaav Sidhant ate Kaav Roop
- Aadhunik Punjabi Kavita da Itihaas
- Aadhunik Punjabi Kavita dian Parvirtian
- Aadhunik Punjabi Kavita de Naven Rujhan

Unit II:Balwant, Bawa. (2012).Sugandh Sameer.Delhi, Arsee Publishers.

- Sugandh Sameer : Mukh Kaav Sarokaar
- Sugandh Sameer : Vichardhara
- Sugandh Sameer: Kaav-Kalaa
- Sugandh Sameer: Kaav-Samvedna

Unit III:Jaswinder. (2014)Agarbatti(Second edition).Ludhiana, Chetna Parkashan.

- Agarbatti : Mukh Kaav Sarokar
- Agarbatti : Gazal di takneek
- Agarbatti : Bhasha ate Shaillie
- Agarbatti : Viharak Adhiyan

Unit IV:Jagjit Singh, Anup Singh Virk (Eds.). (2003). Samkali Punjabi Kavita.Patiala,Publication Bureau, Punjabi University.

- Samkali Punjabi Kavita: Mukh Sarokaar
- Samkali Punjabi Kavita: Kaav-Samvedna
- Samkali Punjabi Kavita: Kaav-Bhasha
- Samkali Punjabi Kavita: Naven Rujhan

Suggested Readings:Grewal, Amarjeet. (2012).*Mohabat di Rajneeti*. Ludhiana, Chetna Parkashan.Guriqbal Singh. (2007). *Aadhunik Punjabi Kavita: Vihar ate Vivechan*. Ludhiana, Chetna Parkashan.Jaswinder Singh. (2003).*Navin Punjabi Kavita: Pachhaan-Chin*. Ludhiana, Chetna Parkashan.Karamjit Singh. (1982).*Aadhunik Punjabi Kav-dharaavan de Vichardharai Adhaar*.Amritsar, Guru Nanak Dev University.Noor, Sutinder Singh. (2002).*Kavita di Bhumika*.Delhi, Shilalekh Books.Sukhdev Singh. (1999). *Punjabi Kavita: Punnar Samvad*. Chandigarh, Lokgeet Parkashan.Taskeen.(2007).*Satta da Parvachan*. Ludhiana, Chetna Parkashan.Vanita (Dr.). (2010).*Kavita dian Partan*. Ludhiana, Chetna Parkashan.Yograj. (2006). *Navin Punjabi Shairy: Samkali Sandarbh*. Ludhiana, Chetna Parkashan.

Teaching Plan:

- Week 1** :Kavita : Kaav Sidhant ate Kaav Roop
Week2 :Aadhunik Punjabi Kavita da Itihaas
Week3 :Aadhunik Punjabi Kavita dian Parvirtian
Week 4 : Aadhunik Punjabi Kavita de Naven Rujhan
Week 5 : Sugandh Sameer: Mukh Kaav Sarokaar
Week 6 : Sugandh Sameer: Vichardhara
Week 7 : Sugandh Sameer : Kaav-Kalaa
Week 8 : Sugandh Sameer : Kaav-Samvedna
Week 9 :Agarbatti : Mukh Kaav Sarokar
Week 10 :Agarbatti : Gazal di takneek
Week 11 :Agarbatti : Bhasha ate Shailie
Week 12 :Agarbatti : Viharak Adhiyan
Week 13 : Samkali Punjabi Kavita : Mukh Sarokar
Week 14 : Samkali Punjabi Kavita : Kaav-Samvedna
Week 15 : Samkali Punjabi Kavita : Kaav-Bhasha ate Naven-Rujhan
Week 16 : Revision Classes.

Facilitating The Achievement Of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the different genres and historical development of Punjabi poetry.	L/T/S	Students will be given an assignment to write an essay on any one aspect of Punjabi poetry
2.	Students will be able to understand the contribution of Bawa Balwant in Punjabi poetry.	L/T/S	A Discussion on the contribution of Bawa Balwant will be organized.
3.	Students can learn the poetical structure of Jaswinder's poetry.	L/T/S	Students will be asked for a write-up on the contribution of Jaswinder and the structural analysis of Agarbatti.
4.	Students will be able to understand the different historical developments of modern Punjabi poetry.	L/T/S	Students will write an article on different trends emerged in modern Punjabi poetry.

Semester II**Course Code: PUNCC202****COURSE NAME :Punjabi Natak ate Rangmanch****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To understand and appreciate Drama as a literary art form.
- To understand main ideas and details in different kinds of dramatic scripts.
- To understand the contemporary position of Punjabi drama.
- To educate them in understanding of social and political concerns of society reflected through Punjabi literature.

Course Learning Outcomes:

- Students will demonstrate an understanding of terms, themes, strategies, and issues of Punjabi Drama.
- They can express their understanding of the relationship between Punjabi Drama and the historical/cultural contexts in which it was written.
- They will be able to read and analyze drama of various periods and representing various points of view, including gender, ethnic identity and different cultures.

Unit I :Punjabi Natak :Saroop ate Sidhant

- Natak : Paribhasha ate Saroop
- Punjabi Natak da Itihaas ate Parvartian
- Punjabi Natak de Naven Rujhan
- Punjabi Rangmanch da Arambh ate Vikaas

Unit II :Gargi, Balwant. (2004).Sultan Razia.Delhi, Navyug Publishers.

- Mano-Vishleshanatmak Naat Shailieate Razia Sultan
- Razia Sultan Di Itihaasak Natak Vajjon Padhhat
- Natak Razia Sultan di Rang-Manchi Sarthakta
- Balwant Gargi di Punjabi Natak Sahit nu Denn

Unit III :Raghubir Singh & Satish Kumar Verma (Eds.). (2000).Ikangi Yatra.Patiala, Publication Bureau, Punjabi University.

- Ikangi Yatra : vishegat Adhiyan
- Ikangi Yatra : Naat Kalaa
- Ikangi Yatra : Naat Jugtaan
- Ikangi Yatra : Rangmanchi Sarthakta

UnitIV:Swarajbir. (2004).Shairee,Ludhiana, Chetna Parkashan.

- Shairee : Naat Jugtaan
- Shairee ate Dalit Chetna
- Shairee ate Naari Chetna
- Shairee :RangmanchiSarthakta

Suggested Readings

Bhatia, Harbhajan, Singh. (2015). *Ikkiveen Sadi da Punjabi Natak*.Amritsar, School of Punjabi Studies, GNDU.

Behl, Navnindra. (2001). *Nataki Sahit*.Patiala, Publication Bureau, Punjabi University.

Dheer, Kuldip Singh. (2000).*Natak, Stage ate Darshan*.Patiala, Publication Bureau, Punjabi University.

Dhaliwal, Kewal. (2015). *Swarajbir: Sirjak ate Sirjana*. Ludhiana, Chetna Parkashan.

Gill, Tejwant. (1997).*Punjabi Sahit: Samikhya Vihar*. Amritsar, Ruhi Parkashan.

Harcharan Kaur (Ed.). (1992). *Aadhunik Punjabi Sahit: Punar-Vichar*. Delhi, Punjabi Academy.

Kazak, Kirpal. (2015).*Lok Dharmi Rangmanch : Sidhant ate Vihar*. Ludhiana, Chetna Parkashan.

Phull, Gurdial Singh. (2011).*Punjabi Natak : Saroop Sidhant ate Vikaas*. Patiala, Publication Bureau, Punjabi University.

Phull, Gurdial Singh. (1990). *Punjabi Ikangi*, : Saroop Sidhant ate Vikaas. Patiala, Publication Bureau, Punjabi University.

Rawail Singh. (2001). *Punjab di Lok-naat Parampara ate Punjabi Natak*. Delhi, Shilalekh.

Rawail Singh. (2015). *Bharti Sahit de Nirmata : Balwant Gargi*. Delhi, Sahitya Akademi.

Rawail Singh (Ed.). (2003). *Balwant Gargi Dian Naat Jugtan*. Ludhiana, Chetna Parkashan.

Sarabjit Singh (Dr.). (2005). *Virsa ate Vartman*. Ludhiana, Chetna Parkashan.

Uppal Kamlesh. (2004). *Punjabi Natak ate Rangmanch*. Patiala, Publication Bureau, Punjabi University.

Uppal Kamlesh. (2002). *T. V. ate Punjabi Rangmanch : Bahupakhi Adhiyan*. Patiala, Publication Bureau, Punjabi University.

Verma, Satish Kumar. (2004). *Punjabi Naatak da Itihaas*. Delhi, Punjabi Academy.

Magazines/Journals

Khoj Patrika. (1994). *Natak Vishesh Ank*. Patiala, Publication Bureau, Punjabi University.

Samdarshi. (2003). *Balwant Gargi Vishesh Ank*. Delhi, Punjabi Academy.

Teaching Plan:

Week 1 : Natak : Paribhasha ate Saroop

Week 2 : Punjabi Natak da Itihaas, Parvartian ate Naven Rujhan

Week 3 : Punjabi Rangmanch da Arambh ate Vikaas

Week 4 : Mano-Vishleshanatmak Naat Shaillie Ate Razia Sultan

Week 5 : Razia Sultan Di Itihaasak Natak Vajjon Padhhat

Week 6 : Natak Razia Sultan di Rang-Manchi Sarthakta

Week 7 : Balwant Gargi di Punjabi Natak Sahit nu Denn

Week 8 : Ikangi Yatra : vishegat Adhiyan

Week 9 : Ikangi Yatra : Naat Kalaa

Week 10 : Ikangi Yatra : Naat Jugtaan

Week 11 : Ikangi Yatra : Rangmanchi Sarthakta

Week 12 : Shairee : Naat Jugtaan

Week 13 : Shairee ate Dalit Chetna

Week 14 : Shairee ate Naari Chetna

Week 15 : Shairee : Rangmanchi Sarthakta

Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the different genres of Drama and the historical development of Punjabi drama.	L/T/S	Students will be given an assignment to write an essay on any one genre of Punjabi drama
2.	Students will be able to understand the contribution of Balwant Gargi to Punjabi drama.	L/T/S	A Discussion on the contributions of Balwant Gargi will be organized.
3.	Students will learn the poetics of one-act-play and its development in Punjabi language.	L/T/S	Students will be asked for a write-up on the historical development of one-act-play in Punjabi language.
4.	Students will be able to understand the socio-religious situation of Punjab during 19 th century.	L/T/S	Students will write an article on the feminist perspective of drama entitled as Shairee.

Semester II

Course Code: PUNCC203

COURSE NAME :Punjabi Kahaani

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To develop skills in literary analysis, including comprehension of the narrative fundamentals of character, point of view, theme and action (plot).
- To gain an appreciation of different literary styles, voices and approaches in Punjabi short-story.
- To develop ethical values, social concerns and awareness about the current issues of society among the students.

Course Learning Outcomes:

- Students will have the ability to apply critical and theoretical approaches to the reading and analysis of concerned literary texts of short-story.
- Students will be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in the prescribed texts and to understand the ways these ideas, values, and themes inform and impact cultures and societies, both during the past and the present.

Unit I:Punjabi Kahaani :Saroop ate Sidhant

- Punjabi Kahaani : Paribhasha ate Sanrachna
- Punjabi Kahaani da Itihaas
- Punjabi Kahaani dian Parvartian
- Punjabi Kahaani de Naven Rujhan

Unit II:Sujan Singh. (1998). *Pattan te Sran* (4th Edition). Amritsar, Singh Brothers.

- Pattan te Sran: Katha Sarokar
- Pattan te Sran: Vichardhaara
- Pattan te Sran: Birtantak Jugtaan.
- Pattan te Sran: Theemak Adhiyan.

Unit III:Rashim, Rashpinder. (2012). *Udhri Hoi Guddi*. Chandigarh, Lokgeet Parkashan.

- Udhri Hoi Guddi: Naari Chetna.
- Udhri Hoi Guddi: Katha Sarokar
- Udhri Hoi Guddi: Birtantak Jugtan
- Udhri Hoi Guddi: Theemak Adhiyan.

Unit IV:Jaswinder Singh (Dr.) and Gurmukh Singh (Dr.) (Eds.). (2014). *Katha Sansar*. Patiala, Publication Bureau, Punjabi University.

- Katha Sansar: Katha Sarokar
- Katha Sansar: Katha Jugtaan.
- Katha Sansar: Alochnatmak Adhiyan.
- Katha Sansar: Theemak Adhiyan.

Suggested Readings:

Arshi, Gurcharan Singh (Ed.). (1989). *Punjabi Sahit Da Vichardharai Paripekha*. Delhi, Punjabi Academy.

Dhaliwal, Baldev Singh. (2017). *Punjabi Kahaani da Itihaas*. Delhi, Punjabi Academy.

Dhanwant Kaur. (2003). *Punjabi Kahaani Shaster*. Ludhiana, Chetna Parkashan.

Frank, G.S.. (1988). *Nikki Kahaani ate Punjabi Nikki Kahaani*. Ludhiana, Punjabi Writers Cooperative Society Ltd.

Harbhajan Singh. (2002). *Adhiyan ate Adhyapan*. Amritsar, Guru Nanak Dev University.

Kohli, Mohinder Pal. (1992). *The Influence of West on Punjabi Literature*. Ludhiana, Lyall Book Depot.

Krantipal. (2002). *Punjabi Kahaani: Ik Samvaad*. Delhi, National Book Shop.

Lubbock, Percy. (1995). *Craft of Fiction*. New York, Scribner.

Sandhu, Wariyam Singh. (1995). *Punjabi Kahaani Alochanā: Roop ate Rujhan*. Chandigarh, Punjabi Sahit Academy.

Uppal, Sawinder Singh. (1995). *Punjabi Kahaani: Saroop Sidhant ate Vikaas*, Patiala, Punjabi University.

Teaching Plan:

Week 1 : Punjabi Kahaani : Paribhasha ate Sanrachna

Week 2 : Punjabi Kahaani da Itihaas

Week 3 : Punjabi Kahaani dian Parvartian ate Naven Rujhan

Week 4 : Pattan te Sran: Katha Sarokar

Week 5 : Pattan te Sran: Vichardhaara

Week 6 : Pattan te Sran: Birtantak Jugtaan.

Week 7 : Pattan te Sran: Theemak Adhiyan.

Week 8 : Udhri Hoi Guddi: Naari Chetna.

Week 9 : Udhri Hoi Guddi: Katha Sarokar

Week 10 : Udhri Hoi Guddi: Birtantak Jugtan

Week 11 : Udhri Hoi Guddi: Theemak Adhiyan.

Week 12 : Katha Sansar: Katha Sarokar

Week 13 : Katha Sansar: Katha Jugtaan.

Week 14 : Katha Sansar: Alochnatmak Adhiyan.

Week 15 : Katha Sansar: Theemak Adhiyan.

Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the poetics and genres of Punjabi Fiction	L/T/S	Students will write an assignment on the theoretical perspective of Punjabi short-story.
2.	Students will be able to understand about progressive movement.	L/T/S	Students will write an assignment on narrative technique of prescribed text.
3.	Students will learn the Socio-Cultural contexts of the position of women in urban society.	L/T/S	Students will be asked for a write-up on any one aspect of the prescribed text.
4.	Students will be able to understand the development process in Post-colonial Punjab.	L/T/S	Students will write on the thematic aspect of the short stories, they have read in this unit.

Semester II**Course Code: PUNCC204****COURSE NAME :Classical Sahit Chintan****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To provide knowledge about classical literary theories of Indian and western school of thoughts.
- To develop their knowledge about classical approaches of literature and to understand two different traditions of theories and their comparative perspective.

Course Learning Outcomes:

- They will understand the classical traditions of various Indian school of thoughts and will learn the roots of poetics.
- They will learn the classical traditions of Western school of thoughts and gain knowledge in this regard.
- They will enrich by the vocabulary of classical poetics.

Unit I :Bharti Kaav Shaster

- Itihaasak Pichhokarh
- Kaav di Paribhasha, Saroop ate Paryojan
- Kaav de Bhed : Drish Kaav ate Shravya Kaav
- Parbandh ate Muktak Kaav

Unit II :Bharti Kaav Shaster de School

- Ras Sidhant
- Alankaar Sidhant
- Dhvani Sidhant
- Riti, Vakrokti ate Auchitya Sidhant

Unit III :Greeco-Roman Kaav Shaster

- Greeco-Roman Kaav Shaster: Chintan Parampara
- Poorav Arastu Chintan Parampara (Sukraat ate Plato da Kaav Sidhant)

Unit IV :Greeco-Roman Kaav Shaster

- Arastu da Kaav Sidhant (Anukaran, Trasadi, Catharsis, Nayak da Sankalp)
- Longinus da Kaav Sidhant

Suggested Readings:

- Arshi, Gurcharan Singh (Trans.).(1971). *Longinus de Kavya-Sidhant*. Delhi, National Book Shop.
- Arshi, Gurcharan Singh (Trans.). (1993). *Republic*.Delhi, Arsee Publishers.
- Arshi, Gurcharan Singh. (1998). *Samikhyia Darishtian*.Delhi, Arsee Publishers.
- Chodhary, Satyadev (Dr.). (without date).*Hindi Riti-Parampara ke Pramukh Aacharya*.Delhi, Hindi Madhyam Karyanvey Nideshalya, Delhi Vishv-vidhiyalya.
- Halliwell, Stephen. (1986).*Aristotle's Poetics*.London, Gerald Duckworth &Co.
- Harbhajan Singh (Trans.). (1964).*Arastu da Kaav-Shaster*. Delhi, S. Chand and Company.
- Harbhajan Singh(Trans.). (2016). *Udaat Bare* (Second edition).Patiala, Publication Bureau, Punjabi University.
- Jaggi, Gursharan Kaur. (2008). *Bharti Kaav-Shaster*. Delhi, Arsee Publishers.
- Nagendra (Dr.), Taraknaath (Dr.) (Eds.). (1990). *Bhartiya Kavya Sidhant*.Delhi, Hindi Madhyam Karyanvey Nideshalya, Delhi Vishv-vidhiyalya.
- Prem Parkash Singh. (1985). *Bharati Kaav Shaster*.Ludhiana, Lahore Book Shop.
- Shastari, Rajinder Singh(Trans.). (1989). *Kaav-Prakash*.Patiala, Publication Bureau, Punjabi University.
- Upadhyay, Baldev. (1963). *Bhartiye Sahityashaster*.Varanasi, Nandkishor & Sons.
- Vidhaldkaar, Nikpann (Dr.). (2004).*Sahitya Darpan*(second edition). Merut, Sahitya Bhandar.

Teaching Plan:**Week 1** : Bharti Kaav Shaster :Itihaasak Pichhokarh**Week 2** : Bharti Kaav Shaster :Kaav di Paribhasha, Sarup ate Paryojan

- Week 3** : Bharti Kaav Shaster :Kaav de Bhed : Drish Kaav ate Shravya Kaav
Week 4 : Bharti Kaav Shaster :Parbandh ate Muktak Kaav
Week 5 : Ras Sidhant
Week 6 : Ras Sidhant
Week 7 : Alankaar Sidhant
Week 8 : Dhvani Sidhant
Week 9 : Riti Sidhant
Week 10 : Vakrokti ate Auchitya Sidhant
Week 11 : Greco-Roman Kaav Shaster :Chintan Parampara
Week 12 : Poorav Arastu Chintan Parampara (Sukraat ate Plato da Kaav Sidhant)
Week 13 : Arastu da Kaav Sidhant (Anukaran, Trasadi)
Week 14 :Arastu da Kaav Sidhant (Catharsis, Nayak da Sankalp)
Week 15 : Longinus da Kaav Sidhant
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the different traditional literary theories (Indian and Western).	L/T/S	Students will write a paper on any one of the theory, they have read in the first Unit.
2.	Students will be able to understand the Philosophical Concepts of Indian literary discourse.	L/T/S	Students will write a paper on any one of the theory, they have read in the second Unit.
3.	Students will learn the Greco-Roman traditions of literary analysis.	L/T/S	Students will be asked to write an essay on the origin and development of Greco-Roman literary theory.
4.	Students will learn the literary theories of Longinus.	L/T/S	Students will be asked to write an assignment on Literary theory, they have studied during this unit.

Semester III**Course Code: PUNCC301****COURSE NAME : Punjabi Novel****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To develop skill in literary analysis, including comprehension of the narrative fundamentals of character, point of view, theme and action (plot).
- To gain an appreciation of different literary styles, voices and approaches in Punjabi Fiction.
- To develop an appreciation of the novel.
- To develop ethical values among the students.

Course Learning Outcomes:

- Students will have the ability to apply critical and theoretical approaches to the reading and analysis of literary texts in the genres of Novel.
- Students will be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in the prescribed texts and to understand the ways these ideas, values, and themes inform and impact cultures and societies, both during the past and the present.
- They will understand the social and political concerns of Punjabi society, as reflected in Punjabi fiction.

Unit I:Punjabi Novel :Saroop ate Sidhant

- Punjabi Novel : Paribhasha ate Sanrachna
- Punjabi Novel da Itihaas
- Punjabi Novel dian Parvirtian
- Punjabi Novel de Naven Rujhan

Unit II:Seetal, Sohan Singh.(2011). *Jug Badal Gaya*. Amritsar, Singh Brothers.

- Jug Badal Gaya: Vichardhara
- Jug Badal Gaya: Manvi Sarokar
- Jug Badal Gaya: Birtantak Jugtaan.
- Jug Badal Gaya: Novel-Kalaa

Unit III:Tiwanaa, Dalip Kaur. (2017). *Je Kidhrey Rab Takkarje*. Delhi,Arsee Publishers.

- Je Kidhrey Rab Takkarje:Birtantak Adhiyan.
- Je Kidhrey Rab Takkarje:Theemak Adhiyan.
- Je Kidhrey Rab Takkarje:Naari Chetna.
- Je Kidhrey Rab Takkarje:Kalaatmak Pakh

Unit IV:Neer, Surinder. (2010). *Shikargah*.Ludhiana, Chetna Parkashan.

- Shikargah: Theemak Adhiyan.
- Shikargah: Samaj-Sabhiyacharak Paripekh.
- Shikargah: Birtantak adhiyan.
- Shikargah: Samkali Sarokaar.

Suggested Readings:

Daweshwar, Surinder Kumar (Dr.). (2006). *Samaj Satta te Samkali Novel*. Chandigarh, Lokgeet Parkashan.

Jagbir Singh. (1999). *Punjabi Galap Sansar*.New Delhi, Wellwish Publishers.

Karanjit Singh (Ed.). (2010). *Punjabi Galap Adhiyan De Badalde Paripekh*. New Delhi, Sahit Akademi.

Lubbock, Percy. (1995). *Craft of Fiction*. New York, Scribner.

Sandhu, Gurpal Singh. (2005). *Punjabi Novel da Itihaas*.Delhi, Punjabi Academy.

Teaching Plan:

- Week 1** : Punjabi Novel : Paribhasha ate Sanrachna
Week 2 : Punjabi Novel da Itihaas
Week 3 : Punjabi Novel dian Parvirtian ate Naven Rujhan
Week 4 : Jug Badal Gaya: Vichardhara
Week 5 : Jug Badal Gaya: Manvi Sarokar
Week 6 :Jug Badal Gaya: Birtantak Jugtaan.
Week 7 :Jug Badal Gaya: Novel-Kalaa
Week 8 : Je Kidhrey Rab Takkarje: Birtantak Adhiyan.
Week 9 : Je Kidhrey Rab Takkarje: Theemak Adhiyan.
Week 10 : Je Kidhrey Rab Takkarje: Naari Chetna.
Week 11 : Je Kidhrey Rab Takkarje:Kalaatmak Pakh
Week 12 : Shikargah: Theemak Adhiyan.
Week 13 : Shikargah: Samaj-Sabhiyacharak Paripekh.
Week 14 : Shikargah: Birtantak adhiyan.
Week 15 : Shikargah: Samkali Sarokaar.
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the poetics and genres of Punjabi Novel	L/T/S	Students will write an assignment on the theoretical perspective of Novel.
2.	Students will be able to understand the socio-cultural context of contemporary period.	L/T/S	Students will write an assignment on the socio-political concerns of the text.
3.	Students will learn the Socio-Cultural contexts of the position of women in rural Punjab.	L/T/S	Students will be asked to write an article on any one aspect of the prescribed text.
4.	Students will be able to understand the nature and political unconscious of Jammu-Kashmir crises	L/T/S	Students will write on the thematic aspect of the current issues of the text.

Semester III**Course Code: PUNCC302****COURSE NAME : Punjabi Vaartak****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To analyze the various elements of prose, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- To identify forms and genres of medieval and modern prose.
- To identify the difference inbetween medieval and modern Punjabi prose.

Course Learning Outcomes:

- Students will demonstrate an understanding of literary terms, themes, strategies, and issues of the Punjabi prose as are relevant to the works being studied.
- Students will express their understanding regarding Punjabi prose and its historical/cultural contexts in which it was written.
- Students are expected to gain sufficient knowledge related to various genres of Punjabi prose and are expected to enhance their skill of reading and writing.

Unit I: Punjabi Vaartak: Sidhant ate Roopakar

- Vaartak : Paribhasha ate saroop
- Punjabi Vaartak : Itihaas ate roopakar
- Punjabi Vaartak : Parvirtian
- Punjabi Vaartak : Naven Rujhan

Unit II: Bhai Vir Singh (Ed.).(2011). *Puratan Janamsakhi*. Delhi, Bhai Vir Singh Sahitya Sadan.

- Puratan Janamsakhi: Itihaasak ate Bhashai Paripekh
- Puratan Janamsakhi: Samajik-Sabhiyacharak Paripekh
- Puratan Janamsakhi: Nanak Bimb di Nirmannkari
- Puratan Janamsakhi: Myth Vigiyank Adhiyan

Unit III: Harbhajan Singh. (2008). *Chola Takiyan wala*. Patiala, Publication Bureau, Punjabi University.

- Chola Takiyan wala : Paathgat Adhiyan
- Chola Takiyan wala : Vaartak Jugtaan
- Chola Takiyan wala : Lekhak Bimb
- Chola Takiyan wala : Shailiegt Adhiyan

Unit IV : Pannu, Harpal Singh. (2017). *Jon ton Malala Tak*. Patiala, Gracious Books.

- Jon ton Malala Tak: Harpal Pannu di Vaartak Kalaa
- Jon ton Malala Tak: Nayak di Nirmannkari
- Jon ton Malala Tak: Rekha Chitran da Kalaatmak Pakh
- Jon ton Malala Tak: Rekha Chitran da Samajik, Sabhiyacharak ate Vichardharak Pakh

Suggested Readings:Brar, Rajinder Pal Singh. (2009). *Aadhunik Punjabi Sahit Roopakar: Sidhant ate Roopantrann*. Patiala, Punjabi University.Dil, Balbir Singh. (1991). *Punjabi Nibandh: Saroop, Sidhant ate Vikaas*. Patiala, Punjabi University.Kang, Kulbir Singh. (1998). *Madhkali Punjabi Vaartak*. Patiala, Punjabi University.Kang, Kulbir Singh (Ed.). (1998). *Chonvin Punjabi Rachnaatmak Vaartak*. India, National Book Trust.Harbhajan Singh. (1974). *Paargaami*. Amritsar, Navchetan Publishers.Harcharan Kaur (Ed.). (1992). *Aadhunik Punjabi Sahit: Punar-Vichar*. Delhi, Punjabi Academy.Jaggi, Ratan Singh. (1994). *Bhai Vir Singh Sahit Kosh*. Patiala, Punjabi University.Kirpal Singh. (1987). *Janamsakhi Parmpara*. Patiala, Punjabi University.Manjit Singh. (1985). *Darishiti-Bindu*. Delhi, Prince Sahit Parkashan.Manjit Singh. (2003). *Sahit-Sanrachna: System ate Parvachan*. Delhi, Arsee Publishers.Manjit Singh. (2005). *Janamsakhi/Myth-Vigyaaan* (second edition). Delhi, Arsee Publishers.

Satinder Singh. (2006). *Aadhunik Punjabi Vaartak da Itihaas*. Delhi, Punjabi Academy.
 Singal, Dharam Pal. (1987). *Punjabi Jivani: Saroop, Sidhant ate Vikaas*. Patiala, Punjabi University.
 Tarvinder Kaur. (2013). *Chola Takian wala : Path Kendrit Adhiyan*. Delhi, H. K. Parkashan.

Magazines/Journals

Khoj Patrika, *Aadhunik Vaartak Ank* (Ank 22), Punjabi University, Patiala.

Teaching Plan:

- Week 1** : Vaartak : Paribhasha ate saroop
Week 2 : Punjabi Vaartak : Itihaas ate roopakar
Week 3 : Punjabi Vaartak : Parvritian ate Naven Rujhan
Week 4 : Puratan Janamsakhi: Itihaasak ate Bhashai Paripekh
Week 5 : Puratan Janamsakhi: Samajik-Sabhiyacharak Paripekh
Week 6 : Puratan Janamsakhi: Nanak Bimb di Nirmannkari
Week 7 : Puratan Janamsakhi: Myth Vigiyanak Adhiyan
Week 8 : Chola Takiyan wala :Paathgat Adhiyan
Week 9 : Chola Takiyan wala : Vaartak Jugtaan
Week 10 : Chola Takiyan wala : Lekhak Bimb
Week 11 : Chola Takiyan wala : Shailliegt Adhiyan
Week 12 :Jon ton Malala Tak: Harpal Pannu di Vaartak Kalaa
Week 13 :Jon ton Malala Tak: Nayak di Nirmannkari
Week 14 : Jon ton Malala Tak: Rekha Chitran da Kalaatmak Pakh
Week 15 : Jon ton Malala Tak: Samajik, Sabhiyacharak ate Vichardharak Pakh
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the different genres of Punjabi prose	L/T/S	Students will be given an assignment to write an essay on any one genre of Punjabi prose
2.	Students will be able to understand the language and culture of Punjab during 16 th -17 th century.	L/T/S	A Discussion on the contribution of Bhai Vir Singh will be organized.
3.	Students will learn the poetics of Punjabi prose, its origin and development.	L/T/S	Students will be asked for a write-up on the prescribed text from various aspects.
4.	Students will be able to understand the creation of images of different personalities through the genre of life sketches.	L/T/S	Students will write an assignment on any one of the different personalities related to their texts.

Semester III

Course Code: PUNCC303

COURSE NAME : Punjabi Diaspora Sahit

Marks:100

Duration: 80 Hrs.

Course Objectives:

- Students will understand the concept of migration, reasons of excessive migration in Punjabi Community.
- Students are expected to learn the consciousness of migration and its other various aspects like generation-gap, identity crisis and nostalgic expression through the reading of multiple Punjabi literary texts.
- Students will explore the traces of Punjabi Migrated People by reading and understanding the contemporary problems of Punjabi Migration like Nostalgia, generation-gap, identity crisis and inter-cultural conflict.

Course Learning Outcomes:

- Students will be able to examine the vastness of Punjabi Literature available across the borders of Punjab.
- Students will understand the reasons and various aspects of Punjabi migration process and psyche of Punjabi mind towards for being migrated.
- The students will be able to understand the social, economic and political issues discussed in the diasporic literature.

Unit I :Diaspora : Saroop ate Sidhant

- Diaspora : Paribhasha ate Sidhant
- Subaltran Studeis : Sankhep Jaan-Pachhaan
- Orientalism : Sankhep Jaan-Pachhan
- Punjabi Diaspora Sahit da Itihaas
- Punjabi Diaspora Sahit de Naven Rujhan

Unit II:Kamboj, Sukhwinder. (2017).*Jang Jashan ate Jugnu*. Ludhiana,Chetna Parkashan.

- Jang Jashan te Jugnu : Theemak Adhiyan
- Jang Jashan te Jugnu : Kaav Sarokaar
- Jang Jashan te Jugnu : Diaspora de Masle
- Jang Jashan te Jugnu : Bahu-sabhiyacharvaad ate Naitikta

Unit III:Jarnail Singh (Ed.). (2011).*Mepal de Rang*.Ludhiana, Chetna Parkashan.

- Mepal de Rang : Diaspora ate Naari hond
- Mepal de Rang : Sabhiyacharak Roopantarann
- Mepal de Rang: Katha Sarokar
- Mepal de Rang: Parvasi Chetna

Unit IV:Chahal, Harmohinder Singh. (2016).*Bhanwar*.Samana, Sangam Publications.

- Bhanwar : Theemak Pasaar
- Bhanwar: Birtantak Jugtan
- Bhanwar: Mool Sarokar
- Bhanwar: Parvasi Chetna

Suggested Readings :

Bedi, Harchand Singh. (2004). Parvasi Punjabi Sahit de Masle.Amritsar, Ravi Sahit Parkashan.

Bedi, Harchand Singh. (2006). Parvasi Punjabi Galap.Amritsar, Guru Nanak Dev University.

Bedi, Harchand Singh.(1998).Parvasi Punjabi Kahaani.Amritsar, Guru Nanak Dev University.

Bedi, Harchand Singh.(2005). Parvas ate Parvasi Punjabi Kahaani. Amritsar, Guru Nanak Dev University.

Bedi, Harchand Singh. (2004). Parvasi Punjabi Sahit Sandarbh Kosh.Amritsar, Guru Nanak Dev University.

Brar, Rajinder Pal Singh (Ed.). (2009). Punjabi Diaspora: Sahitate Sabhiyachar. Patiala, Punjabi University.

Brar, Rajinder Pal Singh (Ed.). (2011). Punjabi Diaspora: Adhiyan ate Adhiyapan. Patiala, Punjabi University.

Surinderpal Singh (Ed.).(1990). Parvasi Punjabi Sahit.Amritsar, Punjabi Adhiyan School, Guru Nanak Dev University.

Teaching Plan:

- Week 1** : Diaspora : Paribhasha ate Sidhant
Week 2 : Subaltran Studeis ate Orientalism: Sankhep Jaan-Pachhaan
Week 3 : Punjabi Diaspora Sahit da Itihaas ate Naven Rujhan
Week 4 : Jang Jashan te Jugnu : Theemak Adhiyan
Week 5 : Jang Jashan te Jugnu :Kaav Sarokaar
Week 6 : Jang Jashan te Jugnu :Diaspora de Masle
Week 7 : Jang Jashan te Jugnu : Bahu-sabhiyacharvaad ate Naitikta
Week 8 : Mepal de Rang :Diaspora ate Naari hond
Week 9 : Mepal de Rang :Sabhiyacharak Roopantarann
Week 10 : Mepal de Rang: Katha Sarokar
Week 11 : Mepal de Rang: Parvasi Chetna
Week 12 : Bhanwar : Theemak Pasaar
Week 13 : Bhanwar: Birtantak Jugtan
Week 14 : Bhanwar: Mool Sarokar
Week 15 : Bhanwar: Parvasi Chetna
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Students will understand the concept of migration and its Various Aspects/Traces.	L/T/S	Students will write a paper on history of Punjabi migration.
2	Students will examine the Punjabi migration and identity crisis through the text of poems.	L/T/S	A Discussion of contemporary problems of Punjabi migration and concept of globalization
3	Students will examine the Punjabi migration through an anthology of short stories.	L/T/S	Students will ask for a write-up on thematic patterns of one of the prescribed texts.
4	Students will examine the Punjabi migration through a novel.	L/T/S	Students can watch a documentary on migration or can watch an interview of any Punjabi migrated writer or write a assignment on close study of the prescribed text.

Semester IV

Course Code: PUNCC401

COURSE NAME :Pachhami Sahit Chintan

Marks:100

Duration: 80 Hrs.

Course Objectives:

- Knowledge of literary critical methodologies: close reading, textual analysis, ability to make a disciplinary argument based on disciplinary use of evidence.
- Knowledge of the relationship between criticism and theory in the discipline: major theories that have impacted and are impacting literary and cultural study, what methods have proceeded from these approaches and how to bring a larger knowledge of concepts to bear in one's own work.

Course Learning Outcomes:

- Students will have an understanding of major approaches to the study of literature (theology, sociology, social ethics, philosophy, history).
- An understanding of the major methods and interpretive theories in the field of literary studies.
- Students will develop an ability to propose arguments that present, develop, and defend insightful claims about texts through formal analysis, engagement with existing criticism, and, when appropriate, engagement with primary and secondary material from the historical period.
- They will develop a feeling of belongingness through the reading of literary theories in the western academics.

Unit I :Pachhami Sahit Sidhant

- Pachhami Kaav Shaster : Jaan Pachhaan
- Astitavvaad
- Yatharthvaad

Unit II :Pachhami Sahit Sidhant

- Marxvaad
- Roopvaad (Roosi Roopvaad ate Nav-Amriki Alochna)

Unit III :Pachhami Sahit Sidhant

- Sanranchnavaad
- Aadhuniktavaad

Unit IV :Pachhami Sahit Sidhant

- Naarivaad
- Manovishleshann
- Pachhami Sahit Chintan ate Punjabi Sahit

Suggested Readings:

- Arshi, Gurcharan Singh. (1998). Samikhya Darishtian.Delhi, Arsee Publishers.
- Arshi, Gurcharan Singh. (2003). Astitvavaad.Delhi, Arsee Publishers.
- Barry, Peter. (2010). Beginning Theory.New Delhi, Viva Books.
- Bertens, Hans. (2014). Literary Theory: The Basics (Third Edition).London and New York, Routledge.
- Bhatti, Surjit Singh. (2010). Vaad-Chintan.Ludhiana, Chetna Parkashan.
- Bhim Inder Singh (Tran.&Ed.). (2002). Samkali Marxi-Chintan. Jalandhar, Kuknoos Parkashan.
- Eagleton, Terry. (1983). Literary Theory: An Introduction. Basil, Blackwell.
- Gurbachan.(1994). Sanrachnavaad de Aarpaar.Delhi, Arsee Publishers.
- Gurbachan. (2017). Sanrachna, Birtaant ate Marxvaad. Delhi/Punjab,Avis Publications.
- Harbhajan Singh. (2002). Rachna-Sanrachna.Amritsar, Guru Nanak Dev University.
- Harbhajan Singh. (2002). Sahit-Vigian.Amritsar, Guru Nanak Dev University.
- Kanwar, T.S. (1985). Path te Parsang.Delhi, Arsee Publishers.
- Kanwar, T.S. (1986). Sanchar-Sabhiyachar. Ludhiana, Lahore Book Shop.

- Narang, Gopi Chand.(2002). Sanrachnavaad, Uttar-Sanrachnavaad ate Poorbi KaavShastra.Jagbir Singh (Trans.).New Delhi, Sahitya Academy.
- Noor, S.S.. (2009). Sahit, Sidhant ate Vihar. Delhi, Arsee Publishers.
- Noor, S.S., Rawail Singh (Eds.).(2002). Samkali Pachhmi Chintan.Delhi, Punjabi Academy.
- Thind, K.S. (Ed.). (2002). Sahit Adhiyan-Parnalian.Amritsar, Guru Nanak Dev University.
- Vanita (Dr.). (2001). Naarivaad ate Sahit. Delhi, Ajanta Books International.

Magazines/Journals

- Khoj Patrika, *Sahitak Vaad Ank* (Ank-31).Patiala, Punjabi University.
- Khoj Patrika, *Sahitak Vaad Ank* (Ank-32).Patiala, Punjabi University.

Websites

- <https://www.marxists.org/>
- <https://web.mst.edu/~psyworld/structuralism.htm>
- <https://owl.english.purdue.edu/owl/resource/722/04/>

Teaching Plan:

- Week 1** :Pachhami KaavShaster : Jaan Pachhaan
- Week 2** : Astitavvaad
- Week 3** : Yatharthvaad
- Week 4** : Marxvaad
- Week 5** : Marxvaad
- Week 6** : Roopvaad (Roosi Roopvaad)
- Week 7** : Roopvaad (Nav-Amriki Alochna)
- Week 8** : Sanranchnavaad
- Week 9** : Aadhuniktavaad
- Week 10** : Aadhuniktavaad
- Week 11** : Naarivaad
- Week 12** : Naarivaad
- Week 13** : Manovishleshann
- Week 14** : Manovishleshann
- Week 15** :Pachhmi Sahit Chintan ate Punjabi Sahit
- Week 16** : Revision Classes

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn different Modern literary theories originated in the western academics	L/T/S	Students will be asked to write a paper on any one theory, they have read in the first Unit.
2.	Students will be able to understand the Philosophical Concepts of Modern literary discourse	L/T/S	Students will be asked to write a paper on any one of theory, they have read in the second Unit.
3.	Students will learn the Socio-Cultural Contexts of Literary discourse in Punjab during early twentieth century.	L/T/S	Students will be asked to write an essay on the origin and development of Punjabi Literary Criticism during early twentieth century.
4.	Students will learn the Socio-Cultural Contexts of Literary discourse in Punjab during later twentieth century.	L/T/S	Students will be asked to write an assignment on any one of the Literary critic, they have studied during this unit.

Semester IV

Course Code: PUNCC402

COURSE NAME :Punjabi Alochna ate Khoj

Marks:100

Duration: 80 Hrs.

Course Objectives:

- Sophisticated critical engagement with literary and cultural texts, including consideration of the relationship between imaginative expression and the cultural and material circumstances in which that expression takes place and is received.
- Knowledge of literary critical methodologies: close reading, textual analysis, ability to make a disciplinary argument based on disciplinary use of evidence.
- Knowledge of the relationship between criticism and theory in the discipline: major theories that have impacted and are impacting literary and cultural studies, what methods have proceeded from these approaches and how to bring a larger knowledge of concepts to bear in one's own work.
- Knowledge of the historical development of Punjabi literary criticism and the theoretical framework working behind it.

Course Learning Outcomes:

- Students will have an understanding of major approaches to the study of literature (theology, sociology, social ethics, philosophy, history).
- An understanding of the major methods and interpretive theories in the field of literary studies.
- Students will develop an ability to propose arguments that present, develop, and defend insightful claims about texts through formal analysis, engagement with existing criticism, and when appropriate, engagement with primary and secondary material from the historical period.
- They will develop a feeling of belongingness through the reading of literary theories in the western academics.

Bhatia, Harbhajan Singh (Prof.). (2004). *Punjabi Sahit Alochna da Itihaas*. Delhi, Punjabi Academy.

Unit I :Punjabi Sahit Alochna

- Sahit Alochna da Mahtav
- Punjabi Sahit Alochna dian Parvirtiaan
- Veehvin Sadi ton Poorav Punjabi Sahit Alochna
- Veehvin Sadi di Punjabi Sahit Alochna da Paehla daur
- Veehvin Sadi di Punjabi Sahit Alochna da dooja daur

Unit II :Punjabi Sahit Alochna

- Veehvin Sadi di Punjabi Sahit Alochna da Teeja daur
- Veehvin Sadi di Punjabi Sahit Alochna da Chautha daur
- Veehvin Sadi di Punjabi Sahit Alochna da Panjvan daur
- Vishav Parsang vich Punjabi Alochna

Dharam Singh.(2004). *Punjabi Khoj da Itihaas*. Delhi, Punjabi Academy.

Unit III :PunjabiKhoj

- Khoj : Paribhasha ate Saroop
- Khoj : Khetar ate Kismaan
- Punjabi Khoj da Arambh
- Punjabi Vich Alochnaatmak Sampadan da Itihaas

Unit IV :PunjabiKhoj

- Punjabi Uper-Saapekh Khoj da Itihaas
- Punjabi Khoj de Itihaas vich Pattarkaari di Bhumika
- Pakistan vich Punjabi Sahit di Khoj da Itihaas
- Punjabi Lokdhara di Khoj da Itihaas

Suggested Readings:

Ahluwalia, J.S. (without Date). *Punjabi Alochna: Ik Parichaye*. Patiala, Punjabi University.
 Arshi, Gurcharan Singh. (1998). *Samikhya Darishtian*. Delhi, Arsee Publishers.
 Arshi, Gurcharan Singh. (2003). *Astitvavaad*. Delhi, Arsee Publishers.
 Bhatia, H.S. (1988). *Punjabi Alochna: Sidhant ate Vihar*. Amritsar, Guru Nanak Dev University.
 Bhatti, Surjit Singh. (2011). *Vishavikaran ate Sahit Chintan*. Ludhiana, Chetna Parkashan.
 Parminder Singh. (without date). *Punjabi Samalochna: Sidhant ate Saroop*. Patiala, Punjabi University.
 Saini, Hukam Singh, Amar Singh. (without date). *Punjabi Sahit Alochna Pustak Suchi*. Patiala, Punjabi University.
 Thind, K.S. (Ed.). (2002). *Sahit Adhiyan-Pamalian*. Amritsar, Guru Nanak Dev University.

Magazines/Journals

Khoj Patrika, *Punjabi Alochna Ank* (Ank-69). Patiala, Punjabi University.

Teaching Plan:

- Week 1** : Sahit Alochna da Mahtav ate Punjabi Sahit Alochna dian Parvurtiaan
Week 2 : Veehvin Sadi ton Poorav Punjabi Sahit Alochna
Week 3 : Veehvin Sadi di Punjabi Sahit Alochna da Paehla daur
Week 4 : Veehvin Sadi di Punjabi Sahit Alochna da dooja daur
Week 5 : Veehvin Sadi di Punjabi Sahit Alochna da Teeja daur
Week 6 : Veehvin Sadi di Punjabi Sahit Alochna da Chautha daur
Week 7 : Veehvin Sadi di Punjabi Sahit Alochna da Panjvan daur
Week 8 : Vishav Parsang vich Punjabi Alochna
Week 9 : Khoj : Paribhasha ate Saroop ate Khoj : Khetar ate Kismaan
Week 10 : Punjabi Khoj da Arambh
Week 11 : Punjabi Vich Alochnaatmak Sampadan da Itihaas
Week 12 : Punjabi Uper-Saapekh Khoj da Itihaas
Week 13 : Punjabi Khoj de Itihaas vich Pattarkaari vich Bhumika
Week 14 : Pakistan vich Punjabi Sahit di Khoj da Itihaas
Week 15 : Punjabi Lokdhara di Khoj da Itihaas
Week 16 : Revision Classes.

Facilitating the Achievement Of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn history of Punjabi literary criticism.	L/T/S	Students will write a paper on any one theory, they have read in the first Unit.
2.	Students will be able to understand the different stages of Punjabi literary criticism.	L/T/S	Students will write a paper on any one of theory, they have read in the second Unit.
3.	Students will learn the history of Punjabi literary research.	L/T/S	Students will be asked to prepare a write-up on the origin and development of Punjabi literary research.
4.	Students are expected to learn different methodologies of research on various genres of Punjabi literature.	L/T/S	Students will be asked to write an assignment on any one of the literary research methodology, they have studied during this unit.

Semester IV

Course Code: PUNCC403

COURSE NAME :BhashaVigiyaan ate Punjabi Bhasha

Marks:100

Duration: 80 Hrs.

Course Objectives:

- The purpose of Language teaching to enhance student's Linguistics skills.
- The study of Linguistics will help the students to understand various linguistic models and to enrich their linguist aptitude.
- They will Understand and use methods of logical analysis in analyzing the data, from a wide variety of dialects.
- The course will expose students to a research enterprise which seeks to discover what a person's linguistic capacity consists of, how it arises in children, how it functions in speaking and listening, how it relates to other cognitive capacities, how it can be investigated by various methods including those of experimental psychology, neuroscience and computer science.

Course Learning Outcomes:

- Students will have advanced knowledge about Punjabi language and linguistics and insight into variation in various dialects of Punjabi language.
- They will have in-depth knowledge of selected areas of linguistics, such as, language variation, language development, language learning.
- They will have advanced knowledge of linguistic theory and research methods in general and corpus approaches in particular.
- They will understand the phonology, morphology and syntax structure of Punjabi language.

Unit I:Bhasha ate Punjabi Bhasha

- Bhasha: Paribhasha ate Saroop
- Punjabi Bhasha: Nikaas ate Vikaas
- Punjabi Bhasha: Vishvikaran de Parbhaav ate takneeki vikaas
- Punjabi dian Upbhashavan: Khetar ate Pachhaan Chin
- GurmukhiLipi: Nikaas,Vikaas ate Sanrachna

Unit II:BhashaVigiyaan

- BhashaVigiyān: Paribhasha ate Itihaas
- Adhiyan Khetar : Dhuni Vigiyaan, Roop Vigiyaan, Vaak Vigiyaan ate Arth Vigiyaan
- Sanrachnatmak Bhasha Vigiyaan

UnitIII:Punjabi Dhuni Vigiyaan ate Punjabi ArthVigiyaan

- Punjabi Dhuni Vigiyaan: Paribhasha, Ucharan Ang ate Ucharan Parkiriya
- Punjabi Dhunian Da Vargikaran: Khandi ate Akhandi Dhunnian
- Punjabi ArthVigiyaan : Shabadarth (Samuharthak Shabad, Samdhuniarthak Shabad)
- Arth Parivartan: ArthVisthar, Arth Sankoch, Arth Aadesh te Parivartan de Kaaran

Unit IV:Punjabi Roop Vigiyaan Ate Punjabi Vaak Vigiyaan

- Punjabi RoopVigiyaan : Sankalp te Parkar (Roop, Roopeem, Roopeeman de Parkar) Shabad Bantar, Vaach
- Punjabi Roop Vigiyaan : Swar-lop, Swar-parivartan, Swar-bhakti
- Punjabi Vaak Vigiyaan : Vaak-Bantar, Vaakan de Parkar, Up-Vaak
- Punjabi Vaak Vigiyaan : Vakaan di Samta te Semaavan

Suggested Readings:

Brar, Boota Singh. (2004). Punjabi Bhasha Srot ate Saroop. Amritsar, Waris Shah Foundation.
 Brar, Boota Singh. (2008). Punjabi Vyakaran: Siddhant ate Vihar.Ludhiana, Chetna Parkashan.
 Brar, Boota Singh. (2014).Bhasha Vigiyaan: Siddhant ate Vihar.Ludhiana, Lahore Book Shop.
 Duni Chand. (1964). Punjabi Bhasha da Vyakaran.Chandigarh, Panjab University.
 Gill, G.S. & Gleason, H.A. (1975).A Reference Grammar of Punjabi.Patiala, Punjabi University.

Harkirat Singh. (1983). *Bhasha ate Bhasha Vigiyaan*. Ludhiana, Lahore Book Shop.
 Jespersen, Otto. (1924), *The Philosophy of Grammar*. London, Allen and Unwin, London.
 Lyons, John. (1971). *Introduction to Theoretical Linguistics*, Cambridge.
 Prem Parkash Singh. (1997). *Siddhantak Bhasha Vigiyaan*. Patiala, Madaan Publication.
 Saussure, F.D. (1974). *Course in General Linguistics*, Fontana/Collins.
 Sangha, Sukhwinder Singh. (1997). *Punjabi Bhasha Vigiyaan*. Jalandhar, Punjabi Bhasha Academy.

Teaching Plan:

- Week 1** : Bhasha: Paribhasha ate Saroop
Week 2 : Punjabi Bhasha: Nikaas, Vikaas, Vishvikaran De Parbhaav ate Takneeki Vikaas
Week 3 : Punjabi dian Upbhashavan: Khetar ate Pachhaan Chin
Week 4 : Gurmukhi Lipi: Nikaas, Vikaas ate Sanrachna
Week 5 : Bhasha Vigiyaan: Paribhasha ate Itihaas
Week 6 : Adhiyan Khetar : Dhuni Vigiyaan, Roop Vigiyaan, Vaak Vigiyaan ate Arth Vigiyaan
Week 7 : Sanrachnatmak Bhasha Vigiyaan
Week 8 : Punjabi Dhuni Vigiyaan: Paribhasha, Ucharan Ang ate Ucharan Parkiriya
Week 9 : Punjabi Dhunian Da Vargikaran: Khandi ate Akhandi Dhunian
Week 10 : Punjabi Arth Vigiyaan : Shabadarth (Samuharthak Shabad, Samdhuniarthak Shabad)
Week 11 : Arth Parivartan: Arth Visthar, Arth Sankoch, Arth Aadesh te Parivartan de Kaaran
Week 12 : Punjabi Roop Vigiyaan : Sankalp te Parkar (Roop, Roopeem, Roopeeman de Parkar) Shabad Bantar, Vaach
Week 13 : Punjabi Roop Vigiyaan : Swar-lop, Swar-parivartan, Swar-bhakti
Week 14 : Punjabi Vaak Vigiyaan : Vaak-Bantar, Vaakan de Parkar, Up-Vaak
Week 15 : Punjabi Vaak Vigiyaan : Vakaan di Samta te Semaavan
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the concept of language and linguistics.	L/T/S	Students can write a paper on the Nature of languages and the Concept of Linguistics.
2.	Students will be able to understand the phonological structure of Punjabi language.	L/T/S	A Discussion on different types of phonemes of Punjabi language will be held in the tutorial.
3.	Students can learn the origin and development of Punjabi language and Script.	L/T/S	Students will ask for a write-up to trace the historical development of Punjabi language and Script.
4.	Students will be able to understand the Grammatical Structure of Punjabi Language.	L/T/S	Students will be asked for a write-up to trace different Grammatical aspects of Punjabi Language.

Semester I/II/III/IV

Course Code: PUNEC1

COURSE NAME :Tulnatmak Bharti Sahit

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To understand the general course of Indian history in multiple literary texts of the various parts of India.
- To understand the concept of national contextually, that is, to interpret human experiences and the meanings, people have given them in relationship to the place and time in which they occurred.
- To explain how and when some important events happen in the history of Indian Literature and how different changes took place during different times.
- To understand the socio-political contexts of different regions through the readings of the texts of these areas.

Course Learning Outcomes:

- Students will demonstrate knowledge of the chronology, narrative, major events, personalities and turning points happened in Indian literature.
- They will be able to explain the diversity of cultures and the commonalities of human experience reflected in the literature of different Indian languages.
- They will examine oneself and one's culture through multiple frames of reference, including the perception of others.
- They will learn the ethical values described in the world literature.

Unit I: Tulnatmak Bharti Sahit: Sidhantak Paripekh

- Tulnatmak Bharti Sahit: Sankalp ate Saroop
- Tulnatmak Bharti Sahit: Itihaasak Paripekh
- Hindi Sahit di Galap Prampara
- Kannada Sahit di Natak Prampara

Unit II:Shukla, Shrilal. (1989).Raag Darbari, Pritam Singh (Prof.) (Trans.).India, National Book Trust.

- Raag Darbari : Bharti Pendu Samaj da Chitran
- Raag Darbari : Yatharthvadi drishti ton Novel da Adhiyan
- Raag Darbari : Kalaatmak Pakh
- Raag Darbari : Samaj-Sabhiyacharak Adhiyan

UnitIII:Verma Dhanjaya (Ed.). (2007).Samkaleen Hindi Kahaanian.Rajinder Singh (Trans.).India, National Book Trust.

- Hindi Kahaani da Nikaas ate Vikaas
- Samkaleen Hindi Kahaanian : Theemak Adhiyan
- Samkaleen Hindi Kahaanian : Kalaatmak Pakh
- Samkaleen Hindi Kahaanian vich Bharat da badalda Saroop

Unit IV:Patar, Surjit (Trans.). (1991).Ichhadhari(Naagmandal by Girish Karnad).Chandigarh, Lokgeet Parkashan.

- Ichhadhari: Myth Vigyanak Adhiyan
- Ichhadhari: Naarivaadi Paripekh
- Ichhadhari: Samajik-Rajnitak Paripekh
- Ichhadhari: Rangmanch di drishti ton Adhiyan

Suggested Readings:

Babu, Sarat M. (2004).*Indian Drama Today: A Study in the Theme of Cultural Deformity*.New Delhi: Prestige Books.

Banham, Martin. (1990).*The Cambridge Guide to Theatre*. Cambridge.

Choudhary, Indernath.(1983). *Tulnatmik Sahitya ki Bhumika*.New Delhi, National Publishing House.

Dhir, K.S. (1990). *Tulnatmak Sahit Shastra*.Patiala, Punjabi University.

Dhir, K.S. (1996).*Tulnatmak Sahit Sidhant ate Vihar*.Patiala, Punjabi University.

- Chakraborty, Kaustav. (2011). *Indian Drama in English*. New Delhi, PHI learning.
- Noor S.S. (1990). *Poorbi Vishav-Darishhti ate Punjabi Sahit*. Delhi, Punjabi Academy.
- Shukla, Ramchandra. (2016). *Hindi Sahitya Ka Itihaas*. Delhi, Prabhat Parkashan.
- Satinder Singh (Ed.). (1990). *Tulnatmak Bharti Sahit*. Amritsar, Guru Nanak Dev University.
- Shukal, Hanuman Prasad. (2015). *Tulnatmik Sahitya Sidhantik Paripekh*. New Delhi, Rajkamal Prakashan.
- Yoshita Singh (Ed.). (2011). *Srilal Shukla's, Raag Darbari : Satire in Indian Literature A Critical Analysis*. New Delhi, Kanishka Publisher.
- Tripathi Vishwa. (2007). *Hindi Sahitya Ka Saral Itihaas*. Orient Black Swan.

Teaching Plan:

- Week 1** : Tulnatmak Bharti Sahit: Sankalp ate Saroop
- Week 2** : Tulnatmak Bharti Sahit: Itihaasak Paripekh
- Week 3** : Tulnatmak Bharti Sahit: Galap Prampara
- Week 4** : Tulnatmak Bharti Sahit: Natak Prampara
- Week 5** : Raag Darbari: Bharti Pendu Samaj da Chitran
- Week 6** : Raag Darbari: Yatharthvadi drishti ton Novel da Adhiyan
- Week 7** : Raag Darbari: Kalaatmak Pakh
- Week 8** : Raag Darbari: Samaj-Sabhiyacharak Paripekh
- Week 9** : Hindi Kahaani da Nikaas ate Vikaas
- Week 10** : Samkaleen Hindi Kahaanian: Theemak Adhiyan
- Week 11** : Samkaleen Hindi Kahaanian: Kalaatmak Pakh
- Week 12** : Samkaleen Hindi Kahaanian vich Bharat da badalda Saroop
- Week 13** : Ichhadhari: Myth Vigyanak ate Rangmanchi Padhhat
- Week 14** : Ichhadhari: Naarivadi Paripekh
- Week 15** : Ichhadhari: Samajik-Rajnitak Paripekh ate Rangmanch di drishti ton Adhiyan
- Week 16** : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the concept of Indian Comparative Literature.	L/T/S	Students will write a paper on the concept and philosophical background of Indian literature.
2.	Students will be able to understand the Socio-cultural tradition of rural India.	L/T/S	A discussion on the changes occurred in Indian rural society after independence.
3.	Students can learn the Socio-cultural contexts of different regions of India through the anthology of short-stories.	L/T/S	Students will ask for a write-up on any one story of the anthology they like.
4.	Students will be able to understand the legendary work of Girish Karnad.	L/T/S	Students can watch a film 'Videsh' based on this drama and will be asked to write about the text.

Semester I/II/III/IV

Course Code: PUNEC2

COURSE NAME : Tulnatmak Vishav Sahit

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To learn the general course of human history in multiple literary texts of the world.
- To understand the world contextually, that is, to interpret human experiences and the meanings, people have given them in relationship to the place and time in which they occurred.
- To learn to explain how and when some important events happen in the history of World Literature and how different changes happened during different times.
- To learn the socio-political contexts of different continents through the readings of the texts of these continents.

Course Learning Outcomes:

- Students will demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of the history of World Literature.
- They will be able to explain the diversity of cultures and the commonalities of human experience reflected in the literature of the world.
- They will examine oneself and one's culture through multiple frames of reference, including the perception of others from the whole world.
- They will develop the sense of awareness about the environment and its various problems and to help them in realizing the inter-relationship between man and environment and help to protect the nature and natural resources.

Unit I: Tulnatmak Vishav Sahit: Sidhant ate Roopaakar

- Vishav Sahit: Sankalp ate Sidhant
- Tulnatmak Sahit: Paribhasha ate Vibhin School
- Pachham vich Kahaani Prampara da Vikaas
- Africa di Naval Prampara da Nikaas ate Vikaas

Unit II: Guninder Singh (Trans.). (2004). *Paghamber* (The Prophet by Khalil Gibran). Patiala, Publication Bureau, Punjabi University.

- Khalil Gibran: Jeevan ate Rachna
- Paghamber: Darshnik ate Vichardharak Paripekh
- Paghamber: Jeevan Udesch ate Naitikta
- Paghamber: Samajik-Sabhiyacharak Paripekh

Unit III: Randhawa, Afzal Ahsan (Trans.). (2005). *Tut Bhaj* (Things Fall Apart by Chinua Achebe). Joginder Singh Kairon (Translit.). Ludhiana, Chetna Parkashan.

- Tut Bhaj: Parkirtak ate Bastivaadi Paripekh
- Tut Bhaj: Samaj-Sabhiyacharak Paripekh
- Tut Bhaj: Manavi Sankat
- Tut Bhaj: Viharak Adhiyan

Unit IV: Bhikhi, Satpal (Trans. & Ed.). (2015). *Chonvian Vishav Kahaanian*. Samana, Sangam Publication.

- Kahaani Lekhakan naal Sankhep Jaan-Pachhaan
- Samajak, Sabhiyacharak ate Rajnitak pakh
- Chonvian Vishav Kahaanian de Mool Sarokar
- Chonvian vishav Kahaanian da Viharak Adhiyan

Suggested Readings:

Bassnett, Susan. (1993). *Comparative Literature: A Critical Introduction*. Blackwell.
David Whittaker, Mpalive-Hangson Msiska. (2007). *Chinua Achebe's Things Fall Apart: A Routledge Study Guide*. New York and London, Routledge.

- Dev, Amiya, Das, S. K. (1988). *Comparative Literature: Theory and Practice*. Shimla, Indian Institute of Advanced Study.
- Dhir, Kuldeep Singh. (1990). *Tulnatmak Sahit Shaster*. Patiala, Punjabi University.
- Dhir, Kuldeep Singh. (1996). *Tulnatmak Sahit: Sidhant ate Vihar*. Patiala, Punjabi University.
- Kapoor, Kapil. (2014). *Comparative Literary Theory: An Overview*. D.K. Print World Ltd.
- Kumar, Sushil. (2014). *Anuvaad da Samvaad*. Mansa, Udaan Publication.
- Pradhan, Ram Prakash (Ed.). (2011). *Glimpses of Comparative Literature*. New Delhi, Atlantic.
- Raavinder Singh (Dr.). (2005). *Bastivaad ate Ilakai Vakhreven*. Chandigarh, Lokgeet Parkashan.
- Reid, Ian. (1993). *The Short Story (Critical Idiom)*. New York and London, Routledge.
- Shaw, Valerie. (1983). *The Short Story, a Critical Introduction*. Longman.
- Silvia Elias. (2014). *A critical analysis of "Things Fall Apart" by Chinua Achebe*. GRIN Publishing.

Websites/ Online Journals

- <https://www.newyorker.com/magazine/2008/01/07/prophet-motive>
- <http://www.ccsenet.org/journal/index.php/ells/article/viewFile/32254/18816>

Teaching Plan:

- Week 1** : Vishav Sahit: Sankalp ate Sidhant
- Week 2** : Tulnatmak Sahit: Paribhasha ate Vibhin School
- Week 3** : Pachham vich Kahaani Prampara da Vikaas
- Week 4** : Africa di Naval Prampara da Nikaas ate Vikaas
- Week 5** : Khalil Gibran: Jeevan ate Rachna
- Week 6** : Paghambur: Darshnik ate Vichardharak Paripekh
- Week 7** : Paghambur: Jeevan Udeshe ate Naitikta
- Week 8** : Paghambur: Samaj-Sabhiyacharak Paripekh
- Week 9** : Tut Bhaj: Parkirtak ate Bastivaadi Space
- Week 10** : Tut Bhaj: Samajik-Sabhiyacharak Paripekh
- Week 11** : Tut Bhaj: Manukhi Deh ate Prabhandh di Ajaredari
- Week 12** : Tut Bhaj: Anuvad de Pakh ton Naval di Padhhat
- Week 13** : Kahaani Lekhakan naal Sankhep Jaan-Pachhaan
- Week 14** : Samajik, Sabhiyacharak ate Rajnitak pakh ton Kahaanian di Padhhat
- Week 15** : Chonvian Vishav Kahaanian da Vichardharak Paripekh
- Week 16** : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will be able to understand the concept of Comparative Literature	L/T/S	Students will write a paper on different Schools of Comparative Literature
2.	Students will be able to understand the Philosophical Tradition of the Middle-East.	L/T/S	A Discussion on the Sufi Tradition of Middle-East will be held.
3.	Students will be able to understand the origin and development of African Novel.	L/T/S	Students will watch a documentary film on Chinua Achebe and write an article his writings.
4.	Students will learn the aesthetics of the short-stories from the whole world.	L/T/S	Students will ask to write a critical note on any one short-story, they have read during this unit.

Semester I/II/III/IV**Course Code: PUNEC3****COURSE NAME : Pakistani Punjabi Sahit****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To learn the issues and concerns depicted in the Pakistani Punjabi literature.
- To understand the similarities and differences in the literatures of East and West Punjab.
- To explain how and when some important events happen in the history of Pakistani Punjabi Literature and how different changes took place during different times.
- To learn the socio-political contexts of Pakistan through the literary writings.

Course Learning Outcomes:

- Students will demonstrate knowledge of the chronology, narrative, major events, personalities and turning points in the history of Pakistani Punjabi literature.
- Students will be able to explain the cultural diversity and the similarities of human experience reflected in the literature of East and West Punjab.
- Students will examine oneself and one's culture through multiple frames of reference, including the perception of others particularly from Pakistan.

Unit I: Pakistani Punjabi Sahit: Sidhant, Itihaas ate Parvartian.

- Pakistan Vich Punjabi Bhasha di Sathiti.
- Gurmukhi ate Shahmukhi da Masla.
- Pakistani Punjabi Sahit da Itihaas ate Parvartian.
- Pakistani Punjabi Sahit de Naven Rujhan.

Unit II: Ali Farjand. (2014). *Bhubal*. Ludhiana, Dustak Publications.

- Bhubal vich Pesh Pakistan di Aarthik, Samajik ate Rajnitak Antar-Drishti.
- Bhubal da Theemak Adhiyan.
- Bhubal da Alochnatmak Adhiyan.
- Bhubal di Vidhian

Unit III: Malik, Shaheen (Ed.). (2011). *Pakistani Punjabi Kahaani*. Patiala, Publication Bureau, Punjabi University.

- Aarthik, Samajik ate Rajnitak Paripekh.
- Pakistani Punjabi Kahaani da Theemak Adhiyan.
- Pakistani Punjabi Kahaani da Alochnatmak Adhiyan.
- Pakistani Punjabi Kahaanide sarokar

Unit IV: Jolly, Jatinder Pal Singh, Jagjit Kaur Jolly (Eds.). (2006). *Sufne Leero Leer*. Amritsar, Nanak Singh Pustakmala.

- Aarthik, Samajik ate Rajnitak Paripekh.
- Sufne Leero Leer da Theemak Adhiyan.
- Sufne Leero Leer de Kaav sarokar.
- Sufne Leero Leer da Parteek Vidhan

Suggested Readings:Arshi, Gurcharan Singh. (1998). *Samikhya Digdarshan*. Delhi, Arsee Publishers.Attar Singh. (1975). *Samdarshan*. Amritsar, Raghubir Rachna Parkashan.Dhiman, Harbans Singh. (1998). *Pakistani Punjabi Sahit: Nikaas ate Vikaas*. Rajpura, Gagan Parkashan.Harcharan Kaur (Ed.). (1992). *Aadhunik Punjabi Sahit: Punar-Vichar*. Delhi, Punjabi Academy.Jatinderpal Singh. (2001). *Pakistani Punjabi Galap*, Amritsar, Nanak Singh Pustak Mala.Mehta, Gurcharan Singh. (1998). *Pakistani Punjabi Sahit: Ik Parichya, Ik Jaiza*. Amritsar, Sahit Parkashan.Malik, Shaheen. (1988). *Pakistani Punjabi Kahaani*. Patiala, Punjabi University.Noor, S.S., Rawail Singh (Eds.). (2001). *Pakistani Punjabi Sahit*. Delhi, Punjabi Academy.Syed, Najm Hussian. (1968). *Recurrent Patterns in Punjabi Poetry*. Lahore, Majilis Shah Hussian.

Teaching Plan:

- Week 1** : Pakistan Vich Punjabi Bhasha di Sathiti.
Week 2 : Gurmukhi ate Shahmukhi da Masla.
Week 3 : Pakistani Punjabi Sahit da Itihaasate Parvirtian.
Week 4 : Pakistani Punjabi Sahit de Naven Rujhan
Week 5 : Bhubal vich Pesh Pakistan di Aarthik, Samajik Rajnitak Antar Drishti.
Week 6 : Bhubal da Theemak Adhiyan.
Week 7 : Bhubal da Alochnatmak Adhiyan.
Week 8 : Bhubal dian Vidhiyan
Week 9 : Pakistani Punjabi Kahaani: Aarthik, Samajik ate Rajnitak Paripekh.
Week 10 : Pakistani Punjabi Kahaani da Theemak Adhiyan.
Week 11 : Pakistani Punjabi Kahaani da Alochnatmak Adhiyan.
Week 12 : Pakistani Punjabi Kahaanide sarokar.
Week 13 : Sufne Leero Leer vich Pakistan :Aarthik, Samajik ate Rajnitak Paripekh.
Week 14 : Sufne Leero Leer da Theemak Adhiyan.
Week 15 : Sufne Leero Leer de Kaav Sarokar ate Parteek Vidhan.
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the contexts of Pakistani Punjabi Literature	L/T/S	Students will discuss the Socio-Political situation in Pakistan.
2.	Students will be able to understand the importance of images and metaphors in Pakistani Novel	L/T/S	Students will be asked to write an article on the thematic aspects of prescribed novel.
3.	Students will learn the Socio-Cultural Contexts of Pakistan as depicted in Pakistani short-stories.	L/T/S	Students will be asked for a write-up on ideological position on any one writer, they have read during this unit.
4.	Students will be able to understand the folkloric imaginary of Pakistani Punjabi poetry.	L/T/S	Students will discuss the importance of metaphors in Pakistani Punjabi poetry.

Semester I/II/III/IV

Course Code: PUNEC4

COURSE NAME : Punjabi Media Adhiyan

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To demonstrate a general knowledge of the history of media from its beginning to the present including major events and movements.
- To understand the key concepts and debates underlying theories of media studies.
- To educate them in understanding social and political concerns of Punjabi society, as reflected in contemporary Punjabi media.

Course Learning Outcomes:

- Students will demonstrate an understanding of terms, themes, strategies and issues of Punjabi media
- They can express their understanding of the relationship between Punjabi press and electronic media.
- They will be able to read and analyze Punjabi media of various periods and representing various points of views.

Unit I: Jan Sanchaar ate Akhbaar

- Sanchaar ate Jan Sanchaar: Sidhantak Paripekh
- Jan Sanchaar de Roop ate Parkaraj
- Punjabi Patarkari da Itihaas (Rozana, Masik ate Haftavari Akhbaaran di Amad)
- Khabri Sevavaan ate Agenciyan, Reporting, Lok Sampark, Press Sammelan, Press Note etc.

Unit II: Electronic Media

- Radio da takneeki Vikaas, Radio Khabran, Reporting, Sampadan ate Peshkari
- Television da Takneeki Vikaas, TV Khabran, Reporting, Sampadan ate Peshkari
- Punjabi Cinema da Itihaas, Buniyadi Sankalp, Cinematic Bimb, Shaillian, Lokpriya Film parvachan, Smanantar Cinema, Sangeet video
- Digital Technology: Radio ate TV Parsaaran, Direct to Home Service, Non-linear ate linear programmes

Unit III: Social Media ate E -Patarkari

- Social Media : Khetar ate Parkaraj
- Internet service, E- Patarkari, IPTV, Hyperlink
- Social Media, Apps, Websites, Blogs
- Multi Media Peshkarian, Animation, Cartoons

Unit IV : Media De Sahaia Khetar

- Ishtihaarbazi, Akhbaari Ishtihaar, Electronic Ishtihaar, Digital Ishtihaarbazi ate Mandikaran de hor Vasiley
- Anuvaad, Patarkari ate Anuvaad, Dubhashia, Mashinee Anuvaad
- Sampadan Kalaa, Feature Lekhan, Feature Dian Kisman,
- Radio/TV Interview, Newsreal, Akhbaaran Di Rai.

Suggested Readings-

Bhullar, Harmeet Kaur (Dr.). (2015). E-Lokdhara.Chandigarh, Unistar Books.
Gautam, Roop Chand. (2003). Electronic Media ke Sidhant.Delhi, Sh. Navraj Parkashan.
Giani, Bhajan Singh, (Ed.). (1987). Punjabi Patarkari Vichar Parvah.Delhi, Punjabi Academy.
Jaspal Kaur(Dr.).(2014). Anuvaad ate Maukhik Anuvaad Kalaa.Delhi, Manpreet Parkashan.
Kalia, Sanjiv (Dr.), (Ed.). (2012). Cinema ate Samajik Tabdeeli.Patiala, Zohra publication.
Rawail Singh (Dr.). (2017). Media Viharak Adhiyan.Patiala, Gracious.
Waraich, Amarjit Singh. (2010), Hun Tusi Khabran Suno.Patiala, Publication Bureau, Punjabi University.

Teaching Plan:

- Week 1** : Sanchaar ate Jan Sanchaar: Sidhantak Paripekh
Week 2 : Jan Sanchaar de Roop ate Parkaraj
Week 3 : Punjabi Patarkari da Itihaas
Week 4 : Khabri Sevavan ate agenciyan, Reporting, Lok Sampark, Press Sammelan, Press Note etc.
Week 5 : Radio da takneeki Vikaas, Radio News, Reporting, Sampadan ate Peshkari
Week 6 : Television da Takneeki Vikaas, TV News, Reporting, Sampadan ate Peshkari
Week 7 : Punjabi Cinema da Itihaas, Buniyadi Sankalp, Cinematic Bimb, Shaillian, Lokpriya Film Parvachan, Smanantar cinema, Sangeet video
Week 8 : Digital Technology ate Radio ate TV Parsaran, Direct to Home Service, Non-linear ate linear Programs
Week 9 : Social Media: Khetar ate Parkaraj
Week 10 : Internet service, E- Patarkari, IPTV, Hyperlink
Week 11 : Social Media Apps, Websites, Blogs
Week 12 : Multi Media Peshkarian, Animation, cartoons
Week 13 : Ishtihaarbazi, Akhbaari Ishtihaar, Electronic Ishtihaar, Digital Ishtihaarbazi ate Mandikaran de hor Vasiley
Week 14 : Anuvaad, Patarkari ate Anuvaad, Dubhashia, Mashinee Anuvad
Week 15 : Sampadan Kalaa, Feature Lekhan, Feature Dian Kisman
Week 16 : Revision Classes.

Facilitating The Achievement Of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the general concept of Mass Media	L/T/S	Students will be sent to any Printing Press and ask to write on the working of it.
2.	Students will be able to understand the contribution of electronic media.	L/T/S	A discussion on the contribution of electronic media will be organized in the classroom.
3.	Students can learn the working of Social media.	L/T/S	Students will be asked to collect information on social media and display it.
4.	Students will be able to understand the literary journalism.	L/T/S	Students can write an article on the situation of Punjabi journalism.

Semester I/II/III/IV**Course Code: PUNEC5****COURSE NAME :AnuvaadKalaa****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- The course is committed to continue its pioneering work in defining new literary paradigms and fostering new directions for exploration in literary studies, including such areas as the relationship between translation and transnationalism.
- To develop a deeper appreciation of cultural diversity by introducing the technique of translation studies.
- To develop the creativity of the students and enhance their writing skills

Course Learning Outcomes:

- Students will have an understanding of major approaches to the study of translation.
- They will be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary texts and to understand the ways these ideas, values, and themes, inform and impact cultures and societies both in source language and its translated version.
- They will be able to improve their skill of translation.

Unit I: Anuvaad Sidhant

- Anuvaad: Paribhasha ate Saroop
- Anuvaad ate Lipiantran: Sarot Bhasha ate Laksh Bhasha da Mahtav
- Anuvaad Parkiriya
- Anuvaad dian Kisman
- Anuvaad de Sand

Unit II: Anuvaad Karaj de Darpesh Chunnotian

- Antar Rashtri Padhar ate Anuvaad de Masle.
- Vibhin Khetran laie Anuvaad de Masle (Vidhi Vigiyan, Medical, Technology, Vigiyan)
- Masheeni Anuvad naal Sambandhat Chunnotian
- Sabhiyacharak Vakhreven kaaran upjian Chunnotian

Unit III: Anuvaad: Viharak Paripekh

- Kaav-Anuvaad De Masle
- Naat-Anuvaad De Masle
- Galap-Anuvaad De Masle
- Jan Sanchaar ate Ishtihar-Anuvaad De Masle

Unit IV: Dubhashiya ate Maukhik Anuvaad

- Anuvaad ate Dubhashiya : Naitikta de Masle
- Anuvaad laie Anuvaadak di Mahatta
- Sarot Bhasha ton Laksh Bhasha lai Anuvaad dian Samasiyavan
- Mashini Anuvaad di Sarthakta.

Suggested Readings:

Morley, David. (2007). *The Cambridge Introduction to Creative Writing*. New York, Cambridge.
 Peter Robinson. (2010). *Poetry and Translation*. Liverpool University Press.
 Ray, Mohit K. (Ed.). (2008). *Studies in Translation*. Delhi, Atlantic Publishers.
 Sushil Kumar. (2003). *Anuvad da Samvaad*. Mansa, Udaan Publication.
 Tiwari, Bhola Nath. (1972). *Anuvad Vigiyan*. Delhi, Shabadkar.

Teaching Plan:

- Week 1** : Anuvaad: Paribhasha ate Saroop
Week 2 : Anuvaad ate Lipiantran: Sarot Bhasha ate Laksh Bhasha da Mahtav
Week 3 : Anuvaad Parkiriya, Kisman ate Sand
Week 4 : Antar Rashtri Padhar ate Anuvaad de Masle.
Week 5 : Vibhin Khetran laie Anuvaad de Masle (Vidhi Vigyan, Medical, Technology, Vigyan)
Week 6 : Masheeni Anuvad naal Sambandhat Chunnotian
Week 7 : Sabhiyacharak Vakhreven kaaran upjian Chunnotian
Week 8 : Kaav-Anuvaad De Masle
Week 9 : Naat-Anuvaad De Masle
Week 10 : Galap-Anuvaad De Masle
Week 11 : Jan Sanchaar ate Ishtihar-Anuvaad De Masle
Week 12 : Anuvaad ate Dubhashiya : Naitikta de Masle
Week 13 : Anuvaad laie Anuvaadak di Mahatta
Week 14 : Sarot Bhasha ton Laksh Bhasha lai Anuvaad dian Samasiyavan
Week 15 : Mashini Anuvaad di Sarthakta.
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the concept of Translation Studies	L/T/S	Students will write a paper on the basic concepts of Translation Studies.
2.	Students will be able to understand the basic problems faced by the translators.	L/T/S	Students can interview a translator to understand the various challenges faced by him.
3.	Students will be able to understand other cultures, its metaphors and symbols.	L/T/S	Students will be asked to translate any piece of literature /genre at their own.
4.	Students will practically able to translate any piece of literature.	L/T/S	Students will be asked to interpret from English to Punjabi and vice-versa.

Semester I/II/III/IV

Course Code: PUNEC6

COURSE NAME : Bhagati Kaav

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To analyze and evaluate texts, related to Bhagti Kaav which reflect diverse genres, time periods, and cultures.
- To analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality during medieval period.
- To interpret texts from various perspectives by using close readings supported by textual evidence, and informed by critical theory.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and help to protect the nature and natural resources.

Course Learning Outcomes:

- Students will be able to analyze major Medieval Bhagat poets, their works and their representations of the human experiences.
- Students will be able to interpret Medieval Bhagati Literature within its historical and social contexts.
- Students will be able to demonstrate their knowledge of the major literary movements, figures and works in Medieval Bhagati Literature.

Unit I: Bhagati Kav: Sidhantak Paripekh

- Bhagati Kaav Dhara: Itihaasak Paripekh
- Navdha, Sargun ate Nirgun da Sankalp
- Bhagati Andolan
- Bhagat Bani: Sidhantak ate Darshnik Paripekh

Singal, Dharam Pal. (1994). *Bhagtan di Bani*. India, National Book Trust.

Unit II: Bhagat Parmanand Ji, Bhagat Pipa Ji, Bhagat Jaidev Ji, Bhagat Surdas Ji, Bhagat Bhikhan Ji ate Bhagat Dhanna Ji

- Guru Granth Sahib vich Daraj Bhagtan Bare Muddhli Jankari
- Bani Bhagat Parmanand: Darshnik ate Sahitik Paripekh
- Bani Bhagat Pipa: Darshnik ate Sahitik Paripekh
- Bani Bhagat Jaidev: Darshnik ate Sahitik Paripekh
- Bani Bhagat Surdas: Darshnik ate Sahitik Paripekh
- Bani Bhagat Bhikhan : Darshnik ate Sahitik Paripekh
- Bani Bhagat Dhanna: Darshnik ate Sahitik Paripekh

Unit III: Bhagat Ravidas Ji

- Bhagar Ravidas: Jeevan ate Rachna
- Bani Bhagat Ravidas: Darshnik Paripekh
- Bani Bhagat Ravidas: Samajik Paripekh
- Bani Bhagat Ravidas: Sahitik Paripekh

Unit IV: Bhagat Kabir Ji

- Bhagat Kabir: Jeevan ate Rachna
- Bani Bhagat Kabir: Darshnik Paripekh
- Bani Bhagat Kabir: Sahitik Paripekh
- Bani Bhagat Kabir: Samajik Paripekh

Suggested Readings:

Aggarwal, Purshotam. (2007). *Kabir : Saakhi or Sabad*. India, National Book Trust.
Badan, Baldev Singh (Dr.). (2013). *Guru Ravidas Bani Vichar*. New Dehli, Navyug Publication.
Jagbir Singh. (2001). *Shabad ate Samvad*. Delhi, Manpreet Parkashan.

Jagbir Singh. (1989). *Madhkali Shabad Sabhyachar*. Delhi, Ravinder Parkashan.
 Kang, Gulzar Singh (Ed.). (2011). *Bhagtan de Jeevan Charitar*. Chandigarh, Lokgeet Parkashan.
 Pandey, Nityanand. (2003). *Sant Kabir Aadhunik Sandrabh*. Agra, Kendriya Hindi Sansthan.
 Puri, J.R., Sethi, V.K., Sangari, T.R. (Dr.). (2009). *Sant Namdev*. Beas, Radhaswami Satsang.
 Raghuvansh(Dr). (2009). *Kabir: Ek Nai Darishti*. Allahabad, Lokbharti Parkashan.
 Upadhyay, Kashinath. (2008). *Param Paras Guru Ravidas*. Beas, Radhaswami Satsang.
 Zafar, Jaswant Singh. (2016). *Bhagat Satguru Hamara*. Ludhiana, Chetna Parkashan.

Teaching Plan:

- Week 1** : Bhagati Kaav Dhara: Itihaasak Paripekh
Week 2 : Navdha, Sargun ate Nirgun da Sankalp
Week 3 : Bhagati Andolan
Week 4 : Bhagat Bani: Sidhantak ate Darshnik Paripekh
Week 5 : Guru Granth Sahib vich Daraj Bhagtan Bare Muddhli Jankari
Week 6 : Bani Bhagat Parmanand ate Bhagat Pipa: Darshnik ate Sahitik Paripekh
Week 7 : Bani Bhagat Jaidev ate Bhagat Surdas : Darshnik ate Sahitik Paripekh
Week 8 : Bani Bhagat Bhikhan ate Bhagat Dhanna: Darshnik ate Sahitik Paripekh
Week 9 : Bhagar Ravidas: Jeevan ate Rachna
Week 10 : Bani Bhagat Ravidas: Darshnik Paripekh
Week 11 : Bani Bhagat Ravidas: Samajik Paripekh
Week 12 : Bani Bhagat Ravidas: Sahitik Paripekh
Week 13 : Bhagat Kabir: Jeevan ate Rachna
Week 14 : Bani Bhagat Kabir: Darshnik ate Sahitik Paripekh
Week 15 : Bani Bhagat Kabir : Samajik Paripekh
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the importance of Bhagti movement in medieval India.	L/T/S	Students will write a paper on the socio-political and religious conditions of medieval India.
2.	Students will be able to understand the Philosophical perspectives of the writings of Bhagat Pipa, Bhagat Jaidev Bhagat Dhanna.	L/T/S	Students will be asked to write a paper on the contribution of Bhagat Pipa, Bhagat Jaidev and Bhagat Dhanna.
3.	Students will learn the Socio-Cultural contexts of medieval India and the response of Bhagat Ravidas to it.	L/T/S	Students will be asked to discuss about the structure of caste system in India and contribution of Bhagats to counter it.
4.	Students will be able to understand the poetic responses of Bhagat Kabir to the hierarchy of Brahminism	L/T/S	Students will submit an assignment on the poetic contribution of Bhagat Kabir.

Semester I/II/III/IV

Course Code: PUNEC7

COURSE NAME : Punjabi Film Adhiyan

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To demonstrate a general knowledge of the history of cinema from its beginning to the present including major events and movements.
- To understand the key concepts and debates underlying theories of film studies.
- To engage with multiple cultural perspectives of films and its impact on the society.
- To understand the contemporary situation of Punjabi Films.
- To educate them in understanding of social and political concerns of Punjabi society reflected through Punjabi cinema.

Course Learning Outcomes:

- Students will demonstrate an understanding of terms, themes, strategies, and issues of Film studies.
- They will express their understanding of the dialectical relationship between Punjabi Cinema and society.
- They will be able to read and analyse Punjabi cinema of various periods and representing various points of views.

Unit I: Film: Sidhant, Saroop ate Takneeki Vikaas

- Film: Sidhant ate Saroop (Thriller, Drama, Comedy, Tragedy, Horror etc.)
- Film Ik Bhasha Vajjon, Film Grammar, Vidha ate Dhhancha
- Filman da Takneeki Vikaas: Photography, Moving Films, Silent Films, Black and White Films, Eastman Colour Films, Digital Cinema, Parallel Cinema.

Unit II: Punjabi Film : Saroop Sidhant

- Punjabi Filman : Arambh ate Vikaas
- Punjabi Filman : Mukh Parvirtian
- Punjabi Filman upar Hollywood te Bollywood da parbhaav
- Punjabi Film de Naven Rujhan

Unit III :Film Vishleshann Vidhiyan

- Chihan Vigiyanak Vidhi
- Samaj-Shastari Vidhi
- Naarivaadi Vidhi
- Manovishleshan Vidhi

Unit IV : Punjabi Filman da Viharik Adhiyan (Films will be selected by the faculty, duly approved by the HoD)

- Documentary te Animated Film Review
- Literary Film Review
- Entertainment te Horror Film Review
- Dubbed Punjabi Film Reviews

Suggested Books

Aggarwal, V. (2001). *Aaj ka Cinema*. Neelkanth Parkshan.

Berger, Arthur. (2012). *Media, Analysis Techniques*. Delhi, Sage Publications.

Brooks, Ann. (1997). *Feminism, Cultural Theory and Cultural forms*. London and New York, Routledge.

Jell, Nemes (Ed.). (2012). *Introductions to Film Studies*. London and New York, Taylor and Francis Group.

Kanwar, Narayan. (2017). *Lekhak ka Cinema*. Rajkamal Parkshan.

Karucaner, S. (1997). *Theory of Films*. Princeton University Press

Khare, Vishnu. (2009). *Cinema se Samvad*. Delhi. Parveen Parkshan.

Mihiz Pandya. (2012). *Shehar aur Cinema via Delhi*. Delhi, Vani Parkshan.

Monaco, J. (2009). *How to read a Film*. Oxford University Press.

Ravneet Kaur. (2015). *Manmohan Singh da Cinema Sansaar*. Delhi, Sri Parkshan.

Rupinder Singh. (2015). *Manoj Punj Da Cinema-Sansaar*. Delhi, Shilalekh.

Websites

www.tasteofcinema.com

www.umbralightclub.com

www.bfi.org.uk

www.nonfilmschool.com

Teaching Plan

- Week1** : Film: Sidhant ate Saroop (Thriller, Drama, Comedy, Tragedy, Horror etc.)
- Week2** : Film Ik Bhasha Vajjon, Film Grammar, Vidha ate Dhhanca
- Week3** : Filman da Takneeki Vikaas: Photography, Moving Films, Silent Films, Black and White Films, Eastman Colour Films, Digital Cinema, Parallel Cinema.
- Week 4** : Punjabi Filman : Arambh ate Vikaas
- Week5** : Punjabi Filman : Mukh Parvirtian
- Week6** : Punjabi Filman upar Hollywood te Bollywood da parbhaav
- Week7** : Punjabi Film de Naven Rujhan
- Week8** : Chihan Vigyanik Vidhi
- Week9** : Samaj-Shastari Vidhi
- Week10** : Naarivaadi Vidhi
- Week11** : Manovishleshan Vidhi
- Week12** : Documentary te Animated Film Review
- Week13** : Literary Film Review
- Week14** : Entertainment te Horror Film Review
- Week15** : Dubbed Punjabi Film Reviews
- Week 16** : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the general concept of Film Studies and a description of film making	L/T/S	Students will form a film club where screening and discussion on various films will be held.
2.	Students will be able to understand the history, theory and tendencies of Punjabi Cinema.	L/T/S	Students will ask to prepare an assignment on any basic concepts of Unit II.
3.	Students can learn the different theories used to read a film.	L/T/S	Students will ask apply a particular theory on a film and write a paper on film study.
4.	Students will be able to understand the genres of Punjabi Cinema.	L/T/S	Students can write an article on any one film they are studying during this unit.

Semester I/II/III/IV**Course Code: PUNEC8****COURSE NAME : Aadhunik Punjabi Birtantak ate Lambi Kavita****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- To recognize Narrative poetry from a variety of literary tendencies and historic periods
- To understand and appreciate the Narrative poetry as a literary art form
- To analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- To identify the difference of Narrative Poetry from other genres of poetry, such as, Nazam, Ghazal, Rubai, and free verse, etc.

Course Learning Outcomes:

- Students will understand the common techniques underlying narrative verse and traditional forms of poetry
- It will broaden their vocabulary and develop an appreciation of language and its connotations and denotations
- They will understand the basic terminology and practical elements of narrative poetry.
- They will develop the sense of awareness about the environment and its various problems and help to protect the nature and natural resources.

Unit I: Sidhant Itihaas ate Parvartian

- Kavita ate Kaav-Sidhant
- Punjabi Birtantak Kaav da Itihaas
- Mahakaav : Prampara ate Samkali Parsang
- Aadhunik Birtantak Kavita de Naven Rujhan

Unit II:Puran Nath Jogi : Puran Singh (Prof.). (2010).Khulle Maidan.Ludhiana, Lahore Book Shop.

- Katha da Roopantrann
- Naitik Pakh
- Vichardharak Pakh
- Kalaatmak Pakh

Unit III:Haribhajan Singh. (1992).Rukh te Rishi. Delhi, Navyug Publishers.

- Parteekatmakta ate Birtantkari
- Bimbkari ate Pargeetakta
- Vichardharak Pakh
- Kalaatmak Pakh

Unit IV:Neki, Jaswant Singh. (1989).Birkhe Heth Sab Jant.Delhi.Navyug Publishers.

- Birkhe Heth Sab Jant : Bimb di Nirmannkari
- Birkhe Heth Sab Jant : Nav-Rahasvaad da Sankalp
- Birkhe Heth Sab Jant : Darshnik Pakh:
- Birkhe Heth Sab Jant: KaavJugtan te Kaav Drishti

Suggested Readings:

Karamjit Singh. (1982).*Aadhunik Punjabi Kavita de Vichardharai Adhaar*.Amritsar, Guru Nanak Dev University.

Grewal, Amarjeet.(2012). *Mohabat di Rajneeti*. Ludhiana, Chetna Parkashan.

Jaswinder Singh. (2003).*Navin Punjabi Kavita: Pachhaan-Chin*.Ludhiana, Chetna Parkashan.

Taskeen.(2007).*Satta da Parvachan*. Ludhiana, Chetna Parkashan.

Vanita (Dr.). (2010).*Kavita dian Partan*. Ludhiana, Chetna Parkashan.

Sukhdev Singh. (1999).*Punjabi Kavita:Punnar Samvad*. Chandigarh, Lokgeet Parkashan.

Guriqbal Singh. (2007).*Aadhunik Punjabi Kavita: Vihar ate Vivechan*.Ludhiana, Chetna Parkashan.

Yograj. (2006).*Navin, Punjabi Shairy: Samkali Sandarbh*. Ludhiana, Chetna Parkashan.

Teaching Plan:

- Week 1** : Kavita ate Kaav-Sidhant
Week 2 : Punjabi Birtantak Kaav da Itihaas
Week 3 : Mahakaav : Prampara ate Samkali Parsang
Week 4 : Aadhunik Birtantak Kavita de Naven Rujhan
Week 5 : Puran Nath Jogi:Katha da Roopantrann
Week 6 : Puran Nath Jogi:Naitik Pakh
Week 7 : Puran Nath Jogi:Vichardharak ate KalaatmakPakh
Week 8 : Rukh te Rishi: Parteekatmakta ate Birtantkari
Week 9 : Rukh te Rishi: Bimbkari ate Pargeetakta
Week 10 : Rukh te Rishi: Vichardharak Pakh
Week 11 : Rukh te Rishi: Kalaatmak Pakh
Week 12 : Birkhe Heth Sab Jant :Bimb di Nirmannkari
Week 13 : Birkhe Heth Sab Jant :Nav-Rahasvaad da Sankalp
Week 14 : Birkhe Heth Sab Jant :Darshnik Pakh:
Week 15 : Birkhe Heth Sab Jant :KaavJugtan te Kaav Drishti
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the different genres of poetry and the historical development of Modern Narrative Punjabi poetry.	L/T/S	Students will be given an assignment to write an essay on any one aspect of Narrative Punjabi poetry.
2.	Students will be able to understand the contribution of Prof. Puran Singh in Punjabi poetry.	L/T/S	A Discussion on the contribution of Prof. Puran Singh will be organized.
3.	Students will learn the poetics of Dr. Haribhajan Singh's poetry	L/T/S	Students will write an article on the contribution of Dr. Haribhajan Singh and the structural analysis of Rukh te Rishi.
4.	Students will be able to understand the different aspects of Jaswant Singh Neki's book Birkhe Heth Sab Jant.	L/T/S	Students will write an article on philosophical vision of the poetry book Birkhe Heth Sab Jant..

Semester II/IV

Course Code: PUNOE1

COURSE NAME :Punjabi Lok Sahit

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To understand the concepts of Folklore and Culture, their constituents and also learn the relation of folklore to our surroundings, modernization and its various aspects.
- To learn various genres of Punjabi Folk-literature.
- To learn the history of Punjabi folk literature and its link with its geography and language.
- To explore the traces of Punjabi folk literature and also various challenges, it is facing in contemporary period.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and help to protect the nature and natural resources.

Course Learning Outcomes:

- Students will demonstrate the knowledge of the various Folk-traditions of Punjab.
- Students will be able to examine the diversity of the folk literature and customs of Punjab.
- Students will be able to understand the current problems occurring in Punjabi society and can try to find the appropriate way to handle them.

Unit I: Lok Sahit ate Punjabi Lok Sahit: Sidhantak Paripekh

- Lok Sahit: Paribhasha ate Saroop
- Punjabi Lok Sahit: Saroop da Itihaas
- Punjabi Lok Sahit: Vangian
- Punjabi Lok Sahit te Lok Giyan
- Lokdhara ate Lok Sahit

Unit II:Haribhajan Singh (Dr.) (Ed.). (1998).*Qissa Punjab*. India,National Book Trust.

- Qissa Punjab: Lok Gatha di Prampara
- Qissa Punjab: Theemak Adhiyan
- Qissa Punjab: Naari Chetna
- Punjabi Qissa Prampara: Samajak Sabhiyachark Pakh

Unit III:Bedi, S.S. Vanjara. (2018).*Batan Mudh Kadeem Dian (Bhag doja)*.Delhi,Arsee Publishers.

- Punjab di Lok-Katha Prampara
- Batan Mudh Kadeem Dian: Vishegat Adhiyan
- Batan Mudh Kadeem Dian: Sabhiyacharak Paripekh
- Batan Mudh Kadeem Dian: Kalaatmak Pakh

Unit IV:Ghuman, Bikram Singh. (2007).*Punjabi Lok Geet*.Amritsar, Waris Shah Foundation.

- Punjabi Lok Geet Kalaatmak Pakh
- Punjabi Lok Geet: Samajak-Sabhiyacharak Sarokar
- Punjabi Lok Geet: Arthik-Rajnitik Sarokar
- Punjabi Lok Geet vich Rishta-Naata Parbhandh

Suggested Readings:

Amardeep Singh (Dr.). (2009).*Punjabi Lok-Kahaanian da Chihan Vigyanik Paripekh*.Delhi, Manpreet Parkashan.

Bedi, S.S. Vanjara. (1987).*Madhkalin Punjabi Katha: Roop ate Parmpara*.New Delhi, Parmpara Parkashan.

Bedi, S.S. Vanjara. (1995).*Punjabi Lokdhara Vishavkosh*.Delhi, National Book Shop.

Dhillon, Amarjit Singh. (1987).*Punjabi Lok Sahit: Ik Adhiyan*.Patiala, Punjabi University.

Jaswinder Singh. (1987).*Punjabi Lok Sahit Shaster*.Patiala, Punjabi University.

Kairon, Joginder Singh. (2001).*Lokyan Shaster*.Patiala, Punjabi University.

Kairon, Joginder Singh. (2003). *Punjabi Lokdhara Adhiyan: Itihaas ate Mulankan*. Amritsar, Guru Nanak Dev University.

Kairon, Joginder Singh. (2006). *Punjabi Sahit da Lokdharai Pichhokar*. Dehli, Punjabi Academy.

Karanjeet Singh. (2004). *Punjabi Lokdhara ate Lokjeevan*. Delhi, Navyug Publication.

Khaira, Bhupinder Singh. (2013). *Lokdhara, Bhasha ate Sabhyachar*. Patiala, Pepsu Book Depot.

Nahar Singh (Dr). (1983). *Lok Kaav De Sirjan Prakiriya*, Chandigarh, Lokgeet Parkashan.

Noor, S.S (Ed.). (1994). *Lokyan, Sahit ate Sabhyachar*. Delhi, Punjabi Academy.

Richard, M. Darson. (1972). *Folklore and Folklife*. Chicago, University of Chicago Press.

Thind, Karnail Singh. (1986). *Lokyan Adhiyan*. Amritsar, Guru Nanak Dev University.

Teaching Plan:

Week 1 : Lok Sahit: Paribhasha ate Saroop, Saroop da Itihaas ate Vangian

Week 2 : Punjabi Lok Sahit: Itihaasak, Rajnitak Tatt ate Lok Giyan

Week 3 : Lokdhara ate Lok Sahit

Week 4 : Qissa Punjab: Lok Gatha di Prampara

Week 5 : Qissa Punjab: Theemak Adhiyan

Week 6 : Qissa Punjab: Naari Chetna

Week 7 : Punjabi Qissa Prampara: Samajak Sabhiyachark Pakh

Week 8 : Punjab di Lok-Katha Prampara

Week 9 : Batan Mudh Kadeem Dian: Vishegat Adhiyan

Week 10 : Batan Mudh Kadeem Dian: Sabhiyacharak Paripekh

Week 11 : Batan Mudh Kadeem Dian: Kalaatmak Pakh

Week 12 : Punjabi Lok Geet Kalaatmak Pakh

Week 13 : Punjabi Lok Geet: Samajak-Sabhiyacharak Sarokar

Week 14 : Punjabi Lok Geet: Arthik-Rajnitik Sarokar

Week 15 : Punjabi Lok Geet vich Rishta-Naata Parbhandh

Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the origin, development and concept of Folk Literature.	L/T/S	Students will write a paper on any one genre of Punjabi Folk literature.
2.	Students will be able to understand the ideological and cultural value of Qissa tradition in Punjab.	L/T/S	A Discussion on the Qissa Tradition of Punjab will be organized.
3.	Students will learn the Socio-Cultural Contexts of Punjabi Folk stories.	L/T/S	Students will be asked for a write-up on any one folk story they have read related to the syllabus.
4.	Students will be able to understand the poetical expression Punjabi Folk songs.	L/T/S	Students will watch any documentary film on Folk songs of Punjab and to write an essay on it.

Semester II/IV**Course Code: PUNOE2****COURSE NAME : Punjabi Bhasha ate Computer****Marks:100****Duration: 80 Hrs.****Course Objectives:**

- This course has been designed for those students who need to have some basic grounding in computer applications.
- The course will provide knowledge about computer fundamentals, Punjabi Language and tools, applications, software and different models of computational Linguistics.

Course Learning Outcomes:

- They will understand how computer can help in advancement of Punjabi language.
- They will be able to understand the Typing system, Unicode System and Punjabi Fonts
- They will understand the concept of Computational Linguistics.

Unit I: Computer: Muddhli Jaan-Pachhaan

- Computer: Itihaas ate Visheshatvan
- Computer: Operating System ate Green Computer
- MS Office Tools: Word, Power Point, Excel etc.
- Internet: Searching Tools
- Internet: Cyber Khatre ate Apradh (Cyber Crime)
- Computational Linguistics da sankalp

Unit II: Computer ate Punjabi de software

- Punjabi Bhasha da Computerikaran : Sarvekhan
- Punjabi de Software: Spell Checker, Grammar Checker
- POS ate Punjabi POS : Jaan-Pachhaan

Unit III: Bhasha Vigyan ate Computer

- Typing Vidhiyan : Prampara ate Unicode
- ASCII ate ISCII
- Unicode Typing Vidhiyan
- Punjabi fontaan da miarikaran

Unit IV : Bhasha Vigyaan ate Computer

- Bhasha Vigyaan ate Computer : Antar Sambandh
- Pannini Model
- Sanrachnatmak Model
- TG Model

Suggested Readings:

- Asharbharti Group. (1995). *Natural Language Processing: A Panian Perspective*. Delhi, Prentice Hall.
- Gautam, Roop Chand. (2003). *Electronic Media ke Sidhant*. Delhi, Sh. Navraj Parkashan.
- Jalwanna, Amandeep Kaur, Raj Harminder Singh. (2013). *Daftari Varton lai Computer Kiven Sikhiye*. Barnala, Tarakbharti Parkashan.
- Juneja, Jagmohan Singh. (2008). *Computer Muddhli Jankari ate Upyog*. Patiala, Publication Bureau, Punjabi University.
- Komboy, C.P. (2016). *Ajoka Phon Sansar*. Barnala, Tarakbharti Parkashan.
- Komboy, C.P. (2012). *Computer Vigyan*. Patiala, Publication Bureau.
- Komboy, C.P. (2010). *Cyber Sansar ate Punjabi Bhasha*. Chandigarh, Lokgeet Parakashan.
- Komboy, C.P. (2010). *Computer ate Punjabi Bhasha*. Chandigarh, Lokgeet Parakashan.
- Kenneth A. Lambert. (2011). *Fundamentals of Python: First Programs*. Cengage Learning.
- Pawan Kumar. (2007). *Computer Jaan-Pachhaan*. Chandigarh, Lokgeet Parakashan.
- Richard, Sproat. (2000). *Computational Theory of Writing System*. Cambridge University Press.

Teaching Plan:

- Week 1** : Computer: Itihaas ate Visheshatvan
Week 2 : Computer :Operating System ate Green Computer
Week 3 : MS Office Tools: Word, Power Point, Excel etc.
Week 4 : Internet: Searching Tools, Cyber Khatre ate Apradh (Cyber Crime)
Week 5 : Computational Linguistics da sankalp
Week 6 :Punjabi Bhasha da Computerikaran : Sarvekhan
Week 7 : Punjabi de Software: Spell Checker, Grammar Checker
Week 8 : POS ate Punjabi POS : Jaan-Pachhaan
Week 9 : Typing Vidhiyan: Prampara ate Unicode
Week 10 : ASCII ate ISCII ate Unicode Typing Vidhiyan
Week 11 : Punjabi fontaan da miarikaran
Week 12 : Bhasha Vigyaan ate Computer : Antar Sambandh
Week 13 :Paanini Model
Week 14 : Sanrachnatmak Model.
Week 15 : TG Model
Week 16 : Revision Classes.

Facilitating The Achievement Of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the general concept of Computer.	L/T/S	Students will write a note on history or basics of computer
2.	Students will be able to understand the Computer and Punjabi software.	L/T/S	A Discussion on the different softwares available in Punjabi :Spell Checker, Grammar Checker, POS.
3.	Students will learn the concept of typing systems.	L/T/S	Students will be asked to write a paper on Typing system of Computer: Traditional and Unicode system.
4.	Students will be able to understand the concept of Computational Linguistics.	L/T/S	A discussion on Different Models of Computational Linguistics.

Semester II/IV

Course Code: PUNOE3

COURSE NAME : Vishav Dharam ate Naitikta

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To Develop their knowledge about ethics and world religions.
- To educate them about socio-cultural/political/economic situations of the world and the value system developed by religious saints, guru writers.
- The ability to exchange information and ideas in oral, written and visual forms in ways that allow for informed and persuasive discourse that builds trust and helps to create environments where creative ideas and problem solving flourish.

Course Learning Outcomes:

- Students will get a basic knowledge about different religion of world and it will help them to develop understanding in society.
- Students will learn and understand the ethics of life and social concerns and respect other societies.
- Students will also get knowledge how to handle different situations in multicultural space, to save natural resources, gender, cast, politics etc.
- They will demonstrate understanding of the basic teachings and practices of major religious traditions and will be able to compare and contrast the principle of similarities and differences between them.
- They will demonstrate an ability to read analyze and interpret holy text and related other materials to world religions.

Unit I:Hindu Dharam

(Vedic Parampara, Santan Parampara, Budh Parampara, Jain Parampara)

- Hindu Dharam : Sankhep Jaan Pechhann
- Hindu Dharam : Darshnik Pakh
- Hindu Dharam : Naitikta
- Hindu Dharam : Samajak Sarokar

Unit II: Isaai Dharam

- Isaai Dharam : Sankhep Jaan Pechhann
- Isaai Dharam : Darshnik Pakh
- Isaai Dharam : Naitikta
- Isaai Dharam : Samajak Sarokar

Unit III:Islaam Dharam

- Islaam Dharam : Sankhep Jaan Pechhann
- Islaam Dharam : Darshnik Pakh
- Islaam Dharam : Naitikta
- Islaam Dharam : Samajak Sarokar

Unit IV:Sikh Dharam

- Sikh Dharam : Sankhep Jaan Pechhann
- Sikh Dharam : Darshnik Pakh
- Sikh Dharam : Naitikta
- Sikh Dharam : Samajak Sarokar

Suggested Readings:

Upadhiayay, Vachaspati (Prof.).(2005). *Vedic Vigiyaan* (second edition).Sri Lal Bahadur Shastari Rashtriye Sanskrit Vidyapeeth.

Joshi, S.S, Jodh Singh (Eds.). (2000).*Vishav Dharam Sangreh*.Patiala, Publication Bureau, Punjabi University.

Sarbjinder Singh (Dr.) (Ed.). (2007).*Vishav Dharam Banni Granth, Sampardayeate Chintak* (Part III).Patiala, Publication Bureau, Punjabi Univesity.

Bhalla, Jasbir Singh (Dr.). (2002), *Dharam ate Samaj Ik Adhayan*. Delhi, Manpreet Parkashan.

Teaching Plan:

- Week 1** : Hindu Dharam : Sankhep Jaan Pechhann
Week2 : Hindu Dharam : Darshnik Pakh
Week3 : Hindu Dharam : Naitikta
Week4 : Hindu Dharam : Samajak Sarokar
Week5 : Isaai Dharam : Sankhep Jaan Pechhann
Week6 : Isaai Dharam : Darshnik Pakh ate Naitikta
Week7 : Isaai Dharam : Samajak Sarokar
Week8 : Islaam Dharam : Sankhep Jaan Pechhann
Week9 : Islaam Dharam : Darshnik Pakh
Week10 : Islaam Dharam : Naitikta
Week11 : Islaam Dharam : Samajak Sarokar
Week12 : Sikh Dharam : Sankhep Jaan Pechhann
Week13 : Sikh Dharam : Darshnik Pakh
Week14 : Sikh Dharam : Naitikta
Week15 : Sikh Dharam : Samajak Sarokar
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the basic concept of Hindu Religion.	L/T/S	Students will write a note on ethical values of Hindu Dharam.
2.	Students will be able to understand the fundamentals of Issai Dharam.	L/T/S	Students will write a paper on philosophical aspect of Issai Dharm.
3.	Students will learn the basic concepts of Islaam.	L/T/S	Students will write an assignment about Islamic social concerns.
4.	Students will be able to understand the basic knowledge about Sikh religion.	L/T/S	Students will ask to write a research paper on ethical values or social concepts of Sikh religion.

Semester II/IV

Course Code: PUNOE4

COURSE NAME :KoshkariKalaa ate Punjabi Koshkari

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To impart the skills of analyzing and differentiating the various traditions of lexicographical practices, highlighting the merits and demerits of each approach.
- To explore the principles of dictionary-making, focusing on the essential steps involved; meaning description; the nature of a typical dictionary entry, as well as the parameters of classifying dictionaries.
- To trace the historical background of Punjabi lexicography and various challenges it is facing.

Course Learning Outcomes:

- Students will define the field and the aims of lexicology as well as define its main terms and concepts.
- They will analyze the formation and meaning of words, analyze the vocabulary of a given language.
- They will describe different types of dictionaries and types of descriptions in dictionaries.
- They will be able to explain and justify the most suitable lexicographic design for a given type of word and linguistic unit.

Unit I: Koshkari: Sidhant ate Saroop

- Kosh: Paribhasha ate Sarop
- Kosh :Mahtavate Vargikaran
- Kosh, Nigantu ate Nirukat: Muddhli Jaan-Pachhaan
- Koshari da Itihaas

Unit II: Kosh NirmannkariKalaa

- Kosh Nirmannkari Laie Yojna
- Samaggri da Ikkatrikaran
- Kosh ate Kosh Vigyan
- Kosh Sampadan Karaj

Unit III: Punjabi Koshkari: Adhiyan ate Mulankann

- Punjabi Koshkari: Sarvekhan ate Mulankann
- Punjabi de Parmukh Kosh ate Koshkaran naal Jaan-Pachhaan
- Punjabi Koshan da Kosh-Vigyanak Vishleshann
- Punjabi Koshkari: Chunnotian ate Sambhavnavan

Unit IV: Punjabi dian Up Bhashavan

- Majhi di Shabdavali
- Duaabi di Shabdavali
- Malvai di Shabdavali
- Puadhi di Shabdavali

Suggested Readings:

Jackson, Howard. (2002). *Lexicography: An Introduction*. London and New York, Routledge.

Kapur, Nav Rattan. (2004). *Punjabi Koshkari Tulnatmik Vishleshann*. Patiala, Punjabi Publications.

Khaira, Daljit Singh. (2009). *Koshkari ate Punjabi Koshkari*. Chandigarh, Lokgeet Parkashan.

Nabha, Bhai Kahan Singh. (2008). *Guru Shabad Ratnakar Mahan Kosh*. Delhi, National Book Shop.

Ravinder Kumar (Dr.) (Ed.). (2007). *Punjabi Koshkari: Chunnotian ate Sambhavnavan*. Chandigarh, Lokgeet Parkashan.

Sethi, Uma. (2009). *Koshkari: Samasyavaan ate Samadhaan*. Chandigarh, Lokgeet Parkashan.

Sidhu, Paramjit Singh. (1995). *Koshkari-Kalaa ate Punjabi Koshkari*. Patiala, Punjabi University.

Sue Atkins, B. T., Rundell, Michael. (2008). *The Oxford Guide to Practical Lexicography*. Oxford University Press.

Teaching Plan:

- Week 1** :Kosh: Paribhasha ate Saroop
Week 2 : Kosh :Mahtav ate Vargikaran
Week 3 :Kosh, Nigantu ate Nirukat: Muddhli Jaan-Pachhaan
Week 4 : Koshari da Itihaas
Week 5 :Kosh Nirmannkari Laie YojnateSamaggri da Ikkatrikaran
Week 6 :Kosh ate Kosh Vigyan
Week 7 :Kosh Sampadan Karaj
Week 8 :Punjabi Koshkari: Sarvekhan ate Mulankan
Week 9 :Punjabi de Parmukh Kosh ate Koshkaran naal Jaan-Pachhaan
Week 10 :Punjabi Koshan da Kosh-Vigyanak Vishleshann
Week 11 :Punjabi Koshkari: Chunnotian ate Sambhavnavan
Week 12 :Majhi di Shabdavali
Week 13 :Duaabi di Shabdavali
Week 14 :Malvai di Shabdavali
Week 15 :Puadhi di Shabdavali
Week 16 : Revision Classes.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will learn the definition, nature and scope of lexicography.	L/T/S	Students will be given an assignment to write an essay on the basic concepts of lexicography.
2.	Students will learn the various conditions suitable for lexicography.	L/T/S	A discussion on the practical aspects of lexicography will be held.
3.	Students will learn the regional dialects of Punjab.	L/T/S	Students will be given an assignment to collect the words from their own regional dialect.
4.	Students will be able to understand various challenges and possibilities of Punjabi lexicography.	L/T/S	Students will write an article on any one dictionary or encyclopedia related to Punjabi language.

Semester II/IV

Course Code: PUNOE5

COURSE NAME : Hashiyagat Chetna da Punjabi Sahit

Marks:100

Duration: 80 Hrs.

Course Objectives:

- To learn the general course of Subaltern consciousness in Punjabi literature through the multiple texts.
- To understand the expression of the voices of Dalit, woman, peasantry and third gender in special reference to Punjabi literature.
- To learn the thematic patterns of the prescribed texts and explore the social structure of Punjabi society through reading these texts.

Course Learning Outcomes:

- Students will demonstrate the knowledge of the concept of subaltern consciousness, its problems.
- Students will examine the narrative of Punjab through the reading of subaltern literature written in Punjabi language.
- Students will be able to understand the importance of various issues raised in the prescribed texts.

Unit I: Hashiyagat Adhiyan: Sidhantak Paripekh

- Hashiyagat Adhiyan: Sidhant ate Itihaas
- Hashiyagat Chetna
- Hashiyagat Shrennia
- Hashiyagat Chetna ate Punjabi Sahit

Unit II:Kalarmajri, Gurmeet (Ed.). (2001). *Teesri Dunia*.Patiala,Parsem Singh Foreman Yadgari Parkashan.

- Dalit Chetna: Sidhant ate Itihaas
- Teesri Dunia: Dalit jeevan de Samaj-Sabhiyachark Sarokar
- Teesri Dunia: Dalit Jeevan de Arthik Sarokar
- Teesri Dunia: Dalit Jeevan de Rajnitak Sarokar

Unit III:Vanita (Dr.) (Ed.). (2005). *Punjabi Naari Kaav*.India, National Book Trust.

- Naari Chetna: Sidhant ate Itihaas
- Punjabi Naari Kaav: Naari Jeevan de Samaj-Sabhiyacharak Sarokar
- Punjabi Naari Kaav: Naari Jeevan de Arthik Sarokar
- Punjabi Naari Kaav: Naari Jeevan de Rajnitak Sarokar

Unit IV:Brar,Rajinder Pal, Jeet Singh Joshi (Eds.).(2015). *Hashiye de Hasil*.Patiala. Publication Bureau, Punjabi University.

- Hashiyagat Punjabi Sahit de Parmukh Sarokar
- Hashiye de Hasil: Theemak Adhiyan
- Hashiye de Hasil: Vichardharak Paripekh
- Hashiye de Hasil: Paathgat Adhiyan

Suggested Readings:

Bowden, Peta, Mummery, Jane. (2012). *Understanding Feminism*.Jaipur, Rawat Publications.

Gill, Samarjit.(2014). *Naari da Hashiyagat Astitav*.Chandigarh, Lokgeet Parkashan.

Jain, Jasbir. (2011). *Indigenous Roots of Feminism*.New Delhi, Sage Publications.

Joshi, Gopa. (2009). *Bharat main Istri Asmanta: Ek Vimarash*.Delhi, Hindi Madhyam Karyavant Nideshalya, Delhi Vishavvidyalya.

Kaang, A.S (Ed.). (2005). *Vishvikaran ate Punjabi Sahit Sabhiyachar*. Delhi, Sahit Akademi.

Menon, Nivedita. (1999). *Gender and Politics in India*.Delhi, Oxford University Press.

Menon, Nivedita. (2018). *Naarivadi Nazaria*. Daljit Ami (Ed. and Trans.).Kharar, Tadbeer Parkashan.

Noor, S.S, Batra P.S (Eds.). (1998). *Dalit Chetna ate Sahit*. Delhi, Punjabi Academy.

Noor, S.S (Ed.). (2004). *Sahit Vich Dalit Chetna*. Delhi, Sahit Akademi.

Ravinder Kumar. (2005). *Aurat ate Dalit: Hashiyat Parvachan*. Chandigarh, Lokgeet Parkashan.

Sarabjit Singh (Dr.). (2004). *Dalit Drishti*. Ludhiana, Chetna Parkashan.

Vanita (Dr.). (2000). *Naarivad ate Sahit*. Delhi, Ajanta Books International.

Teaching Plan

Week 1 : Hashiyat Adhiyan: Sidhant ate Itihaas

Week 2 : Hashiyat Chetna ate Shrennia

Week 3 : Hashiyat Chetna ate Punjabi Sahit

Week 4 : Dalit Chetna: Sidhant ate Itihaas

Week 5 : Teesri Dunia: Dalit jeevan de Samaj-Sabhiyachark Sarokar

Week 6 : Teesri Dunia: Dalit Jeevan de Arthik Sarokar

Week 7 : Teesri Dunia: Dalit Jeevan de Rajnitak Sarokar

Week 8 : Naari Chetna: Sidhant ate Itihaas

Week 9 : Punjabi Naari Kaav:NaariJeevan de Samaj-Sabhiyacharak Sarokar

Week 10 : Punjabi Naari Kaav:NaariJeevan de Arthik Sarokar

Week 11 : Punjabi Naari Kaav:NaariJeevan de Rajnitak Sarokar

Week 12 : Hashiyat Punjabi Sahit de Parmukh Sarokar

Week 13 : Hashiye de Hasil: Theemak Adhiyan

Week 14 : Hashiye de Hasil: Vichardharak Paripekh

Week 15 : Hashiye de Hasil: Paathgat Adhiyan

Week 16 : Revision Classes.

Facilitating The Achievement Of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Students will learn theoretical concept of Subaltern Studies.	L/T/S	Students will write a paper on concept of Subaltern Studies.
2	Students will be able to understand the concept of Dalit consciousness.	L/T/S	A Discussion on Dalit issues will be held.
3	Students will understand the concept of feminism and its impact on Punjabi literature.	L/T/S	Students will write an article on various issues related to women empowerment.
4	Students will learn the conceptual framework of subaltern consciousness in Punjabi literature.	L/T/S	Students will write on the thematic patterns of any one writer from the prescribed text.