

BANASTHALI VIDYAPITH

Faculty of Humanities



Curriculum Structure

1. Certificate Course in Sanskrit Examination, 2020
2. Diploma Course in Sanskrit Examination, 2020
3. संस्कृत में विशिष्ट उपाधि परीक्षा, 2020
4. Certificate/Diploma and Advanced Diploma Courses in Modern European Languages (French/German), Examination, 2020
5. Certificate Course in English for Conversation (Elementary/Advanced), December, 2019 and April/May, 2020
6. Certificate Course in German for Conversation (Elementary/Advanced), Examination, 2020

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

July, 2019

157

No. F. 9-6/81-U.3

**Government of India
Ministry of Education and Culture
(Department of Education)**

New Delhi, the 25th October, 1983

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

(M. R. Kolhatkar)

Joint Secretary of the Government of India

NOTICE

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

संस्कृत प्रमाण-पत्र परीक्षा

10+2 विद्यालय-शिक्षा योजना की अन्तिम परीक्षा या अन्य मान्यता प्राप्त समकक्ष परीक्षा उत्तीर्ण छात्राएँ एक वर्ष की प्रमाण-पत्र परीक्षा में सम्मिलित हो सकती हैं।

संस्कृत प्रमाण-पत्र-परीक्षा में दो अनिवार्य प्रश्न-पत्र होंगे इनमें से एक की लिखित परीक्षा होगी एवं दूसरे की मौखिक परीक्षा। मौखिक परीक्षा में अनिवार्य तथा वैकल्पिक सभी प्रश्न-पत्रों से सम्बद्ध प्रश्न पूछे जायेंगे। प्रश्न-पत्र की रचना संस्कृत भाषा में होगी। परीक्षार्थियों को अपने उत्तर संस्कृत या हिन्दी में से किसी भी भाषा में दे सकने का विकल्प प्राप्त होगा। प्रत्येक लिखित प्रश्न-पत्र की परीक्षा अवधि तीन घण्टे का होगी।

परीक्षा योजना:

S. No.	Paper Nomenclature	Cont. Asst.	Ann. Asst.	Max. Marks	Mini. Marks
अनिवार्य प्रश्न-पत्र					
1	व्याकरण, कोश: अनुवादश्च द्वितीय मौखिक परीक्षा वैकल्पिक विषय (आ-यजुर्वेद)	30	70	100	36
2	प्रथम संस्कारप्रयोज्यायजुर्वेदीय मंत्राः	30	70	100	36
3	द्वितीय शुक्लयजुर्वेदीय-रुद्राष्टाध्यायी	30	70	100	36
योग				350	126

1. विशेष योग्यता – 75% एवं अधिक,
2. प्रथम श्रेणी – 60% एवं अधिक
3. द्वितीय श्रेणी – 48% एवं अधिक
4. तृतीय श्रेणी – 36% एवं अधिक

अनिवार्य प्रश्नपत्र

प्रथम – व्याकरण, कोश: अनुवादश्च

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- संस्कृत लेखन कौशल को प्राप्त करना।
- शब्द भण्डार में वृद्धि।

निर्देशः—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति— संज्ञा व अच्सन्धि प्रकरण (लघुसिद्धान्तकौमुदी)

- (1) संज्ञा प्रकरण चार प्रत्याहार व दो संज्ञाएँ
- (2) अच्सन्धि प्रकरण (इको यणचि" से "एङः पदान्तादति" तक) दो सूत्रों की सोदाहरण व्याख्याएँ व चार प्रयोग सिद्धियाँ।

द्वितीय अन्विति— अमरकोश, हल्सन्धि वे विसर्गसन्धि प्रकरण (लघुसिद्धान्तकौमुदी)

- (1) अमरकोश (प्रथम काण्ड, 1-2 वर्ग) पाँच शब्दों के अर्थ
- (2) हल्सन्धि ("स्तोःश्चुना श्चुः" से वा पदान्तस्य सूत्र तक, छेच तथा पदान्ताद्वा सूत्र तक) व विसर्ग सन्धि प्रकरण ("विसर्जनीयस्य सः ेस "विप्रतिषेधे परं कार्यम्" सूत्र तक) दो सूत्रों की सोदाहरण व्याख्याएँ व चार प्रयोग सिद्धियाँ

तृतीय अन्विति— षड्लिङ्ग प्रकरण (लघुसिद्धान्तकौमुदी)

- (1) अजन्तपुंल्लिङ्ग प्रकरण ("अर्थवदधातुरप्रत्ययः प्रातिपदिकम्" से "आदेशप्रत्यययोः" तक) एक सूत्र की सोदाहरण व्याख्या
- (2) राम, सर्व, विश्वपा, हरि, बहुश्रेयसी, क्रोष्टृ गो, रै, ामा, मति, नदी, त्रि, चतुर, ज्ञान, शब्दों के रूपों से सम्बद्ध 10 अनुवाद

चतुर्थ अन्विति— षड्लिङ्ग प्रकरण (लघुसिद्धान्तकौमुदी)

- (1) अ-अजन्तस्त्रीलिङ्गप्रकरण ("ओङ् आपः से "याडापः" तक)
ब-अजन्तनपुंसकलिङ्ग प्रकरण ("अतोऽम्" से "मिदचोऽन्त्यात्परः तक)

एक सूत्र की सोदाहरण व्याख्या

- (2) चतुर, किम्, इदम्, राजन् युष्मद् अदस्, शब्दों से सम्बद्ध 10 अनुवाद

पंचम अन्विति— तिङन्त प्रकरण (लघुसिद्धान्तकौमुदी)

- (1) तिङन्त प्रकरण— (“लः कर्मणि च भावे चाऽकर्मकेभ्यः से “शेषे प्रथमः” तक, परोक्षे लिट्, अनद्यतने लृट्, लृट् शेषे च, लोट् च, आशिषि लिङ्लोटौ, अनद्यतने लङ्, विधिनिमन्त्रणाऽऽमन्त्रणाधीष्टसंप्रश्न-प्रार्थनेषु लिङ्, लुङ्, लिङ्निमित्ते लृङ्क्रियात्तिपतौ)

(अ) एक प्रश्न अथवा दो टिप्पणी

(ब) भू तथा कृ धातुओं के रूपों से सम्बद्ध 10 अनुवाद

संस्तुत पुस्तके—

1. वरदराज, *लघुसिद्धान्त कौमुदी*, ब्या. महेशसिंह कुशावाहा भाग 1 व 2, (2010), वाराणसी, चौखम्बा सुरभारती प्रकाशन।
2. वरदराज, *लघुसिद्धान्त कौमुदी*, ब्या. कपिल एवं द्विवेदी, (2002), *संस्कृत व्याकरण एवं लघुसिद्धान्त कौमुदी*, वाराणसी, विश्वविद्यालय प्रकाशन

E-Resources:

- चक्रधर शर्मा शास्त्री, अनुवाद चन्द्रिका
https://archive.org/details/AnuvadChandrikaChakradharsharmaShastri1954_201802/page/n1
- कपिलदेव द्विवेदी, प्रारम्भिक रचनानुवाद कौमुदी
https://archive.org/details/PrarambhikRachanaAnuvadKaumudiKDDwivedi1978_20180228
- कपिलदेव द्विवेदी, प्रौढ रचनानुवाद कौमुदी
<https://archive.org/details/PraudhaRachanaAnuvadKaumudiKDDwivedi1955>
- **लघुसिद्धान्त कौमुदी—** भीमसेन शास्त्री, ‘लघुसिद्धान्त कौमुदी’
<https://archive.org/details/in.ernet.dli.2015.485702/page/n1>
- नरेन्द्रशर्मा, ‘लघुसिद्धान्त कौमुदी’
<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>

वैकल्पिक विषय (आ) यजुर्वेद

प्रथम प्रश्न-पत्र

संस्कारप्रयोज्या यजुर्वेदीयाः प्रमुख मन्त्रा :

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- संस्कार विधि का परिज्ञान

निर्देशः—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम-अन्विति— गर्भाधान-पुंसवन-सीमन्तोन्नयन संस्कारों के मन्त्र

1. दो मन्त्रों का लेखन
2. दो मन्त्रों का अर्थ

द्वितीय अन्विति— जातकर्म- संस्कार के मन्त्र

1. दो मन्त्रों का लेखन
2. दो मन्त्रों का अर्थ

तृतीय अन्विति — नामकरण संस्कार के मन्त्र

1. दो मन्त्रों का लेखन
2. दो मन्त्रों का अर्थ

चतुर्थ अन्विति — निष्क्रमण-अन्नप्राशन संस्कारों के मन्त्र

1. दो मन्त्रों का लेखन
2. दो मन्त्रों का अर्थ

पंचम अन्विति — कर्णवेध एवं चूडाकरण संस्कारों के मन्त्र

1. दो मन्त्रों का लेखन
2. दो मन्त्रों का अर्थ

संस्तुत पुस्तकें—

1. गुरागाई, जगन्नाथ, (1994). *माध्यन्दिनीय संस्कार तत्वावलोकनम्*. वाराणसी, राज मन्दिर।
2. शास्त्री, पट्टाभिराम, (1984-85). *संस्कारविज्ञान*. वेद-मीमांसा अनुसंधान वाराणसी।

3. पाण्डेय, राजबलि (1995). *द हिन्दू संस्कारः*; वाराणसी, चौखम्बा सुरभारती प्रकाशन ।

द्वितीय प्रश्न-पत्र

शुक्लयजुर्वेदीय रुद्राष्टाध्यायी 1-2 अध्याय सस्वर भद्रसूक्त सहितम्

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे ।

- रुद्राष्टाध्यायी के मन्त्रों को सस्वर हस्तसंचालनपूर्वक पाठ का अवबोधपूर्वक अभ्यास कराना ।

निर्देशः—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे ।

प्रथम अन्विति — वेदाध्ययन हेतु आवश्यक नियम
(वेदोच्चारण एवं हस्त संचालन सम्बन्धी)

द्वितीयअन्विति — शुक्लयजुर्वेदीय—रुद्राष्टाध्यायी
प्रथम अध्याय (चार मन्त्रों का लेखन)

तृतीय अन्विति — शुक्लयजुर्वेदीय—रुद्राष्टाध्यायी
पुरुष सूक्त (चार मन्त्रों का लेखन)

चतुर्थ अन्विति — शुक्लयजुर्वेदीय—भद्रसूक्त
(आनोभद्राइट्यारभ्य शान्तिपाठ पर्यन्तम्)
(चार मन्त्रों का लेखन)

पंचम अन्विति — स्वर संचार —
(द्वितीय—तृतीय एवं चतुर्थ अन्वितियों में से किन्हीं चार मन्त्रों का स्वारांकन सहित लेखन)

संस्तुत पुस्तकें—

1. *रुद्राष्टाध्यायी* (2006), गोरखपुर, गीताप्रेस ।
2. मिश्र, बिहारी लाल, (1988), *नित्यकर्म पूजा प्रकाश*, गोरखपुर, गीताप्रेस ।
3. शास्त्री दुर्गाशंकर उमाशंकर. (1999), *बृहद् नित्यकर्म समुच्चय*, वाराणसी ।
4. त्रिवेदी, हरिहर. (2004), *कर्मकाण्ड पुष्पलता*, ग्वालियर, ललिता प्रकाशन ।

E-Resources:

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

संस्कृतोपाधिपत्र—परीक्षा

वनस्थली विद्यापीठ की संस्कृत—प्रमाण परीक्षा या अन्य मान्यता प्राप्त समकक्ष परीक्षा उत्तीर्ण छात्राएँ एक वर्ष की संस्कृतोपाधिपत्र परीक्षा में सम्मिलित हो सकती हैं।

संस्कृतोपाधिपत्र—परीक्षा में दो अनिवार्य प्रश्न—पत्र होंगे जिनमें से एक की लिखित परीक्षा होगी एवं दूसरे की मौखिक परीक्षा। मौखिक परीक्षा में अनिवार्य तथा वैकल्पिक सभी प्रश्न—पत्रों से सम्बद्ध प्रश्न पूछे जायेंगे। प्रत्येक लिखित प्रश्न—पत्र की परीक्षा काल तीन घण्टे का होगा।

परीक्षा योजना:

S. No.	Paper Nomenclature	Cont. Asst.	Ann. Asst.	Max. Marks	Mini. Marks	
अनिवार्य प्रश्न—पत्र						
1	व्याकरण, रचनानुवादश्च द्वितीय मौखिक परीक्षा वैकल्पिक विषय (आ—यजुर्वेद)	30	70	100	36	
2	प्रथम संस्कारप्रयोज्यायजुर्वेदीय मंत्राः	30	70	100	36	
3	द्वितीय यजुर्वेद—संहिता—स्वरसंहिता	30	70	100	36	
				योग	350	126

श्रेणी निर्धारण:

1. विशेष योग्यता — 75% एवं अधिक,
2. प्रथम श्रेणी — 60% एवं अधिक
3. द्वितीय श्रेणी — 48% एवं अधिक
4. तृतीय श्रेणी — 36% एवं अधिक

अनिवार्य प्रश्नपत्र

व्याकरण रचानानुवादश्च

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- शब्द संरचना की प्रक्रिया का अवबोध कराना।
- शब्दों की व्युत्पत्तिपरक क्षमता का विकास।

निर्देशः— यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति — व्याकरण (लघुसिद्धान्तकौमुदी)

1. मत्वर्थीय — प्रकरणम्
2. स्त्रीप्रत्यय—प्रकरणम्

अनयोः प्रकरणयोः सूत्राणाम् उदाहरणसम्बद्धाः दश (10)
अनुवादाः

द्वितीय अन्विति— व्याकरण (लघुसिद्धान्तकौमुदी)

1. समास—प्रकरणम्

समासप्रकरणस्य निम्नलिखितानि सूत्राणि विहाय — 1 नदीभिश्च, 2 तद्धिताः 3 अव्ययीभावे शरत्प्रभृतिभ्यः, 4 अनश्च 5 नस्तद्धिते 6 नपुंसकादन्यतरस्याम्, 7 झयः, 8 तत्पुरुषस्यांगुलेः संख्याऽव्ययाऽऽदेः, 9 अहः सर्वदेश—संख्यात—पुण्याच्च रात्रेः, 10 रात्राऽहनाऽहाः पुंसि 11 राजाऽहःसखिभ्यष्टच्, 12 आन्महतः सामानाधिकरणजातीययोः, 13 द्वयष्टनः संख्यायाम् अबहुद्रीह्यशीत्योः, 14 परवल्लिङ्गद्वन्द्वतत्पुरुषयोः, 15 प्राप्ताऽऽपन्ने च द्वितीयया, 16 अर्धर्चाः पुंसि च, 17 उरः प्रभृतिभ्यःकप्, 18 कस्कादिषु च, 19 द्वन्द्वश्च प्राणि—तूर्य—सेनाऽगानाम्, 20 द्वन्द्वात्—चु—द—ष—हाऽन्तात् समाहारे, 21 अक्ष्णोऽदर्शनात्, 22 उपसर्गाध्वनः, 23 न पूजनात्। अन्यसूत्राणाम् उदाहरणसम्बद्धाः दश (10) अनुवादाः

तृतीयान्वितिः— कृदन्ते कृत्यप्रक्रिया—प्रकरणम् (लघुसिद्धान्तकौमुदी)

1. कृदन्ते कृत्यप्रक्रियाप्रकरणस्य “वाऽसरुपोऽस्त्रियाम्” सूत्रं परित्यज्य अन्यसूत्राणाम् उदाहरणसम्बद्धाः दश (10) अनुवादाः।

चतुर्थान्वितिः— पूर्वकृदन्त—प्रकरणम् (लघुसिद्धान्तकौमुदी)

1. अन्येभ्योऽपि दृश्यन्ते 2. नेड्वशि कृति 3. विड्वनोरनुनासिक—स्याऽऽत् 4. मनः, 5. आत्ममाने खश्च, 6. खित्यनव्ययस्य, 7. करणे यजः, 8. दृशे क्वनिप्, 9. राजनि युधि कृञः, 10. सहे च, 11. लिटः कान्ज्वा 12. क्वसुश्च, 13. म्वोश्च, 14. आक्वेस्तच्छील—तद्धर्म—तत्साधुकारिषु, 15. तृन 16. भ्राजभास—धुर्विद्युतोर्जि—पृ—जु—ग्रावस्तुवः—क्विप्, 17. रल्लोपः, 18. च्छवोःशूडनुनासिके च, 19. दाम्नी—शस—यु—युज—स्तु—तुद—सि—सिच—मिह—पत—दश—नहः करणे, 20. ति—तु—त्र—त—थ—सि—सु—सर—क—सेषु च, 21. अर्ति—लू—धू—सू—खन—सह—चर इत्रः

सूत्राणि परित्यज्य अन्यसूत्राणाम् उदाहरणसम्बद्धाः दश (10)
अनुवादाः

पंचमान्विति— उत्तरकृदन्त प्रकरणम् (लघुसिद्धान्तकौमुदी)

उत्तरकृदन्त – प्रकरणस्य 1 अकर्तरि च कारके संज्ञायाम्, 2 घञि च भावकरणयोः 3 निवास-चिति-शरीरोपसमाधानेष्वदेश्च कः 4 डिवतः क्त्रिः 5 क्त्रेर्मम् नित्यम्, 6 ज्वर-त्वर-स्रिव्यवि-मवामुपधायाश्च, 7 इच्छा, 8 पुंसि संज्ञायां घः प्रायेण, 9 छाऽऽदर्धेऽद्वयुपसर्गस्य, 10 अन्यथैवं-कथमित्थंसु सिद्धाऽ-प्रयोगश्चेत् सूत्राणि परित्यज्य अन्यसूत्राणाम् उदाहरणसम्बद्धाः दश (दश)
अनुवादाः

संस्तुत पुस्तके—

1. द्विवेदी, कपिलदेव (1985), *रचनानुवादकौमुदी*, वाराणसी, विश्वविद्यालय प्रकाशन।
2. द्विवेदी कपिलदेव (2003), *प्रौढरचनानुवादकौमुदी*, वाराणसी, विश्वविद्यालय प्रकाशन।
3. वरदराज, *लघुसिद्धान्तकौमुदी*, भीमसेन शास्त्री (2000), दिल्ली, भैमी प्रकाशन।

E- Resources:

<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>

- नरेन्द्रशर्मा, 'लघुसिद्धान्त कौमुदी'

<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>

- कपिलदेव द्विवेदी, प्रारम्भिक रचनानुवाद कौमुदी

https://archive.org/details/PrarambhikRachanaAnuvadKaumudiKDDwivedi1978_20180228

- कपिलदेव द्विवेदी, प्रौढ रचनानुवाद कौमुदी

<https://archive.org/details/PraudhaRachanaAnuvadKaumudiKDDwivedi1955>

वैकल्पिक विषय (द) यजुर्वेद

प्रथम प्रश्न—पत्र

संस्कार प्रयोज्या यजुर्वेदीयाः प्रमुखा मन्त्राः

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- संस्कारों में प्रयुक्त मन्त्रार्थ का वर्तमान परिपेक्ष्य में अवबोधन।

निर्देशः— यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति — विद्यारम्भ संस्कार के मन्त्र

1. दो मंत्रों का लेखन
2. दो मंत्रों का अर्थ

द्वितीय अन्विति — उपनयन व वेदारम्भ संस्कारों के मन्त्र

1. दो मंत्रों का लेखन
2. दो मंत्रों का अर्थ

तृतीय अन्विति — केशान्त व समावर्तन संस्कारों के मन्त्र

1. दो मंत्रों का लेखन
2. दो मंत्रों का अर्थ

चतुर्थ अन्विति — विवाह संस्कार के मन्त्र

1. दो मंत्रों का लेखन
2. दो मंत्रों का अर्थ

पंचम अन्विति — अन्त्येष्टि संस्कार के मन्त्र

1. दो मंत्रों का लेखन
2. दो मंत्रों का अर्थ

संस्तुत पुस्तके—

1. गुरागाई, जगन्नाथ, (1994), *माध्यन्दिनीय संस्कार तत्वावलोकनम्*, वाराणसी, राज मन्दिर।
2. शास्त्री, पट्टाभिराम, (1984—85), *संस्कारविज्ञान*, वाराणसी, वेद—मीमांसा अनुसंधान केन्द्र।
3. पाण्डेय, राजबलि (1995), *द हिन्दू संस्कार*, वाराणसी, चौखम्बा सुरभारती प्रकाशन।

E- Resources

- हिन्दू संस्कार, राजबलि पाण्डेय
<https://archive.org/details/HinduSamskarasSamajikTathaDharikAdhhyayanRajbaliPandeyMLBDSanskaraChowkambha>

द्वितीय प्रश्न-पत्र

शुक्लयजुर्वेद संहिता 32, 36, 40वाँ अध्याय सस्वर सम्पूर्ण

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- वेद मंत्रों के स्वरों का आरोह—अवरोह पूर्वक सस्वर पाठ की अभियोग्यता।
- वैदिक वाङ्मय के मूल संहिता साहित्य को संरक्षित करने सम्बन्धी चेतना का विकास।

निर्देशः—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति — वेदाध्ययन हेतु आवश्यक नियम
 वेदोच्चरण एवं हस्त संचालन सम्बन्धी)

द्वितीय अन्विति — शुक्लयजुर्वेद संहिता 32वाँ अध्याय (चार मंत्रों का लेखन)

तृतीय अन्विति — शुक्लयजुर्वेद संहिता 36वाँ अध्याय (चार मंत्रों का लेखन)

चतुर्थ अन्विति — शुक्लयजुर्वेद संहिता 40वाँ अध्याय (चार मंत्रों का लेखन)

पंचम अन्विति — स्वर संचार
 (द्वितीय तृतीय एवं चतुर्थ अन्वितियों में से किन्हीं चार मन्त्रों का स्वारांकन सहित लेखन)

संस्तुत पुस्तक :

शुक्लयजुर्वेद संहिता

E-Resources:

- <https://www.jstor.org/stable/44144076?Search=yes&resultItemClick=true&searchText=yajnavalkya&searchUri=%2Faction>
- Dharmendra Kumar, 'Leading System in Yajnavalkyasmriti'

- <https://www.jstor.org/stable/44145453?Search=yes&resultItemlick=true&searchText=yajnavalkya&searchUri=%2Faction>

वनस्थली विद्यापीठ की संस्कृतोपाधि पत्र परीक्षा या अन्य मान्यता प्राप्त समकक्ष परीक्षा उत्तीर्ण छात्राएँ एक वर्षीय विशिष्ट संस्कृतोपाधि परीक्षा में सम्मिलित हो सकती हैं।

विशिष्ट संस्कृतोपाधि पत्र परीक्षा में निर्दिष्ट सभी प्रश्न पत्र अनिवार्य हैं; जिनकी लिखित एवं मौखिक दोनों परीक्षाएँ सम्पन्न होंगी। मौखिक परीक्षा में सभी प्रश्न पत्रों से सम्बद्ध प्रश्न पत्र पूछे जायेंगे। प्रत्येक लिखित प्रश्न-पत्र की कालावधि तीन घण्टे होगी।

संस्कृत विशिष्ट उपाधि पत्र परीक्षा योजना:

S. No.	Paper Nomenclature	Duration	Cont. Asst.	Ann. Asst.	Max. Marks	Mini. Marks
अनिवार्य प्रश्न-पत्र						
1	प्रथम प्रश्न पत्र, वैदिक कर्मकाण्ड का प्रारम्भिक स्वरूप	3 घण्टे	30	70	100	36
2	द्वितीय पत्र, भारतीय ज्योतिर्विज्ञानम्	3 घण्टे	30	70	100	36
3	तृतीय पत्र, भारतीय वास्तुविज्ञानम्	3 घण्टे	30	70	100	36
4	मौखिक परीक्षा – उक्त तीनों पत्रों की संयुक्त परीक्षा		15	35	50	18
योग					350	126

श्रेणी निर्धारण –

1. विशेष योग्यता – 75% एवं अधिक,
2. प्रथम श्रेणी – 60% एवं अधिक
3. द्वितीय श्रेणी – 48% एवं अधिक
4. तृतीय श्रेणी – 36% एवं अधिक

टिप्पणी:

1. प्रश्न-पत्रों की रचना संस्कृत-भाषा में होगी।
2. प्रश्नों के उत्तर हिन्दी या संस्कृत में दे सकते हैं।
3. किसी भी एक प्रश्न का उत्तर संस्कृत भाषा में देना अनिवार्य है।

संस्कृत विशिष्ट उपाधि पत्र**प्रथम प्रश्नपत्र****वैदिक कर्मकाण्ड का प्रारम्भिक स्वरूप**

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- वैदिक कर्मकाण्ड को वैज्ञानिक दृष्टि से अवगत कराना।

निर्देशः—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति — प्रातःकरदर्शनम्, भूवन्दनम्, स्नानकालेतीर्थावाहन — प्रार्थना, संध्यावन्दन, यज्ञोपवीत पूजन पूर्वक धारण विधि: संकल्पश्च।

द्वितीय अन्विति— भद्रसूक्तशान्तिपाठश्च, सुमुखश्चैकेत्यादि पौराणिक मंगलाचरण— पाठाभ्यासः, श्रीगणेशाम्बिका षोडशोपचार पूजनाभ्यास, आरती पुष्पांजलि पर्यन्तम्।

तृतीय अन्विति — कलश स्थापन क्रम वर्णन पूर्वक कलश का स्वरूप वर्णन एवं षोडशमातृका — सप्तघृत मातृका स्थापनं पूजनं चं।

चतुर्थ अन्विति — नवग्रह मण्डल स्थापनं पूजनं च (ग्रह शान्तिः) स्थण्डिलवेदि निर्माण, संक्षिप्त हवन विधिः, यज्ञस्तुतिश्च।

पंचम अन्विति — वास्तु, योगिनी, क्षेत्रपाल, सर्वतोभद्र, लिङ्गतोभद्र मण्डल निर्माण एवं स्थापन विधि: पुरुषसूक्त एवं श्रीसूक्त पाठाभ्यासः।

संस्तुत पुस्तकें —

1. मिश्र, लाल बिहारी, (1988), *नित्यकर्म पूजा प्रकाश*, गोरखपुर, गीताप्रेस।
2. शास्त्री, दुर्गाशंकर उमाशंकर. (1999), *बृहद् नित्यकर्म समुच्चय*, वाराणसी, चौखम्बा सुरभारती।
3. त्रिवेदी, हरिहर. (2004), *कर्मकाण्ड पुष्पलता*, ग्वालियर, ललिता प्रकाशन।

4. मिश्र, लाल बिहारी, *नित्यकर्म पूजा प्रकाश*, गोरखपुर, गीताप्रेस।

E-Resources:

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

द्वितीय प्रश्न-पत्र भारतीय ज्योतिर्विज्ञानम्

निर्गमः— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

● ज्योतिर्विज्ञान, ज्योतिष, मुहूर्त एवं पंचांग का ज्ञान।

निर्देशः—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति — पंचांग — परिचय — तिथि, वार, नक्षत्र योग, करण आदि का सम्यक् परिचय, नामाक्षर से राशि ज्ञान।

द्वितीय अन्विति — पंचक एवं मूल विधायक नक्षत्र विचार और परिहार, भद्राविचार, दिक्शूल विचार और परिहार, ध्रुव, मृदु, चर नक्षत्र ज्ञान, चर, स्थिर एवं द्विस्वभाव लग्नविचार।

तृतीय अन्विति — विवाहमेलापकविधान, आकृष्ट मिलान, नाडीदोष, गणदोष, भकूटदोष, वर्णदोष, विचार परिहार मंगलीक विचार एवं परिहार।

चतुर्थ अन्विति — ग्रहों का उच्चनीच राशिवास व दृष्टि विचार, शुभ और पापग्रह मित्र—शत्रु भावविचार, अग्निवास एवं विविध मुहूर्त विचार।

पंचम अन्विति — राशियों के स्वामी, नक्षत्रों के स्वामी, शनि की साढे साती का विचार, द्वादश राशियों पर ग्रहों का भोगकाल एवं संक्षिप्त जन्माक्षर निर्माण विधान।

संस्तुत पुस्तकें —

1. द्विवेदी, विन्ध्येश्वरी प्रसाद, (1998), *मुहूर्तचिन्तामणिः* नई दिल्ली, चौखम्बा सुरभारती प्रकाशन।
2. व्यास, सोहनलाल, (1980), *मुहूर्तपारिजातः* वाराणसी, चौखम्बा सुरभारती प्रकाशन।
3. त्रिपाठी, ब्रह्मानन्द, (1984), *शीघ्रबोधः* नई दिल्ली, चौखम्बा सुरभारती प्रकाशन।
4. पाण्डेय, रामचन्द्र, (2013), *बृहद्भवकहडाचक्रः*, वाराणसी, चौखम्बा संस्कृत पुस्तकालय।

5. शास्त्री, भवानी शंकर, (2018), *निर्णयसागर* पञ्चाङ्ग, नीमच, निर्णय सागर प्रेस।
6. द्विवेदी, विन्हयेश्वरी प्रसाद, (2014), *वास्तुरत्नाकर*, वाराणसी, चौखम्बा संस्कृत सीरीज ऑफिस।
7. मण्डन, *राजवल्लभवास्तु शास्त्रम्* व्या. श्री कृष्ण जुगनू, (2005), दिल्ली, परिमल प्रकाशन।
8. शलभ, नन्दकिशोर अग्रवाल, (2012), *वास्तुसूत्र*, दिल्ली, हिन्द वॉकेट बुक्स।
9. शास्त्री, विनोद, शर्मा सीताराम, (2008), *वास्तुप्रबोधिनी*, दिल्ली, मोतीलाल बनारसीदास।

तृतीय प्रश्न-पत्र

भारतीय वास्तु विज्ञानम्

निर्गमः- पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- वास्तुशास्त्रीय सिद्धान्तों एवं पद्धति विज्ञान कला का अवबोध।
- वास्तुशास्त्रीय सिद्धान्तों के प्रति वैज्ञानिक दृष्टिकोण का विकास।

निर्देशः- यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति से उसके सामने अंकित संकेत के अनुसार प्रश्न पूछे जायेंगे।

प्रथम अन्विति – वास्तुपुरुष का परिचय एवं वास्तु का अर्थ, भूमिखाननारम्भ, शिलान्यास, गृहप्रवेश मुहूर्त विधान।

द्वितीय अन्विति – गृहप्रवेशविधिः, गृहवास्तु/प्रासाद वास्तुमूलक विविध- विचार।

तृतीय अन्विति – गृह का मुख्य द्वार दिशाविशेष ज्ञान, रसोई, पूजागृह, पानीटैंक मुखिया का शयनकक्ष घर के आसपास वृक्षारोपण आदि विविध वास्तुशास्त्रीय विचार व समाधान।

चतुर्थ अन्विति- वापी-कूप-तड़ाग निर्माण मुहूर्त, वृक्षारोपण एवं औषधि सेवन आदि के मुहूर्त विचार।

पंचम अन्विति – वास्तुशान्ति प्रयोग विधान एवं सर्वसामान्य हवन पूजन संभार सूची

संस्तुत पुस्तकें-

1. मय, *मयमतम्* व्या. शैलजा पाण्डेय, (2013), वाराणसी, चौखम्बा सुरभारती प्रकाशन।

2. भोज, समरांगणसूत्रधार, व्या. श्रीकृष्ण जुगनू, (2010), वाराणसी, चौखम्बा संस्कृत सीरीज।
3. राम, दैवज्ञ, *मुहूर्तचिन्तामणि* व्या० रामचन्द्र पाण्डेय, (2011), वाराणसी, चौखम्बा कृष्णदास अकादमी।
4. द्विवेदी, रामनिहोर, *बृहद्वास्तुमाला*, सम्पा. ब्रह्मानन्द त्रिपाठी रवि शर्मा, (2016), वाराणसी, चौखम्बा सुरभारती प्रकाशन।
5. विश्वकर्मा, *विश्वकर्माप्रकाश*, टीका. गणेशदत्त पाठक, (2001), वाराणसी, श्री ठाकुरप्रसाद पुस्तक भण्डार।
6. भवानी, शंकर, (2018), *निर्णयसागरपंचाग*, नीमच छावनी, निर्णय सागर प्रेस।

Certificate and Diploma Courses in Modern European Languages (French/German)

14. (HE) D. 5 :

1. The Courses of study for the examination shall extend over a period of two academic years. There shall be an examination at the end of each year.
2. A candidate passing the First Year Examination shall be awarded a certificate while a candidate passing the Second Year Examination shall be awarded a Diploma.
3. A candidate who after passing the Senior Secondary School Certificate Examination of the Vidyapith or an examination recognised by the Banasthali University as equivalent thereto and has attended a regular course of study for one academic year shall be eligible to appear at the First Year Certificate examination of the Course.
4. A candidate who after passing the Certificate Examination of the Banasthali University or an examination recognised by the Banasthali University as equivalent thereto and has attended a regular course of study for one academic year shall be eligible to appear at the Diploma Examination of the Course:
5. Scheme of Examination for Advanced Diploma Examination in French/German :

A candidate who after passing the Diploma Examination of the Banasthali University in French/German with 50% marks or an Examination recognised by the Banasthali University as equivalent there to and has attended a regular course of study for one academic

year shall eligible to appear at the Advance Diploma Examination in French/German respectively.

6. There shall be three written papers each of three hours duration and a viva-voce. The distribution of marks has in given here :

	Continuous Assessment	Annual Assessment	Total Marks
First Paper	30	70	100
Second Paper	30	70	100
Third Paper	30	70	100
Viva-voce	30	70	100

Total 400

7. Scheme of Examination for Diploma Examination French/German : There shall be two written papers each of three hours duration and a viva-voce. The distribution of marks shall be as given here under :

	Continuous Assessment	Annual Assessment	Total Marks
First Paper	30	70	100
Second Paper	30	70	100
Viva-voce	30	70	100

Total 300

8. Scheme of Examination for Certificate Examination in French/German/Italian :

There shall be two written papers each of three hours duration and a viva-voce. The distribution of marks shall be given here under.

	Continuous Assessment	Annual Assessment	Total Marks
First Paper	30	70	100
Second Paper	30	70	100
Viva-voce	15	35	50

Total 250

9. A candidate pursuing her study in the Certificate/Diploma/Advanced Diploma French/German shall be required to pass viva with atleast 40% marks and written Examination. The candidate shall be required to obtain 40% marks in the aggregate and 30% marks in each individual papers of the Examination. The result shall be worked out as under :

- (a) Candidates getting 40% or above but below 60% marks-Pass.
- (b) Candidates getting 60% or above but below 80% marks-Credit.
- (c) Candidates getting 80% marks or above-Distinction.

Syllabus

Certificate Course in French

Paper-I: Communicative French

MM: 70

Learning Outcomes:

After the completion of the course, students will be able to:

- listen to short and simple texts on familiar topics or topics of interest with literal understanding.
- grasp and recall the main ideas and important details.
- express themselves on topics of interest in simple terms and structures.
- engage in brief conversations on familiar topics with relative fluency, with at least one participant.
- read with appropriate pronunciation , intonation , pitch and pace.
- read and understand texts they are familiar with, such as invitations, recipes, letters, posters ,notices and advertisements.
- produce short narrative and other texts they are familiar with e.g. greeting cards and informal letters.

Course Content:

Unit-I a) les Articles (indéfini, défini , partitif)

b) Féminin, Pluriel (noms)

c) les Prépositions (10)

Unit-II a) les Pronoms (conjoint, disjoints)

b) les Pronoms relatif, interrogatif (15)

Unit-III a) les Adjectifs possessif, démonstratif

b) l'Adverbe (10)

Unit-IV a) le Présent de l' indicatif, impératif

b) le passé composé, l' imparfait

c) le futur proche, le futur simple (25)

Unit-V Comprehension

The passage will be based on the grammar covered in the prescribed lessons (Nouveau Sans Frontières-1, Unit I, II & III) (10)

Recommended Reading:

- Dominique, P., Girardet, J. & Verdalhen, M.(1999) *Cahier d'exercices- Le Nouveau Sans Frontieres-I* Paris : CLE
- Dondo, M. (1999) *Modern French Grammar*. New York: Oxford University Press
- *Le Robert and Nathan Conjugation of French verbs*.(1999) Paris: Nathan
- Gregoire, M. & Merlo, G. (1998) *Grammaire Progressive du français-A1* . Paris: CLE Internationale
- Charliac, L. & Motron, A.C. (1999) *Phonétique Progressive du français* Paris: CLE Internationale
- Dr. Pradip Kumar Seth, *A Primer on French Grammar*, Navjeevan Publication Rajasthan
- Dictionnaire de poche (2018) Larousse or Hachette

Suggested E-Resources:

WEB PORTAL- BBC French, Reverso online French- English dictionary

Following links could be referred to:

- For French Grammar-
- www.laits.utexas.edu
- Interactive exercises and online practice tests-
- www.bbc.com>languages>french
- Oral and written comprehension and expression-
- <https://apprendre.tv5monde> NIVEAU A1/ A2
- For correct pronunciation and accent –
- www.phonétique.free.fr
- For vocabulary building and translation work-
- www.reverso.net

PAPER-II Translation and Written Expression**MM:70**

(Dictionary is allowed)

Learning Outcomes:

After the completion of the course, students will be able to:

- carry out translation of simple and short texts with the help of a bilingual dictionary.
- produce short narrative and other texts they are familiar with, using the vocabulary and grammar they have learnt.

Course Content:**Unit-I** a) Translation of any one passage (out of 2) from French into English or Hindi

b) Translation of 10 sentences(out of 15) from French into English or Hindi (15+10=25)

Unit-II a) Translation of any one passage (out of 2) from English into French

b) Translation of 10 sentences(out of 15) from English into French (10+10=20)

Unit-III Short dialogue writing (one out of three choices) on the themes dealt within the syllabus (5)**Unit-IV** Composition in 50-100 words (one out of three choices)

Topics for composition will be based on the following themes:

i) votre ami/amie

ii) votre maison

iii) votre journée

iv) votre université / votre professeur/ votre salle de classe

v) votre famille

vi) votre ville (10)

Unit-V Questions based on the text (Nouveau Sans Frontières -1; Unit I, II & III) (10)**Prescribed text:**Dominique, P., Girardet, J., & Verdalen, M.(1999) *Le Nouveau Sans Frontières-I*. Paris : CLE**Recommended Reading:**

- Dominique, P., Girardet, J., & Verdalen, M.(1999) *Cahier d'exercices- Le Nouveau Sans Frontières-I* Paris : CLE

- Dondo, M. (1999) *Modern French Grammar*. New York: Oxford University Press
- Bulger, A. (1998) *New French with Ease*. Paris: Assimil
- *Le Robert and Nathan Conjugation of French verbs*. (1999) Paris: Nathan
- Gregoire, M., & Merlo, G. (1998) *Grammaire Progressive du français-A1*. Paris: CLE Internationale
- Charliac, L., & Motron, A.C. (1999) *Phonétique Progressive du français* Paris: CLE Internationale
- Dictionnaire de poche (2018) Larousse or Hachette

Suggested E-Resources:

WEB PORTAL- BBC French, Reverso online French- English dictionary

Following links could be referred to:

- For French Grammar topics covered in the syllabus-
- www.laits.utexas.edu
- For interactive exercises and online practice tests-
- www.bbc.com>languages>french
- For oral and written comprehension and expression-
- <https://apprendre.tv5monde.com/NIVEAU/A1/A2>
- For correct pronunciation and accent –
- www.phonétique.free.fr
- For vocabulary building and translation work-
- www.reverso.net

Paper III - VIVA-VOCE

MM:35

Diploma Course in French

Paper –I: Communicative French

MM:70

Learning Outcomes:

After the completion of the course, students will be able to:

- process longer messages containing more unfamiliar words
- demonstrate awareness of speaker bias, emotions and tone.
- engage in and sustain conversation.

- read aloud longer texts varying their pace, tone, pitch and stress as required.
- write using correct grammar, spelling and punctuation.
- write in coherent manner and include adequate and relevant information.

Course Content:

- Unit-I** a) le Nom (féminin, pluriel), les Prépositions
 b) l'article, l'adjectif
 c) l'adverbe, comparatif (15)
- Unit-II** a) les Pronoms conjoints, disjoint
 b) les Pronoms relatif, composé
 c) les pronoms possessif, démonstratif interrogatif (15)
- Unit-III** a) le Gérondif, le Participe présent (10)
 b) le Passif
- Unit-IV** a) le Présent de l'indicatif, le Subjonctif présent
 b) le Futur simple, futur antérieur (15)
- Unit-V** a) les Conditionnels (présent, passé)
 b) le passé composé, l'imparfait, le plus que parfait (15)

Prescribed text:

Dominique, P., Girardet, J. & Verdalen, M.(1999) *Le Nouveau Sans Frontieres-2*. Paris : CLE

Recommended Reading:

- Dominique, P., Girardet, J. & Verdalen, M.(1999). *Cahier d'exercices- Le Nouveau Sans Frontieres-2* Paris : CLE
- Dondo, M. (1999). *Modern French Grammar* . New York: Oxford University Press
- Bulger, A. (1998). *New French with Ease*.Paris: Assimil
- *Le Robert and Nathan Conjugation of French verbs*.(1999) Paris: Nathan
- Gregoire, M. & Thievenaz, O. (2003). *Grammaire Progressive du français- Intermediaire* Paris: CLE Internationale
- Charliac, L. & Motron, A.C. (1999). *Phonétique Progressive du français* Paris: CLE Internationale
- *Dictionnaire de poche* (2018). aousse or Hachette

Suggested e-resources:

WEB PORTAL- BBC French, Reverso online French- English dictionary

Following links could be referred to:

- For French Grammar topics covered in the syllabus-
- www.laits.utexas.edu
- Interactive exercises and online practice tests-
- www.bbc.com>languages>french
- Oral and written comprehension and expression-
- <https://apprendre.tv5monde> NIVEAU A2/ B1
- For correct pronunciation and accent –
- www.phonetique.free.fr
- For vocabulary building and translation work-
- www.reverso.net

PAPER-II Translation, Comprehension and written expression MM:70

(Dictionary is allowed)

Learning Outcomes:

After the completion of the course, the students will be able to:

- write using correct grammar, spelling and punctuation
- express in coherent manner giving adequate and relevant information.
- carry out translation of simple as well as complex texts, with the help of a dictionary.

Course Content:

Unit-I a) Translation of any one passage (out of 2) from French into English or Hindi

b) Translation of 10 sentences(out of 15) from French into English or Hindi (10+10=20)

Unit-II a) Translation of any one passage (out of 2) from English into French

b) Translation of 10 sentences(out of 15) from English into French (10+10=20)

Unit-III a) Comprehension (unseen passage) (15)

Unit-IV Letter writing (50 words)

Informal or formal (any one out of 3 choices) (5)

Unit-V Essay writing (100-150 words) (any one out of 3 choices)

Topics for essay writing will be based on the following themes:

- i) Votre université ii) votre ville iii) festival iv) votre auteur favori v) une journée/soirée mémorable vi) le cinéma/film vii) votre ambition/ projet d'avenir viii) votre passe-temps favori
viii) une excursion. (10)

Recommended reading:

- Dominique, P., Girardet, J. & Verdalen, M. (1999). *Cahier d'exercices- Le Nouveau Sans Frontieres-2* Paris : CLE
- Dondo, M. (1999). *Modern French Grammar*. New York: Oxford University Press
- *Le Robert and Nathan Conjugation of French verbs.*(1999). Paris: Nathan
- Gregoire, M. & Thievenaz, O. (2003). *Grammaire Progressive du français- Intermediaire* Paris: CLE Internationale
- Dr. Pradip Kumar Seth, *A Primer on French Grammar*, Navjeevan Publication Rajasthan
- *Dictionnaire de poche* (2018). Larousse or Hachette

Suggested e-resources:

WEB PORTAL- BBC French, Reverso online French- English dictionary

Following links could be referred to:

- For French Grammar topics covered in the syllabus-
- www.laits.utexas.edu
- Interactive exercises and online practice tests-
- www.bbc.com>languages>french
- Oral and written comprehension and expression-
- <https://apprendre.tv5monde> NIVEAU A2/ B1
- For correct pronunciation and accent –
- www.phonetique.free.fr
- For vocabulary building and translation work-
- www.reverso.net

Advanced Diploma in French

Paper I -- Communicative French

MM: 70

Learning Outcomes:

After the completion of the course, the students will be able to:

- listen more extensively to a wider range of speakers and different topics.
- differentiate between facts and personal opinion.
- draw valid inferences from the message and their critical response is more obvious.
- expand their vocabulary and use varied sentence structures .
- use conventions according to the audience, context and purpose.
- select, retrieve, evaluate and combine information from different written texts.
- select and include ideas or information in a coherent manner and to use some stylistic devices .

Course Content:

- Unit-I** a) L' article, Pluriel des mots composés (15)
 b) Le rôle et la place des adjectifs
- Unit-II** a) L'adverbe, comparatif, superlatif (15)
 b) Les pronoms (personnel, relatif, possessif, interrogatif, démonstratif)
- Unit-III** a) le présent de l' indicatif (10)
 b) le Futur simple, le futur antérieur
- Unit-IV** a) le Passé composé, l' Imparfait, le Passé récent, le Plus que parfait (15)
 b) le Passé simple
- Unit-V** a) les Conditionnels (présent, passé) (15)
 b) le Subjonctif présent

Recommended reading:

- Dominique, P., Girardet, J. & Verdalhen, M. (1999). *Le Nouveau Sans Frontieres-3* Paris : CLE
- Dominique, P., Girardet, J. & Verdalhen, M. (1999). *Cahier d'exercices- Le Nouveau Sans Frontieres-3* Paris : CLE

- *Le Robert and Nathan Conjugation of French verbs.* (1999). Paris: Nathan
- Boulares, M. & Frerot, J. L. (1999). *Grammaire Progressive du français- Avance* Paris: CLE Internationale
- Gardaire, E. (1997). *La France vous connaissez—histoire et civilization* Paris: Didier
- *Dictionnaire Larousse Standard* (2007).

Suggested e-resources:

WEB PORTAL- BBC French, TV 5 le monde, Reverso online French-English dictionary

Following links could be referred to:

- For the French Grammar topics covered in the syllabus-
- www.languageguide.org
- For interactive exercises or practice tests-
- www.bbc.com>languages>french
- for functional French and cultural insights-
- www.apprendre.tv5monde NIVEAU B1 & B2
- For Oral and written comprehension and expression-
- <https://savoirs.rfi.fr>; www.francethisway, www.tv5monde.fr
- For vocabulary building
- www.reverso.net

Paper-II Literature

MM:70

Learning Outcomes:

After the completion of the course, the students will be able to:

- display critical thinking skills by presenting arguments with adequate support or justification.
- develop familiarity with major French literary movements.
- provide personal response to the literary text.
- demonstrate empathic skills and justify their views.

Course Content:

Unit-I Glimpses of French literature in different centuries –(XVI-XX)

(2/3 out of 4/5 questions to be answered)

(15)

- Unit-II** a) Ronsard, La Fontaine, Molière, Voltaire, Rousseau
 b) Victor Hugo, Baudelaire, Alfred de Vigny, Camus, Sartre
 (2 out of 4 questions to be answered) (10)
- Unit-III** Drama “Les Précieuses Ridicules”- Molière
 (2 out of 4 questions to be answered) (10)
- Unit-IV** Drama “Les Précieuses Ridicules”- Molière
 (2 out of 4 questions to be answered) (10)
- Unit-V** Poetry
- a) A Cassandre -- Ronsard
 b) Le Cigal et la Fourmi—La Fontaine
 c) Le Corbeau et le Renard--- La Fontaine
 d) Demain dès l’aube –Victor Hugo
 e) La Mort du Loup (3rd stanza)-- Alfred de Vigny
 f) Le Message ----- Jacques Prévert (25)

Recommended reading:

- Lagarde, A. & Michard, L. (2001). *Collection littéraire – (XVII-XX SIECLE)* Paris: Bordas .
- Nouveau sans frontières-3
- Gardaire, E. (1997). *La France vous connaissez—histoire et civilization* Paris: Didier.
- Ladurie, E.L.R. (1991). *Histoire de France L’ancien Regime* Paris: Hachette.
- Fuet, F. (1988). *Histoire de France La Revolution* Paris :Hachette.
- Agulhon, M. (1990). *Histoire de France La Republique* Paris: Hachette.
- De Ligny, C. & Rousselot, M. (1998). *Repères pratiques-- La littérature française-* Paris : Nathan.

Suggested e- resources:

WEB PORTAL- BBC French, TV 5 le monde, Journaux français, Reverso online French- English dictionary

Following links could be referred to:

- For the French Grammar topics covered in the syllabus-
- www.languageguide.org
- For interactive exercises or practice tests on literature

- www.bbc.com>languages>french
- For functional French and cultural insights-
- www.apprendre.tv5monde NIVEAU B1 & B2
- For written comprehension and expression-
- <https://savoirs.rfi.fr>; www.francethisway , www.tv5monde.fr
- For vocabulary building and literary terms-
- www.reverso.net

PAPER- III –Translation, Comprehension & Civilization MM:70

(Dictionary is allowed)

Learning Outcomes:

After the completion of the course, the students will be able to:

- carry out translation of simple to complex texts with the aid of a dictionary.
- expand their vocabulary and use varied sentence structures .
- select and include ideas or information in a coherent manner and to use some stylistic devices to write for effect.
- develop familiarity with French and Francophone culture.

Course Content:

Unit-I a) Translation of any one passage (out of 2) from French into English or Hindi

b) Translation of any 10 sentences (out of 15) from French into English or Hindi (10+10=20)

Unit-II a) Translation of any one passage (out of 2) from English into French

b) Translation of any 10 sentences (out of 15) from English into French (10+10=20)

Unit-III Essay writing (one out of three choices)

Topics for essay writing will be based on the following themes:

- i) votre ambition ii) votre auteur/crivain préféré iii) vos projets de l'avenir iv) le cinema/le film v) une excursion/un voyage vi) votre pays vii) le rôle de la science/de la technologie viii) l'importance d'apprendre une langue étrangère (10)

Unit-IV Letter writing (formal or informal)

(one out of three choices) (10)

Unit-V La Culture et la Civilisation française (4 au choix).

- a) La géographie (la superficie, les frontières, le climat, le relief & les régions)
- b) La francophonie (la définition, les espaces francophones)
- c) L'Industrie et la technologie
- d) L'éducation (le système, les niveaux)
- e) Les fêtes nationales et traditionnelles
- f) Le sport (10)

Recommended reading:

- Lagarde, A. & Michard, L. (2001). *Collection littéraire – (XVII-XX SIECLE)* Paris: Bordas
- Nouveau sans frontières-3
- Gardaire, E. (1997). *La France vous connaissez—histoire et civilization* Paris: Didier
- Ladurie, E.L.R. (1991). *Histoire de France L'ancien Regime* Paris: Hachette
- Fuet, F. (1988). *Histoire de France La Revolution* Paris : Hachette
- Agulhon, M. (1990). *Histoire de France La Republique* Paris : Hachette
- Joubert, J.L. (1999). *La Francophonie niveau 4* Paris: CLE
- Carlo, C. & Causa, M. (2010). *Civilisation progressive du français* Paris: CLE
- Dictionnaire LAROUSSE Standard (2007).

Suggested e-resources:

WEB PORTAL- BBC French, TV 5 le monde, Journaux français, Reverso online French- English dictionary

Following links could be referred to:

- For the French grammar topics covered in the syllabus-
- www.languageguide.org
- For interactive exercises or practice tests-
- www.bbc.com>languages>french
- For functional French and cultural insights-
- www.apprendre.tv5monde NIVEAU B1 & B2
- For Oral and written comprehension and expression-

- <https://savoirs.rfi.fr>; [www.francethisway](http://www.francethisway.com) , www.tv5monde.fr
- For vocabulary building & translation work –
- www.reverso.net

Paper IV VIVA-VOCE**MM: 70****Certificate Course in German****Paper I : Communicative German –I****Time : 3 hrs. No. Teaching hours: 60 hrs. Max. Marks: 70****Learning Outcomes:**

After the completion of the course, learners will be able to:

- To perceive through attentive listening and understand key information in media.
- To use correct grammatical structures acquired through functional grammar.
- To understand, to pronounce, to acquire reading through intonations and rhythm
- To express and engage in simple conversation themselves on simple topics.
- To understand similarities and differences between German and mother tongue/second language and to write short narrative or texts.

Course Content:

Unit-I	(a) Articles and Nouns (Nominative Case)	2
	(b) Accusative and Dative Cases	3
	(c) Prepositions (Accusative, Dative)	4
	(d) Verb Conjugation, Separable verbs and Possessive Pronouns	4
Unit-II	(a) Personal Pronouns and Modal Verbs	4
	(b) Prepositions with Dative and Accusative case	3
	(c) Genitive Case and Prepositions	4
	(d) Reflexive Pronouns.	2
Unit-III	(a) Imperfect Tense	6
	(b) Perfect Tense	6
	(c) Past Perfect Tense	6
Unit-IV	(a) Imperative Mood	2
	(b) Adjective Declarations	5
	(c) Numbers, Price and Time	4

	(d) Forming Interrogative Sentences	2
Unit-V	(a) Subordinate Clause	6
	(b) Ja, nein, doch, Keins	3
	(c) Welche, Was für ein	4

Paper II : Text Comprehension and Written Expression

Time : 3 hrs. No. Teaching hours : 60 hrs Max. Marks : 70

USE OF DICTIONARY IS ALLOWED

Unit-I (a) Translation of 1 passage out of 2 from German to Hindi/English. 10

(b) Translation of 5 Sentences out of 8 into English or Hindi from German 10

Unit-II (a) Translation of any one passage out of 2 from English into German 10

(b) Translation of any 5 sentences out of 8 from English into German 10

Unit-III (a) Comprehension of an unseen passage 10

Unit-IV Narrative or Dialogue Writing. 10

(Any 1 out of 3 given Topics)

Unit-V Letter writing formal/informal (any one out of three given topics)10

NOTE (a) Unit I & II The passages and sentences from German should be Unseen but strictly based on the Syllabus of the prescribed lessons.

(b) Dictionaries :- (i) Langenscheidt's German-English/English German Dictionary

(ii) Collins Dictionary (iii) Cassel's Dictionary.

Paper III : Oral Expressions

Max Marks : 35

Recommended Reading:

- Deutsche Sprachlehre für Ausländer-Schulz-Grieshbach (1 to 15 lessons)
- Themen Aktuell
- Collins easy learning German Grammar
- Wir les Lesen Deutsch 1

- Deutsch-2000 Bd1
- Deutsch als Fremdsprache - BNS 1 A
- Lesson: 1-D, 2-D, 3D, 2LT, 4D, 6D, 3LT, 11-D, 14-D, 16-D, 17-D, 7D, 8D, 6LD, 7LT

Suggested E-learning Material:

- General Grammar learning
<https://www.deutsch-lernen.com/learn-german-online/beginners/summary.php>
https://www.german-grammar.de/grammar/content/english_german_table_of_content.htm
- For Verb Conjugation
<http://conjugator.reverso.net/conjugation-german.html>
- For different types of verbs like Separable Verbs, Reflexive Verbs etc.
<https://deutsch.lingolia.com/en/grammar/verbs>
- To study Tenses in German
<https://deutsch.lingolia.com/en/grammar/tenses>
<https://www.thegermanprofessor.com/german-verb-tenses/>
- To study about Prepositions
<https://www.fluentu.com/blog/german/german-prepositions/>
<http://germanforenglishspeakers.com/prepositions/accusative-prepositions/>
- For Adjectives
<http://germanforenglishspeakers.com/adjectives/adjective-declensions/>
http://german.speak7.com/german_adjectives.htm
- For Subordinate Clause
<https://www.germanveryeasy.com/subordinate-clause>
https://german.tolearnfree.com/cgi2/myexam/liaison.php?liaison=_subordonnee

Diploma in German

1. Paper I : Communicative German –II

Time : 3 hrs.

Teaching hours : 60

Max Marks : 70

Learning Outcomes:

After the completion of the course, learners will be able to:

- Strengthen language reflections (To establish observance of rules, to acquire basic grammar, to make comparison with mother language/second language and to discuss similarities and differences).
- Understand simple texts/dialogue/ passage and use the knowledge acquired for effective written communication skills.
- Understand and enrich their Cultural Reflections by gaining information about German speaking Countries
- Understand and develop Inter cultural learning skills.
- Enhance their writing ability and to broaden possibilities of their expressions with higher level of Grammar knowledge.
- Understand the factors that influence use of advanced level of grammar and vocabulary in speech, reading and in writing.
- Apply advanced level of grammar skills to communicate
- To understand films/dialogues etc about German speaking countries
- To read and comprehend simple newspaper/magazine articles easy reader books for A2 level proficiency.
- Acquire knowledge equivalent to the A2 Exam of German Language prescribed as per the standard of European Union Language Proficiency

Course Content:

Unit-I Landeskunde of DACHL-Countries-

(Germany, Austria, Switzerland and Liechtenstein - 4 Countries)
on the following Topics:-

- | | |
|---|---|
| (a) Germany-Schulsystem and Bildung | 5 |
| (b) Austria - Freizeit | 5 |
| (c) Switzerland-Industrie and Wirtschaft. | 5 |
| (d) Liechtenstein - Geographie | 5 |

Unit-II	(a) Passive Voice	4
	(b) Indefinite Particles.	2
	(c) Adjective with Verbs and Nouns.	3
	(d) Future Tense (I & II)	4
Unit-III	(a) Present Participle	2
	(b) Perfect Tense of Modal & Semi Modal Verbs	3
	(c) Temporal and Conditional Sentences (wenn-wie, wenn-als, usw)	3
	(d) Subordinate Clauses (bevor, nachdem, während obwohl, ob, trotzdem)	5
Unit-IV	(a) Relative Sentences (Nominative, Accusative, Dative & Genitive Cases)	6
	(b) Infinitive Sentences	4
	(c) Hin- and her- Sentences	2
Unit-V	(a) Conjunctive - I	6
	(b) Conjunctive – II	6

2. Paper II :Text Comprehension and Written Expression

Time:3 hrs.

Teaching hours:60

Max. Marks : 70

USE OF DICTIONARY IS ALLOWED

Unit-I (a) Translation of 1 passage out of 2 from German to Hindi/English.

(b) Translation of 5 Sentences out of 8 into English or Hindi from German 10

Unit-II (a) Translation of any one passage out of 2 from English into German

(b) Translation of any 5 sentences out of 8 from English into German

Unit-III (a) Comprehension of an unseen passage

Unit-IV Narrative or Dialogue Writing. (Any 1 out of 3 given Topics)

Unit-V Letter writing (any one out of three given topics)

NOTE:- (a) Unit I & II The passages and sentences from German should be Unseen but strictly based on the Syllabus of the prescribed lessons.

(b) Dictionaries :-

- (i) Langenscheidt's German-English/English German Dictionary
- (ii) Collins Dictionary
- (iii) Cassel's Dictionary.

3. Paper III : Viva-Voce

Max. Marks:70

Recommended Reading:

- Deutsche Sprachelehre für Ausländer - Schulz Griesbach Lesson No. 16 to 26
- Deutsch als Fremdsprache-1 B, Ergänzungskurs Neubearbeitung-Braun, Nieder, Schmoee (Ernst Klett Verlag, 1972) Following lessons to be covered.
 - (i) Hallo Pedro
 - (ii) Die Abschiedsparty
 - (iii) Die Deutschen ueber die Deutschen
 - (iv) Fernsehzei
 - (v) Auf Zimmersuche
 - (vi) Die Miete
 - (vii) Der Schein ist alles
 - (viii) Ein Ausflug
 - (ix) Der Ferienjob
 - (x) Auf dem Postamt
 - (xi) Die Verabredung
- Schaumms Grammar, Tata McGrawhill
- Helbig Buscha: Grammar Book
- Peter hat pech
- Deutsche Märchen and Sagen.
- Aus deutscher Vergangenheit

Suggested E-learning Material:

- **For School system in Germany**
<https://www.howtogermaany.com/pages/germanschools.html>
<https://www.deutschland.de/de/topic/wissen/das-schulsystem-in-deutschland-im-ueberblick>
<https://learngerman.dw.com/en/das-deutsche-schulsystem/l-38485158/e-38486700>

- **Industry and economy of Switzerland**
<http://www.about.ch/economy/index.html>
<https://www.eda.admin.ch/aboutswitzerland/en/home/wirtschaft/uebersicht/wirtschaft---fakten-und-zahlen.html>
- **Geography of Lichtenstein**
<https://www.ducksters.com/geography/country.php?country=Liechtenstein>
<https://www.worldatlas.com/webimage/countrys/europe/liechtenstein/land.htm>
- **For Passive Voice**
https://www.lsa.umich.edu/german/hmr/Grammatik/Verb_Summaries/Active_vs_Passive.html
<http://germanforenglishspeakers.com/verbs/the-passive-voice/>
- **Adjective with verbs and nouns**
<https://www.colanguage.com/adjectives-and-verbs-nouns-german>
<http://www.dartmouth.edu/~deutsch/Grammatik/Wortbildung/Wortbildung.html>
- **For conjunctive 1 and 2**
<https://www.fluentu.com/blog/german/german-subjunctive/>
<https://www.thoughtco.com/the-subjunctive-in-german-1444485>
<https://www.germanveryeasy.com/konjunktiv-ii>
- **For Letter writing**
<https://www.wikihow.com/Write-a-Letter-in-German>
<https://www.thoughtco.com/how-to-write-a-letter-in-german-1445260>
<https://www.thoughtco.com/how-to-write-personal-letters-in-german-4071339>
- **To practice translation of basic sentences**
https://www.german-grammar.de/grammar/chapter_6/6_2_exercise.htm
<http://www.goethe-verlag.com/tests/ED/ED.HTM>
- **To practice Grammar**
https://www.german-course-vienna.com/en/excercises_a1,20873.html

- **German Listening practice**

<https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>

<https://www.zdf.de/#/hauptnavigation/startseite>

<https://www.ardmediathek.de/ard/>

Advanced Diploma in German

1. Paper I : Advanced Study of Language

Duration: 3 hrs.

Max Marks : 70

Learning Outcomes:

After the completion of the course, learners will be able to:

- Understand complex texts/dialogue/passage and will enable them to use their written competence in reporting , letters or Essay with ease.
- Translate difficult and complex unseen texts/passages with the help of a bilingual dictionary.
- Express themselves adequately in familiar, everyday situations and acquire ability to write a Paragraph on general topics .
- Put into use the idioms and phrases and also proverbs in receptive and productive usage
- Gain deep insight into different current topics/areas of Germany
- Get opportunities to avail scholarships/internships to study/to do internship/to get job in German speaking countries

Course Content:

Unit-I (a) Indirect speech/ Conjunctive I (5)

(b) Conjunctive II (5)

(c) Passive Voice (5)

Unit-II (a) **Synonyms (10 Pairs to be attempted)** (10)

1. Beschließen-sich entschließen-sich entscheiden.

2. Abschlagen-verweigern-sich weigern.

3. Hindern-behindern-verhindern.

4. Fürchten-befürchten-sich fürchten vor.

5. Bessern-verbessern-ausbessern.

6. Scheinen-erscheinen-vorkommen.

7. Ansehen-sich ansehen-besichtigen.

8. Betrachten-zusehen-beobachten.

9. Gehören-gehören zu-angehören.

10. Verneinen-leugnen-verleugnen.

(b) Idiomatic Redewendungen von A-Z (10 out of 15) (10)

1. Jemandem einen Bären aufbinden

2. Wenn man den Esel nennt, kommt er gerannt

3. Zwei Fliegen mit einer Klappe schlagen

4. Tauben Ohren predigt man vergebens

5. Wie ein Elefant im Porzellanladen

6. Auch ein blindes Huhn findet mal ein Korn

7. Sich in die Höhle des Löwen wagen

8. Mit jemandem Pferde stehlen

9. Hahn im Korb sein

10. Der Vogel schreit zu spät, wenn er gefangen ist

11. Hühner die viel gackern, legen wenig Eier

12. Die Katze im Sack kaufen

13. Frische Fische, gute Fische

14. Ein alter Hase sein

15. Mit den Wolfen heulen

Unit-III Wortbildung

a. Bildung von Substantiven (5)

b. Bildung von Adjektiven (5)

c. Bildung von Verben (5)

Unit-IV Essay on any one Topic out of 3 (General Topic) (10)

Unit-V Letter Writing on any one topic out of 3 topics.
(Formal/Informal) (10)

2. Paper II : Literature

Duration : 3 hrs.

Max. Marks : 70

Unit-I 5 Selected Poems (Any 4 out of 5) (20)

i) Die Bücherverbrennung - Bertolt Brecht

ii) Die schlesischen Weber - Heinrich Heine.

iii) Erlkönig – Johann Wolfgang von Goethe

iv) Vorbei- Josef von Eichendorff

v) Die Stadt- Theodar Storm

Unit-II and Unit-III (20)

5 Short Stories (Any 2 out of 4 questions to be attempted)

- (i) Wie in schlechten Romanen- Heinrich Böll
- (ii) Das Märchen vom Glück - Erich Kästner.
- (iii) Die drei dunklen Könige – Wolfgang Borchert
- (iv) Der Mantel des Ketzers - Bertolt Brecht
- (v) Das Obdach- Anna Seghers

Unit-IV Papa, Charly hat gesagt (Any one question to be attempted) (15)

- i. Die Reichen
- ii. Pressefreiheit

Unit-V Die Märchen (Question on any one to be attempted) (15)

- i. Der Frieder und das Katherlieschen
- ii. Frau Holle

3. Paper III : German for Specific Puroposes**Duration 3 hrs****Max. Marks:- 70****Unit-I** (a) Translation of any 1 passage out of 2 into English/Hindi from German (10)

(b) Translation of 5 sentences out of 8 into German from English (5)

Unit-II (a) Translation of any 1 passage out of 2 into German from English (10)

(b) Translation of 5 sentences out of 8 into English/Hindi from German (5)

Unit-III Application Writing (Applying for a post, for Scholorship etc. with Biodata) (10)**Unit-IV** COMPREHENSION (10)**Unit-V** Civilization (Landeskunde) of Germany :- (20)

From the following topics (Any 4 out of 6)

- (1) Sports
- (2) Technology
- (3) Religion
- (4) Festivals
- (5) Geography of Germany
- (6) Industries

Note : USE OF DICTIONARY IS ALLOWED in Paper III

4. Paper IV : Oral Expression**Max. Marks – 70****Recommended Reading:**

- Deutsche Redensarten Quiz-und Übungsbuch von Richard Schmidt, Ernst-Klett Verlag
- Von A bis Z von Redewendungen
- Grammatik : Schulz-Griesbach
- 1000 idiomatische Redensarten Deutsch by Dr. Dora Schulz, Langenscheidt Verlag.
- Deutsche Sprichwörter für Ausländer eine Auswahl von Beispielen von Christa Frey, Annalies Herzog, Arthur Michael und Ruth Schütze
- Deutsche Erzählungen für Ausländer herausgegeben von Klier/Martin: 1.Band & 2.Band , Hueber Verlag
- Auslese-Ein Buch aus Büchern, RNC Publications, Arbeitsgruppe des DAAD, Indien
- Papa, Charly hat gesagt.....Text- und Arbeitsbuch von Wolf-Dietrich Zielinski by Langenscheidt Verlag
- Wörter zur Wahl- Klett & Goyal Verlag.
- Tatsachen über Deutschland
- Planet- Deutsch Für Jüenliche B1, Hueber Verlag
- Themen Aktuell 3, Hueber Verlag.
- Deutsch für Ausländer von Hermann Kessler, Verlag für Sprachmethodik.
- Deutsch für Studenten: Text- und Übungsbuch, Neubearbeitung von Heinrich Stalb, Verlag für DEUTSCH.
- Sprache and Presse
- Deutschland
- Sprach Illustrierte
- JUMA
- Vitamin

Suggested E-learning Material:

- **For antonyms and synonyms**
<https://www.thoughtco.com/german-thesaurus-synonyms-4069105>
<https://www.synonym.com/synonyms/german>

- **For idioms**

<https://www.fluentu.com/blog/german/common-german-idioms/>

<https://www.theintrepidguide.com/german-idioms-and-expressions/#.XFK4jNizbIU>

<https://matterhornlanguages.com/german-idioms/>

- **For literary periods**

<https://blog.zeit.de/schueler/literatur/>

<https://www.frustfrei-lernen.de/deutsch/deutsch-literatur-epochen-ueberblick.html>

- **Die Bucherverbrennung**

<https://lesewelle.wordpress.com/2013/05/10/diese-literatur-muss-weg/>

<https://e-hausaufgaben.de/Hausaufgaben/D10950-Die-Bucherverbrennung-Bertolt-Brecht-Interpretation.php>

<https://norberto42.wordpress.com/2012/07/20/brecht-die-bucherverbrennung-zur-analyse/>

- **Die schlesischen Weber**

<http://www.schultreff.de/arbeiten/arb983.htm>

<https://lyrik.antikoerperchen.de/heinrich-heine-die-schlesischen-weber-the-silesian-weavers,textbearbeitung,437.html>

<https://norberto42.wordpress.com/2013/06/04/heine-die-schlesischen-weber-analyse/>

- **Erlkonig**

<https://lyrik.antikoerperchen.de/johann-wolfgang-von-goethe-erlkoenig,textbearbeitung,380.html>

<https://www.inhaltsangabe.de/goethe/erlkoenig/>

<https://ethosinterrupted.wordpress.com/2009/07/18/der-erlkonig/>

- **Vorbei**

<https://lyrik.antikoerperchen.de/joseph-von-eichendorff-nachtaeufer,textbearbeitung,400.html>

<https://e-hausaufgaben.de/Thema-167349-Gedichtanalyse-Eichendorff.php>

- **Die Stadt-Theodor Storm**

<https://lyrik.antikoerperchen.de/theodor-storm-die-stadt,textbearbeitung,213.html>

<https://www.mein=lernen.at/deutsch/gedicht-die-stadt-theodor-storm>

https://www.jstor.org/stable/3198602?seq=2#metadata_info_tab_contents

- **Der Frieder und das Katherlieschen**

https://www.grimmstories.com/de/grimm_maerchen/der_frieder_und_das_kathaerlieschen

<http://www.maerchenatlas.de/deutsche-maerchen/grimms-maerchen/der=frieder-und-das-katherlieschen/>

http://www.sagen.at/text/maerchen/maerchen_deutschland/brueder_grimm/derfrider.html

https://www.maerchenteppich.de/theaterstueck_37/der_frieder_und_das_katherlieschen/

- **Frau Holl**

<http://www.maerchenapfel.de/frau=holle/interpretation.html>

<http://www.maerchenatlas.de/deutsch-maerchen/grimms-maerchen/frau-holle/>

<http://www.artikel133.com/deutsch/1inhalt-von-frau-holle.php>

- **Die drei dunklen Könige**

<https://e-hausaufgaben.de/Hausaufgaben/D1716-Wolfgang-Borchert-Die-drei-dunklen-Koenige-Interpretation.php>

<https://lyrik.antikoerperchen.de/wolfgang-borchert-die-drei-dunklen-koenige.textbearbeitung,521.html>

http://www.schoolwork.de/kurzgeschichte/drei_dunklen_koenige.php

- **Der Mantel des Ketzers**

<http://www.litde.com/erzhlungen-der-gegenwart/der-mantel-des-kezers.php>

https://www.geschichte.ovh/allgemein/tab/de/Der_Mantel_des_Ketzers/d35207fd0c51ba956bfb2af959fce4cf9f74cec4

<https://www.zusammenfassung.info/der-mantel-des-kezers-zusammenfassung>

- **Das Obdach -Anna Seghers**

<http://www.artike133.com/deutsch/1/inhalt-von-frau-holle-php>

- **Application and E-mail writing**

<https://german.yabla.com/lesson-Writing-Letters-and-Emails-in-German-1032>

<https://german.yabla.com/lesson-Writing-Letters-and-Emails-in-German-1032>

- **Newspaper for Landeskunde**
<http://www.spiegel.de/>
<https://www.thelocal.de/>
<https://m.bild.de/>
- **Newspaper for Landeskunde**
- <http://www.spiegel.de/>
- <https://www.thelocal.de/>
- <https://m.bild.de/>
- **Basic German Phrases and Greetings**
- <https://www.thegermanproject.com/german-lessons/greetings-and-essentials>
- <https://www.iwillteachyoulanguage.com/learn/german/german-tips/basic-german-phrases>
- **German Listening practice**
- <https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>
- <https://www.zdf.de/#/hauptnavigation/startseite>
- <https://www.ardmediathek.de/ard/>
- **To practice translation of basic sentences**
- https://www.german-grammar.de/grammar/chapter_6/6_2_exercise.htm
- <http://www.goethe-verlag.com/tests/ED/ED.HTM>
- **To practice Grammar**
https://www.german-course-vienna.com/en/excercises_a1,20873.html

Certificate Course in English for Conversation

(Elementary/Advanced)

1. The Course of study for the examination shall extend over a period of one academic year (in two semesters).
2. A candidate who has passed the Senior Secondary School Certificate Examination shall be eligible for admission to the course, but the decision whether to join the elementary level course or advanced will be taken in consultation with the Department.

3. Scheme of Examination: Written

Particulars	Cont.	Semester	Total	Min. Pass	
	Asst.	Asst.	Marks	Marks	
Theory	30	70	100	150	60
Viva-voce	-	50	50		

4. Successful candidate will be classified as follows :-

- | | |
|--------------------------|-----------------|
| (i) 75% marks or above | Distinction |
| (ii) 60% marks or above | First Division |
| (iii) 50% marks or above | Second division |
| (iv) 40% marks or above | Pass |

English for Conversation (Elementary)

Time Duration - 2 Hours

4 classes/week

July - November

Mode of Exam: Written for 70 marks (Semester end Exam) and External Viva for 50 marks.

Learning Outcomes:

After the completion of the course, students will be able to:

- communicate effectively.
- enhance effective communication and develop better social interaction.
- write grammatically correct sentences .
- comprehend literary and non-literary texts.
- read texts with all clarity.
- listen and appreciate both literary and non-literary texts.

Course Content

The course comprises the following items:-

1. Basic R.P. Sounds & Transcription
2. Identifying Tenses in Text and Context
3. Dialogues
4. Vocabulary Building
5. Role play
6. Etiquettes

Recommended Reading:

Sharma, R. C. & Krishna, M. (2002). *Business Correspondence and Report Writing*. New Delhi: Tata McGraw Hill.

Suggested E-Learning Material:**English Conversation:**

<https://www.espressoenglish.net/everyday-english-speaking-course/>

Writing Skills:

<https://www.grammarbook.com/grammar/subjectVerbAgree.asp>

Listening Skills:

<https://www.skillsyouneed.com/ips/listening-skills.html>

Reading Skills:

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/6-essential-skills-needed-for-reading-comprehension>

English for Conversation (Advanced)

Time Duration - 2 Hours

December-April

Exam in April 4 classes/week

Mode of Exam: Written for 70 marks (Semester end Exam) and External Viva for 50 marks.

Learning Outcomes:

After the completion of the course, students will be able to:

- develop grammatical and communicative competence .
- write grammatically correct sentences .
- comprehend literary and non-literary texts.
- read texts with all clarity.
- listen and appreciate both literary and non-literary texts.
- enhance effective communication and develop better social interaction.

Course Content

- Précis & Composition
- Presentation

- Group Discussion
- Debate
- Soft Skills

Recommended Reading

Sharma, R.C. & Krishna, M. (2002). *Business Correspondence and Report Writing*. New Delhi: Tata McGraw Hill.

Suggested E-Learning Material:

English Conversation:

<https://www.espressoenglish.net/everyday-english-speaking-course/>

Writing Skills:

<https://www.grammarbook.com/grammar/subjectVerbAgree.asp>

Listening Skills:

<https://www.skillsyouneed.com/ips/listening-skills.html>

Reading Skills:

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/6-essential-skills-needed-for-reading-comprehension>

Certificate Course in German for Conversation (Elementary/Advanced)

Objective : This course aims to help the students in speaking German in day-to-day situations. It is for those students who have knowledge of German language but lack practice in spoken German.

Eligibility :

1. A candidate who has passed the Certificate course in German with minimum 55% marks shall be eligible for admission to the **Elementary** level course.
2. A candidate who has passed the Diploma Course in German with minimum 50% marks shall be eligible for admission to the **Advanced** level Course.

N. B. : The admissions were be made after counselling.

3. The course of study for the examination shall extend over a period of one academic year.

Scheme of Examination :

Oral : Total 150 Marks [50 Marks (Continuous Assessment) 100 Marks (Annual Assessment)] Successful Candidate will be classified as follows:

- | | |
|-----------------------|-----------------|
| 1. 75% marks or above | Distinction |
| 2. 60% marks or above | First Division |
| 3. 50% marks or above | Second Division |
| 4. 40% marks or above | Pass |

Detailed Syllabus

Elementary level

Learning Outcomes:

After the completion of the course, learners will be able to:

- React to a certain degree in clearly structured conversation situations
- Possess the ability to communicate correctly, fluently, confidently and effectively within and about the discipline.
- Actively participate in conversation and prepare, organize and deliver their ideas due to the command over the language.
- Comprehend and reproduce the written texts through effective oral expressions

Course Content:

Unit-1 1. Greetings, Introduction (Gruessen, rich Vorstellen)

2. In the Classroom (Nach Name, Herkunft and Ziel Fragen)

3. Receiving and Seeing off (Sich Verabschieden).

Unit-2 1. In Hotel (sich anmelden und ausweisen, ein Zimmer suchen, usw).

2. In Restaurant (Einen Platz suchen, nach dem Weg fragen, Essen und Getraenke bestellen, usw).

3. Shopping (einkaufen gehen).

Unit-3 1. Have an appointment (Einladung, zum Abendessen, Kino besuchen).

2. An appointment with a doctor (Eine Termin beim Arzt/In: über die Krankheit und Untersuchung sprechen).

3. Family(über die Familie sprechen)

Unit-4 1. Daily activities. (Mein Tagesablauf)

2. In the Library (In der Bibliothek).

3. At the Bus stand/Railway Station/Airport. (An Flughafen/Bahnhof)

Unit-5 1. At the Bank.

2. In the Post Office

3. Describing a Photo/picture (Vater und Sohn I) (Bild beschreibung)

Recommended Reading:

- Deutsches Gesprächsbuch für Ausländer von Werner Reinhardt, Claus Köhler und Arthur Michel, Veb Verlag Enzyklopädie.
- Tatsachen über Deutschland
- Netzwerk A1, Arbeitsbuch A 1
- Studio d A1
- Themen Aktuell 1
- Sprache and Presse
- Deutschland
- Sprach Illustrierte
- JUMA
- Vitamin

Suggested E-learning Material:

- **Newspaper for Landeskunde**

<http://www.spiegel.de/>

<https://www.thelocal.de/>

<https://m.bild.de/>

- **Basic German Phrases and Greetings**

<https://www.thegermanproject.com/german-lessons/greetings-and-essentials>

<https://www.iwillteachyoulanguage.com/learn/german/german-tips/basic-german-phrases>

- **German Listening practice**
<https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>
<https://www.zdf.de/#/hauptnavigation/startseite>
<https://www.ardmediathek.de/ard/>
- **To practice translation of basic sentences**
https://www.german-grammar.de/grammar/chapter_6/6_2_exercise.htm
<http://www.goethe-verlag.com/tests/ED/ED.HTM>
- **To practice Grammar**
https://www.german-course-vienna.com/en/exercercises_a1,20873.html

Advanced Level

Learning Outcomes:

After the completion of the course, learners will be able to:

- Initiate questions based upon the task/lectures etc.
- Participate spontaneously on discussions about different topics.
- Have pronunciation that is readily understood by native speakers or have near-native pronunciation.
- Identify and understand verbal cues in speaker attitude and tone.
- Summarize an experience of a face to face conversation.
- Recognize and modify own pronunciation and intonation problem.

Course Content:

- Unit 1** Hobby (über mein Hobby)
 Holidays/Vacation (über die Ferien)
 Sports
- Unit 2** An excursion/Picnic.
 Talking about Career/Future plans.
 Searching a room, talking about the rent etc.
- Unit 3** To apply for an post (Eine Bewerbung)
 Talking about the City and about living
 Talking about the Person.
- Unit 4** At the employment office.
 At the foreigners registration office
 About the Parking, traffic etc.

Unit 5 Describing a photo/picture (vom Buch Vater unde Sohn II) (Bild Beschreibung)

Description of scenery, showing the way, to formulate clichés.

Listening to the cassettes and to answer the questions. (small dialogues).

Recommended Reading:

- Deutsches Gesprächsbuch für Ausländer von Werner Reinhardt, Claus Köhler und Arthur Michel, Veb Verlag Enzyklopädie.
- Tatsachen über Deutschland
- Netzwerk A2 (Lehr- and Arbeitsbuch)
- Studio d A2 (Lehr- and Arbeitsbuch)
- Themen Aktuell A2 (Lehr- and Arbeitsbuch)
- Sprache and Presse
- Deutschland
- Sprnch Illustraiete
- JUMA
- Vitamin-D

Suggested E-learning Material:

• **Alltagsleben:**

<https://germanonlinegym.com/german-tv-online/>

<https://learnoutlive.com/top-10-german-movies-german-learners/>

<https://quizlet.com/subject/Goodbye-Lenin/>

<https://shop.multilingualbooks.com/pages/libraries-of-e-books-in-german>

<https://www.learning-german-online.org/>

• **German Grammar exercises:**

<https://www1.wdr.de/daserste/lindenstrasse/index.html>

<http://www.learn-german-online.net/en/learning-german-resources/free-german-grammar-exercises.html>

<https://www2.onleihe.de/goethe-institut/frontend/mediaList,0-0-0-102-0-0-0-0-400004-0-0.htm>

• **Landeskunde information:**

<https://www.goethe.de/ins/in/en/kul/ser/onl.html>

- **Current Affairs:**

online Newspapers i.e. *Frankfurter Allgemeine*, *Berliner Zeitung* etc

Deutsche Welle Nachrichten

<https://learnoutlive.com/easy-german-reading/>

<https://www.nachrichtenleicht.de/>

BANASTHALI VIDYAPITH

Certificate/Diploma Course



Curriculum Structure

1. Diploma in Archival Studies & Records Management - 2020
2. P.G. Diploma in Women and Human Rights - 2020

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

July, 2019

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No. F. 9-6/81-U.3

**Government of India
Ministry of Education and Culture
(Department of Education)**

New Delhi, the 25th October, 1983

NOTIFICATION

In exercise of the powers conferred by section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/

(M. R. Kolhatkar)

Joint Secretary to the Government of India

NOTICE

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

Diploma Programme

ARCHIVAL STUDIES AND RECORDS MANAGEMENT

PROGRAMME EDUCATIONAL OBJECTIVES:

In compatibility with Banasthali Vidyapith's aim to attempt the balance among the five necessary aspects of education- Physical, Practical, Aesthetic, Moral and Intellectual, the PG Diploma Programme in Archival Studies and Records Management is primarily a vocational course which intends to work as an institution of social memory. The larger objective of this course is to set up the Banasthali Archives especially when the institution approaches its centenary.

The programme intends to develop the broader perspective in archival theory, practice and documentation of sources. The learners will be acquainted with the core archival functions of appraisal and description, arrangement and description, reference and access, preservation and management of institutional, local, regional and national record in all formats, including digital.

Through a combination of lectures, discussions, research, experiential labs and possible internships, the course enables learners to:

- Examine the ways in which the past is narrated, recorded and preserved through archives.
- Encompass the theoretical background to the establishment of archives, the mechanism of knowledge production therein and practical functioning of the record management process.
- Appraise and acquire records in all formats by identifying and synthesizing a variety of approaches to build trustworthy collections that can provide the comprehensive, accurate, authentic and objective understanding of the past.
- Orient themselves with the fundamentals of creating local folkloric archives.
- Develop awareness about the preservation techniques of traditional and digital archival materials.

ARCHIVAL STUDIES AND RECORDS MANAGEMENT PROGRAMME OUTCOMES:

- ❑ **PO1: Archival Knowledge:** The Programme enables learners to comprehend the value and role of archives in society and in the understanding of economic-cultural and scientific transformation of human civilizations.
- ❑ **PO2: Planning Abilities:** Archivist ability to classify, categorize and indexing of document enhances the planning abilities and resource management.
- ❑ **PO3: Usage of Modern Archival Technology:** Through learning skills of document preservation by microfilming, digitization, chiffon repairing and lamination.
- ❑ **PO4: Professional Identity:** The professional identity as archivist and curator will be developed through the training in museum, archives and classroom activities.
- ❑ **PO5: Ethics of Archives:** The focus on ethics of recordkeeping enhances the ethical principles, personal values in the professional and social life of learners.
- ❑ **PO6: Communication:** The programme focuses on effective communication with the archivist, curators and society at large, such as, being able to comprehend and write effectively, make effective presentations and documentation.
- ❑ **PO7: The Archives and Society:** The archive records the evidence, sources and cultural memory of the society to further learn from the past experiences.
- ❑ **PO8: Environment and Sustainability:** Focus on digitization, creation of online archives and preservation of records enhance the idea of sustainable development.
- ❑ **PO9: Life-Long Learning:** For the making of an academic planet. The programme recognizes the need of creating the Banasthali Archives, portal for online archives, private archives and preserving the social memory.

DIPLOMA IN ARCHIVAL STUDIES AND RECORDS MANAGEMENT

SCHEME OF EXAMINATION

Course	Code	Course Name	L	T	P	C	Continuous Assessment (10X4=40)	Final Assessment (60)
I		Understanding Archives: Concepts and Theories	2	0	0	2	Any 4 components (10X4=40 marks)	Examination (written)
II		Preservation Planning and Records Management	2	0	0	2	Any 4 components (10X4=40 marks)	Examination (written)
III		Archiving Regional and Local History	2	0	0	2	Any 4 components (10X4=40 marks)	Examination (written)
IV		Project Report	0	0	16	8	Topic Selection (10) + Synopsis Presentation (10) + Pre Submission Viva (20)	Assessment of the Dissertation by Internal Board comprising members of the Department (60 Marks)
Credits			6	0	16	14		
Total Course Credits = 14								

DIPLOMA COURSE:
Archival Studies and Records Management

Department: History & Indian Culture

Duration: Annual & One Academic Session; **Seats:** 20

Eligibility: Graduation in any discipline

Scheme of Examination: Given below

Fees: 5000 INR (non-refundable)

Course Description & Justification: Courses in archival studies are getting significant recognition in academic institutions, such as the School of Archival Studies, National Archives of India, Gujarat Vidyapith, Gandhigram Rural Institute, Gandhigram, Pondicherry University, Osmania University, Annamalai University, etc. Since Archives holds a unique position, not only in life of a nation but also of an institution by acting as a repository of records, both past and present. Therefore, it is appraised by the faculty members that Banasthali Vidyapith, considering its illustrious and landmark journey towards women's education, undoubtedly requires to introduce such a course. It is expected by the members that the archival study will technically support and facilitate the establishment of Banasthali Archives containing and preserving the vast storehouse of Banasthali's heritage, which will significantly contribute to a better understanding of the past. The valuable history of the institution is embedded in various manuscripts, records, documents, and even in memories of people associated, and most of this is yet to be scientifically preserved and restored. Besides collaborations with the National Archives of India, the Apex Body in the field of Archiving in India and Rajasthan State Archives, Bikaner, for regional history, may be of great help for procuring technical supports required for introducing and sustaining the course. The value and need of a well-equipped scientifically established Banasthali Archives is quite justified as the University has stepped in the fourth quarter of accomplishing the centenary of its foundation. Therefore, the commencing of a Diploma Course in Archival Studies and Records Management and subsequent foundation of an Archive is the need of the day.

The proposed Diploma Course in Archival Studies & Records Management, primarily a vocational course, aims to offer the students with a broad perspective in archival theory and practice. The learners will be acquainted with the core archival functions of appraisal and description,

arrangement and description, reference and access, outreach, preservation, and management of records, institutional, local, regional, national, etc., in all formats, including digital formats, in accordance with best practices, law, and professional ethics. They would also be oriented with the theoretical, conceptual premises of the discipline as well as the fundamentals of creating local folkloric archives.

Courses: **I.** Understanding Archives: Concepts and Theories; **II.** Preservation Planning and Records Management; **III.** Archiving Regional and Local History; **IV.** Project Report.

Detailed Syllabus

Course I. Understanding Archives: Concepts and Theories

Max. Marks: 100

L T P C

(CA: 40 + FA: 60)

2 0 0 2

- Understanding Archives and its Scope
- Records and their preservation in era of Information Technology
- Personal and Societal Significance of Archives
- Types of Archives- Public, Corporate and Digital
- Theories- Custodialism and Post-Custodialism
- Archives and Law- Public Records Act, 1993.
- Orientalism and Institutionalization of Knowledge in British India
- Historical Evolution of National Archives of India, New Delhi
- The Establishment of National Library, Kolkata
- Repository of the Nehru Memorial and Museum Library, New Delhi

Learning Outcomes:

After the completion of the course Students will be able to:

- Understand the importance of Archives in the era of Information Technology.
- Analyze the various theoretical paradigms on Archives.
- Comprehend the motive behind the Institutionalization of knowledge in British India.

Recommended Books:

1. Bhatt, Rakesh Kumar, 1995, *History and Development of Libraries in India*, New Delhi: Mittal Publications.
2. Craven, Louise, 2016, *what are Archives? Cultural and Theoretical perspectives: A Reader*, New York: Routledge.
3. Foucault, M., 2002, *Archaeology of Knowledge*, Psychology Press.
4. Guide to the Records in the National Archives of India, 1977, Vol. I-X, New Delhi: NAI.
5. Ketelaar, Eric, 2012, Cultivating Archives: Meanings and Identities, *Archival Science*, 12:19–33.
6. Millar, Laura, 2010, *Archives: Principles and Practices*, Neal-Schuman Publishers.
7. O' Toole, James M. and Richard J. Cox, 2006, *Understanding Archives & Manuscripts*, Chicago: Society of American Archivists.
8. Said, Edward, 2001, *Orientalism: Western Conceptions of the History*, New Delhi: Penguin Books.

Suggested E-Resources:

- Lubar, Steven, 'Information Culture and the Archival Record',
https://www.jstor.org/stable/pdf/40294102.pdf?ab_segments=0%2Fdefault-2%2Fcontrol&refreqid=search%3A2397c207396d65eee21487afd04af1de
- Nesmith, Tom, 'Seeing Archives: Postmodernism and the Changing Intellectual Place of Archives',
https://www.jstor.org/stable/pdf/40294187.pdf?ab_segments=0%252Fdefault-2%252Fcontrol&refreqid=excelsior%3A14d68d43a3443ed7c77dc2c314a7b499
- Bell, David F. 'Infinite Archives',
<https://muse.jhu.edu/article/174964/pdf>

Course II. Preservation Planning and Records Management

Max. Marks: 100
(CA: 40 + FA: 60)

L	T	P	C
2	0	0	2

- Defining Preservation and Records Management
- Selection and Collection of Sources
- Genres of Records- Private Papers/Periodicals/Government Files.
- Conventional and Functional Filing System
- Accession and Arrangement of Public and Private Records
- Indexing of Records
- Techniques of Preservation- Flattening, Handmade Repair, Tissue Repair
- Hand lamination, Chiffon Repairing and Conservation of Documents
- Digitization and Microfilming
- Ethics of Recordkeeping

Learning Outcomes:

After the completion of the course Students will be able to:

- Understand the importance of Preservation and Records Management.
- Be acquainted with technicalities of preservation of documents in archives.
- Analyze the process of filing system, microfilming and indexing.
- Develop skills for vocational purposes.

Recommended Books:

1. Batra, N.L., 1996, *A Study in to the Ancient Building Material – An Emphasis on Preservation and Conservation*, Felicitation Volume of Dr. K. M. Srivastava. Batra, N.L., Heritage Conservation, New Delhi: Aryan Books International.
2. Cohen, Laura B., 2011, *Reference Services for Archives and Manuscripts*, London: Routledge.
3. Cozine, James, 2004, *Saving the Big Thicket: From Exploration to Preservation, 1685-2003*, Denton: University of North Texas Press.
4. Craven, Louise, 2016, *What are Archives? Cultural and Theoretical perspectives: A Reader*, New York: Routledge.

5. Cummings, Kate, 2010, *Ways of Seeing: Contextualizing the Continuum*, *Records Management Journal*, 20:1.
6. Ketelaar, Eric, 2012, Cultivating Archives: Meanings and Identities, *Archival Science*, 12:19–33.
7. Lee, Christopher A. 2011, *A Framework for Contextual Information in Digital Collections*, *Journal of Documentation* 67, no. 1: 95-143.

Suggested E-Resources:

- Meeks, Stephanie K. Introduction: The Future of Preservation’, <https://muse.jhu.edu/article/596225>
- Shepard, John . ‘Preservation’, https://www.jstor.org/stable/pdf/899640.pdf?ab_segments=0%2Fdefault-2%2Fcontrol&refreqid=search%3Ab5314a2b8df53e5b20014a2b130cc4c3
- Guerra, Claudia. ‘Cultural Mapping: Engaging Community in Historic Preservation’, <https://muse.jhu.edu/article/631476>

Course III. Archiving Regional and Local History

Max. Marks: 100

L T P C

(CA: 40 + FA: 60)

2 0 0 2

- Understanding Regional History.
- Importance of Regional Archives.
- A general survey of the holdings of Rajasthan State Archives, Bikaner.
- Survey of Sources at Maulana Abul Kalam Azad Arabic Persian Research Institute.
- Pt. Hiralal Shastri Papers: Private Diary.
- Defining Folklore.
- Alternative sources.
- Folk Religious traditions.
- Women as carriers of cultural history.
- Institutionalizing Rajasthani Folklore: Role of Komal Kothari & Rupayan Sansthan, Borunda.

Learning Outcomes:

After the completion of the course Students will be able to:

- Comprehend importance of Regional archiving
- Develop understanding of functioning of Regional Archives
- Inculcate skills of preservation of historical sources of information.
- Understand Traditions of archiving local and folkloric knowledge.

Recommended Books:

1. Bhattacharya, D.K. (July - December 2015). Studying Folklore: The Indian Experience. *Indian Anthropologist*, Vol. 45, No. 2. pp. 1-10.
2. Goody, Jack. (2010). *Myth, Ritual and the Oral*. Cambridge,UK: Cambridge University Press.
3. *Guide to The Records in The Rajasthan State Archives*. (1991). Bikaner: Rajasthan State Archives.
4. Marzolph, Ulrich. (Jan. - Apr., 1998). What Is Folklore Good for? On Dealing with Undesirable Cultural Expression. *Journal of Folklore Research*, Vol. 35, No. 1, Special Issue: International Rites, pp. 5-16.
5. Nadira, Anvarunnisa. (1978). *Tonk ki Mahanta ke Do Minar*, Arabic Persian Research Institute, Tonk: APRI.
6. *Rajasthan Sujas*. (1997). August-September (Special Issue on Archives).
7. Sharma, Preeti. (2012). “Hearing the hidden voices of feminine sexuality: Folkloric challenges to patriarchic traditions in Rajasthan”, *International Journal of Interdisciplinary Cultural Studies*, 7(2):37-47.
8. Shastri, Hiralal (1970). *Pratyaksha Jivanshastra: Autobiography*, Jaipur: Anupam Prakashan.
9. Usta, A Lateef. (2008). *Arabic Persian Research Institute*, Tonk: APRI.

Suggested E-Resources:

- An Institutional History of Rupayan Sansthan, Jodhpur | Sahapedia
<https://www.sahapedia.org/institutional-history-of-rupayan-sansthan-jodhpurb>
- Maulana Abul Kalam Azad Arabic Persian Research Institute, Tonk
www.maapritonk.nic.in
- Rajasthan State Archives - State Portal www.rsad.rajasthan.gov.in/

Course IV. Project Report

Max. Marks: 100
(CA: 40 + FA: 60)

L	T	P	C
0	0	16	8

Guidelines for writing the Project Report: Size 50-60 pages, double line space, in TNR 12 Font size. For Hindi type font to be used DevLys 010, size 14. Sequence of content - Title page, certificate of the supervisor, declaration by the student, content page, list/s of tables, graphs, charts, maps, illustrations, photographs and plates, acknowledgement, preface pages (to be numbered in small Roman digits, i, ii, iii... x). From chapter 1 to last pages Arabic numerals (1,2,3..75). If any, the Appendices and list of technical terms/glossary will follow the conclusion chapter and will not be numbered. Reference section/Bibliography will similarly not be numbered. Reference style - APA.

Synopsis: 8-10 pages including the research problem, tentative chapterisation, objectives, methodology, literature review and bibliography, with TNR 12 Font, double space.

The **Project Report** will be evaluated by the departmental board of 3 members, including Head, supervisor and one faculty member.

P.G. Diploma in Women and Human Rights

Programme Educational Objectives:

The one year Post Graduate Diploma course in Women and Human Rights is designed to:

- Enhance understanding about basic principles, institutions and mechanisms of human rights in general and women human rights in particular.
- Develop an understanding on various waves of feminist movements.
- Creates awareness and sensitivity among students about age old women's struggle on their rights.
- To sensitize and enable women to exercise their rights in contemporary socio-cultural context.

Programme Outcomes:

- **PO1: Awareness of Human Rights:** Acquire the knowledge of fundamentals of human rights, their importance and significance in women's lives.
- **PO2: Identifying anti-women customs and practices:** Help students learn about various discriminatory customs and practices prevalent in the society which hinder their holistic growth.
- **PO3: Enabling Women to claim and use their rights:** Make students aware of their rights with respect to Constitution and UN Declaration whereby gender equality is expected from the State and society.
- **PO4: Building self confidence among women:** Learn about different historical conventions of women's movements which resulted in empowering developments like CEDAW, women's rights and Constitutional provisions for creating gender equality, end gender violence and gender discrimination.
- **PO4: Gender sensitization:** Create awareness of gender sensitivity and social responsibility towards actively participating in sensitizing women and children of their human rights and help them identify the prevalent gender hostility and combat misogynistic practices.

Curriculum Structure:

Course	Course Name	L	T	P	C
Paper 1	Concepts & Theories	2	0	0	2
Paper 2	Institutional Mechanism & Constitutional Provisions	2	0	0	2
Paper 3	Women's Human Rights: National and International Context	2	0	0	2
Paper 4	Dissertation	0	0	16	8
Total		6	0	16	14

Evaluation Scheme and: Grading System: A student is required to pass in Dissertation & Practical Work with at least 40% marks and in written examination with 36% marks in each individual written paper but the passing marks will be 40% in aggregate.

Classification of division:

1. First division – 60%
2. Second division – 50%
3. Third division – 40%

Paper I - Concepts & Theories

Max. Marks: 100

(CA: 40 + ESA: 60)

L T P C

2 0 0 2

Learning Outcome

After completion of this paper students will be able to

- Acquaint with concepts of human rights and women human rights.
- Sensitized on historical development of human rights.
- Expect to become aware about WID WAD GAD, gender inequality, discriminatory practices.

Section –A

Concept of Human Rights & Historical overview

Women's Human Rights: Concept, its importance i.e. why we need separate Women's Human Rights, Individual Vs Group Rights, Relativism Vs Universalism.

Origin and development of Women's Human Rights

Section -B

Liberal Feminism

Marxist Feminism

Radical feminism

Section –C

Approaches to development-WID, WAD, GAD, Gandhian Approach to Development

Concept-Gender, Gender inequality, Gender Discrimination, Patriarchy

Liberalization and Globalization and their threats

Reference:

- Donnell, (2003). *Universal Human Rights in Theory and Practice*. (2nd Ed.). New York, Cornell University Press.
- Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012*
- Pachauri, S. K. (2010). *Women and Human Rights*. New Delhi, APH Publishing Corporation.
- Singh, Dharam (2015). *Human Rights*. Delhi, Low price publication.

- Saksena, Anu (2002). *Gender and Human Rights: Status of Women Workers in India*. Delhi, Shipra Publication.
- Kriemild, Saunders (ed) (2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. Jaipur, Rawat Publication.

E- resources:

- WID, WAD, GAD: Trends In Research and Practice
Platform: dl-bnc-idrc.dspacedirect.org
<https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/5225/34345.pdf?sequence=1>
- Human rights as a concept and UDHR
Platform- UN/UDHR
Link- <http://www.un.org/en/universal-declaration-human-rights>
- Feminism and its waves
Platform- Pacific University Oregoon
Link- <https://www.pacificu.edu/about/media/four-waves-feminism>

Paper II- Institutional Mechanism & Constitutional Provisions

Max. Marks: 100

(CA: 40 + ESA: 60)

L T P C

2 0 0 2

Learning Outcome

After completion of this paper students will be able to

- Promote understanding among students on changing status of women in India.
- Develop an insight among students and understanding of different laws to protect women's human rights and changing perspectives of women.
- Ability to understand and identify means to combat current problems in India

Section-A

Status of Women in India: Pre Independence and Post Independence

Constitutional Provisions: Constitutional Safeguard for the promotion of women's human right in India.

Section –B

Institutional Support-NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women and Child Development

Section-C

Different laws to protect WHR

Political

Economic

Social

References:

- United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication.
- Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited.
- Aasen, HenrittesindingHellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press.
- Singh, Dharam (2015). *Human Rights*. Delhi, Low price publication.
- Reilly, Niamh (2009). *Women's Human Rights*. Oxford, UK, and in Boston , Polity Publication.
- Saksena, Anu (2002) *Gender and Human Rights: Status of Women Workers in India*. Delhi , Shipra Publication

E resources:

- Constitutional Provisions
Platform : mospi.nic.in
http://mospi.nic.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/WM16ConstitutionalLegalRights.pdf
- NHRC, SHRC
Platform: nhrc.nic.in
http://nhrc.nic.in/sites/default/files/Unit_2.pdf

- NCW, SCW
Platform : wcd.nic.in
<http://www.wcd.nic.in/sites/default/files/ncwact.pdf>
- SC/ST Commission
Platform: shodhganga
http://shodhganga.inflibnet.ac.in/bitstream/10603/49841/13/12_chapter%207.pdf

Paper III-Women’s Human Rights: National and International Context

Max. Marks: 100
(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Learning Outcome

After completion of this paper students will be able to

- Acquaint on conceptualizing feminism, women/gender, sexual division of labour and patriarchy.
- Understand on violence against women in private and public domain.
- Develop an understanding on national and international Initiatives.

Section-A

Issues regarding the violation of Women’s Human Rights

Violence against women –private domain; domestic violence, Public domain; sexual harassment

Institutional practices-trafficking and prostitution, foeticide, Devdasi, Dowry, Child Marriage.

Section –B

Role of Media: Positive & Negative impact

Democratization of Indian parliament: Debate on reservation of seats for women.

Section-C

International initiatives-

International Convention on Civil and political Rights.

International Convention on Economic Social and Cultural Rights

Vienna Declaration, 1993

Fourth Women's Conference in Beijing, 1995

CEDAW

References:

- United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication.
- Mohanasundaran, K. (2013). *Human Rights Theories and Practice*. Delhi, Concept Publishing Company.
- Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited.
- Aasen, Henritte Sinding Hellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press.
- Myra Marx Ferree; Aili Mari Tripp. (2006). *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*. New York, University Press.
- Alison Jeffries, (1999) *Women's Voices, Women's Rights: Oxford Amnesty Lectures 1996*. Westview Press.
- Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012*

E resources:

- Concerned Legislations related to women
Platform :advocatekhoj.
<http://www.advocatekhoj.com/library/bareacts/index.php>
- International Convention on Civil and Political Rights
Platform: ohchr.org
<https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf>
- International convention on Economic Social and Cultural Rights
Platform: ohchr.org
<https://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf>

- CEDAW

Platform :ohchr.org

<https://www.ohchr.org/documents/professionalinterest/cedaw.pdf>

Paper IV - Dissertation

Max. Marks: 100

(CA: 40 + ESA: 60)

L	T	P	C
0	0	16	8
