

# **Sant Gadge Baba Amravati University, Amravati**

## **Faculty: Humanities, PG Degree in Urdu**

### **Programme: M.A. (Urdu) Part II, SEMESTER III**

*(Two years - Four Semesters Master's Degree Programme-NEP-23 with  
Exit and Entry Option Programme: M.A. Urdu, (Sem-3)*

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#### **PART-A**

#### **PROGRAMME OUTCOMES (POs)**

*Based on the provided syllabus, here are the Programme Outcomes (PSOs):*

1. Students will develop a thorough understanding of research methodologies, including qualitative and quantitative research techniques. They will acquire skills in data collection, analysis, and interpretation, which are essential for conducting independent research in Urdu studies. Additionally, students will become proficient in drafting research proposals, theses, and dissertations.
  2. Students will gain an in-depth knowledge of modern Urdu prose and poetry, covering major themes, styles, and literary movements. They will develop the ability to critically analyze and interpret contemporary Urdu literary works and appreciate the evolution of Urdu literature within social, political, and cultural contexts.
  3. Students will understand the theoretical frameworks and critical approaches in Urdu literary criticism. They will learn to apply various critical theories to analyze and evaluate Urdu literary texts and articulate well-informed critiques and arguments about literary works.
  4. Students will gain comprehensive knowledge about the life, works, and literary contributions of Mir Taqi Mir. They will critically assess Mir's poetry, focusing on his themes, style, and influence on Urdu literature, and appreciate his role in the development of Urdu poetry and his relevance in contemporary literary discourse.
  5. Students will explore the works of selected renowned Urdu poets, gaining insights into their literary significance. They will analyze the thematic diversity and stylistic innovations of these poets and develop a nuanced understanding of the historical and cultural contexts that shaped their works.
  6. Students will understand the relationship between fine arts and Urdu literature, exploring their interdisciplinary connections. They will gain knowledge of various forms of fine art and their impact on literary expression and aesthetics, and develop an appreciation for the visual arts and their influence on Urdu literary traditions.
  7. Students will examine different genres of non-fiction Urdu literature, such as essays, autobiographies, and travelogues. They will learn to critically analyze non-fiction texts, understand their themes, styles, and socio-political contexts, and appreciate the role of non-fiction literature in documenting and shaping cultural and intellectual history.
  8. Students will gain hands-on experience in conducting independent research projects in Urdu literature. They will develop skills in formulating research questions, designing methodologies, and presenting their findings. Students will also learn to work collaboratively, manage research timelines, and adhere to ethical research standards.
  9. Students will understand the fundamental principles and techniques of translation from and into Urdu. They will develop proficiency in translating various types of texts, including literary, academic, and technical materials. Additionally, students will appreciate the cultural nuances and challenges involved in the translation process, aiming for accuracy and fidelity to the source text.
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## PROGRAMME SPECIFIC OUTCOMES (PSOs)

*Based on the provided syllabus, here are the Programme Specific Outcomes (PSOs):*

1. Students will master the fundamental research methodologies necessary for conducting independent and rigorous research in Urdu studies.
2. Students will develop a deep understanding of modern Urdu prose and poetry, gaining the ability to critically analyze and interpret contemporary literary works.
3. Students will become proficient in applying various literary criticism theories, enabling them to evaluate and critique Urdu literary texts effectively.
4. Students will gain comprehensive insights into the life and works of Mir Taqi Mir, allowing them to appreciate his contribution to Urdu literature and his continued relevance.
5. Students will explore the works of selected renowned Urdu poets, understanding their literary significance and the historical and cultural contexts of their works.
6. Students will learn to appreciate the relationship between fine arts and Urdu literature, understanding how visual arts influence literary expression and aesthetics.
7. Students will develop the skills to critically analyze non-fiction Urdu literature, such as essays, autobiographies, and travelogues, recognizing their role in cultural and intellectual history.
8. Students will gain practical experience in conducting research projects, developing essential skills in formulating research questions, designing methodologies, and presenting findings.
9. Students will acquire proficiency in the principles and techniques of translation, enabling them to accurately translate texts while appreciating cultural nuances and maintaining fidelity to the source material.

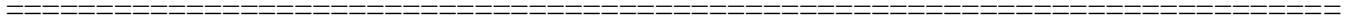
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## EMPLOYMENT POTENTIAL

1. **Teaching and academia:** Graduates of the M.A. Urdu program can pursue careers as Urdu language instructors at educational institutions, ranging from primary schools to universities. They can also enter academia as professors, researchers, or lecturers, contributing to the field through their expertise in Urdu language, literature, and culture.
2. **Translation and interpretation:** M.A. Urdu students possess strong translation skills, which make them well-suited for careers as professional translators and interpreters. They can work in various domains, such as literary translation, media, government agencies, multinational corporations, or international organizations, facilitating communication between Urdu-speaking communities and other language speakers.
3. **Publishing and editing:** With their deep understanding of Urdu literature, M.A. Urdu graduates can pursue careers in publishing houses, literary journals, or online platforms as editors, proofreaders, or content creators. They can contribute to the promotion and dissemination of Urdu literature by curating and editing literary works.
4. **Journalism and media:** M.A. Urdu students can explore opportunities in journalism, working for Urdu newspapers, magazines, radio stations, or television channels. They can serve as reporters, feature writers, editors, or anchors, covering a wide range of topics, including politics, culture, arts, and literature, and providing valuable insights to Urdu-speaking audiences.
5. **Cultural organizations and heritage institutions:** Graduates can find employment in cultural organizations, museums, libraries, and heritage institutions, contributing to the preservation, promotion, and documentation of the Urdu language, literature, and cultural heritage. They can

work as cultural advisors, archivists, researchers, or coordinators, engaging in projects that aim to conserve and showcase Urdu's rich cultural heritage.

6. **Freelance writing and blogging:** M.A. Urdu students can leverage their knowledge and writing skills to pursue freelance writing opportunities. They can create content for websites, blogs, and online platforms, exploring various genres like creative writing, literary criticism, or journalistic pieces, catering to a diverse readership interested in Urdu literature and culture.
7. **Government and diplomatic services:** Proficiency in Urdu can be valuable in government and diplomatic services, particularly in regions where Urdu is an official language or holds significant cultural importance. Graduates can work as language specialists, cultural advisors, or diplomats, facilitating communication and cultural understanding in diplomatic missions or government agencies.
8. **Cultural events and programs:** M.A. Urdu graduates can contribute to organizing and managing cultural events, festivals, and programs that celebrate the Urdu language and literature. They can work in cultural centres, event management companies, or community organizations, curating and promoting cultural initiatives to engage Urdu-speaking communities and beyond.
9. **Research and consultancy:** With their research skills and in-depth understanding of the Urdu language and literature, graduates can pursue careers as research analysts, consultants, or advisors. They can work in research institutes, think tanks, or consulting firms, providing expertise on Urdu-related projects, language policies, cultural studies, or language planning and development.
10. **Entrepreneurship and content creation:** Some M.A. Urdu graduates may choose to become entrepreneurs and establish their ventures related to the Urdu language and literature. They can create online platforms, and digital content, or start publishing houses to cater to the Urdu-speaking audience, fostering a vibrant Urdu literary ecosystem while also exploring innovative ways to promote and preserve the language.



**Sant Gadge Baba Amravati University, Amravati**  
**Programme: M.A. (Urdu) Part-II, Semester-III (NEP)**  
**Faculty: Humanities**

*(Syllabus, Two years - Four Semesters Master's Degree Programme-  
NEPv23 with Exit and Entry Option Programme: M.A. Urdu, (Sem-3)*

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**PART-B**

Sr. No.	Course Category	Course Title	Period	Credits	Total Marks
1	DSC-1	Fundamentals of Research	60	04	100
2	DSC-2	Modern Urdu Prose and Poetry	60	04	100
3	DSC-3	Literary Criticism in Urdu	60	04	100
3	DSE-3-A	Study of the Special Urdu Poet: Mir Taqi Mir)	60	04	100
	DSE-3-B	Studies of Selected Renowned Urdu Poets			
	DSE-3-C	Study of Fine Art			
	DSE-3-D	Study of Selected Genres of Non-Fiction Urdu Literature			
5	R.P.	Research Project (Phase One)	30	02	50
6	DSC-1.3 Tutorial	Principle of Translation	30	02	50
			300	20	500

**Note:**

- 1) The DSC syllabus will remain compulsory.
- 2) The DSE paper is optional, and any paper from group 4 must be selected.
- 3) DSC-1.3 Tutorial: Training and work experience must be completed as per the syllabus.
- 4) The Research Project (Phase One) is compulsory and must be completed by the student as per the syllabus.

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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER III (NEP)

### FUNDAMENTAL OF RESEARCH

## مبادیاتِ تحقیق

TIME: THREE HOURS

MAX. MARKS: 60

### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSC-1	Fundamental of Research	60	04

### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	• فنِ تحقیق تحقیق کیا ہے؟، تحقیق کی خصوصیات، محقق کی خصوصیات، وقت کی تقسیم، تحقیق کی اقسام، تحقیق کی ضرورت، اہمیت اور افادیت	15
II	• لائبریری کا استعمال ڈیوی ڈیسیمیل سسٹم، رسالوں سے استفادہ، لائبریریوں کے مطبوعہ کیٹ لاگوں سے استفادہ، ہندوستان کی بعض اہم لائبریریاں،	15
III	• آغازِ تحقیق، مقالہ کی تیاری و مقالہ کی تسوید موضوع کا انتخاب، ماخذ کی فہرست، بنیادی ذرائع، سوال نامہ، انٹرویو، پڑھنے کی تیاری، نوٹ لینا، چارٹ نقشے وغیرہ مواد کی ترتیب، مقالہ کی تسوید، حاشیہ اور حوالہ (فٹ نوٹ)، پی ایچ ڈی کا مقالہ، کتابیات یا فہرست، ماخذ، اشاریہ	15
IV	• تحقیق تصحیح متن تحقیق متن کی دشواریاں، الجاق کلام، نسخوں کی تلاش اور حصول، نسخوں کے مراتب، متن کی تحقیق و تصحیح، مقدمہ یا تعارف، حواشی و تعلیقات، کتابیات اور اشاریہ	15

### INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment : تفویزی کام	20
	Total	40 Marks

### COURSE SPECIFIC OUTCOMES (CSOs)

Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):

### UNIT ONE: فن تحقیق

- Students will understand the concept of research, including its definition, characteristics, and the qualities of a good researcher.
- Students will learn the importance of time management in research and the different types of research methodologies.
- Students will be able to identify and differentiate between various research types and their appropriate applications.

### UNIT TWO: لائبریری کا استعمال

- Students will gain proficiency in using the Dewey Decimal System for locating resources in a library.
- Students will learn how to effectively utilize journals and printed catalogues from libraries for their research.
- Students will become familiar with some of the major libraries in India and their collections.

### UNIT THREE: آغاز تحقیق، مقالہ کی تیاری و مقالہ کی تسوید

- Students will learn the process of initiating research, including topic selection and creating a list of sources.
- Students will develop skills in preparing and organizing their research material, including note-taking and using charts and maps.
- Students will understand the process of drafting a thesis, including proper citation, footnotes, and bibliography preparation.

### UNIT FOUR: تحقیق تصحیح متن

- Students will gain insights into the challenges of textual criticism and the identification of interpolations in texts.
- Students will learn the methods for locating and acquiring different manuscripts and evaluating their significance.
- Students will be trained in the techniques of textual editing, writing introductions, and annotations, and creating bibliographies and indexes.

### QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

- 4) Question No. 4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

**RECOMMENDED BOOKS:-**

1. *Mubadiyat-e-Tahqeeq : Abdur Razzaq Qureshi*
  2. *Tahqeeq ka Fan: Dr. Gyan Chand Jain*
  3. *Adbi aur Lisani Tahqeeq :Abdus Sattar Dalvi*
  4. *Tasheeh-o-Tahqeeq-e-Matan: Prof. Nazir Ahmad*
  5. *Tahqeeq-o-Tadveen :Ibne Kanwal*
  6. *Tahqeeq-o-Tadveen (Simt-0-Raftar): Dr. Mohammad Mausooof Ahmad*
  7. *Tahqeeq-o-Tadveen (Masail-0-Mubahis):Haneef Naqvi*
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**SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI**

**SYLLABUS**

**M.A. URDU PART-II, SEMESTER III (NEP)**

**MODERN URDU PROSE AND POETRY**

**جدید اردو نثر اور شاعری**

**TIME: THREE HOURS**

**MAX. MARKS: 60**

**COURSE DETAILS**

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSC-2	Modern Urdu Prose and Poetry	60	04

**UNIT-WISE SYLLABUS**

Unit	Topic / Content	Periods
I	• مقدمہ شعر و شاعری - خواجہ الطاف حسین حالی	15
II	• اردو شاعری پر ایک نظر - کلیم الدین احمد	15
III	• آتش گل - جگر مراد آبادی	15
IV	• کلیات - حسرت موہانی	15

**INTERNAL ASSESSMENT BASED ON SYLLABUS**

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
		Total 40 Marks

**COURSE SPECIFIC OUTCOMES (CSOs)**

*Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):*

- Unit-I: Explores classical Urdu poetry and literary criticism, focusing on Khwaja Altaf Hussain Hali's contributions, forms, and techniques of Urdu poetry, and weaknesses in classical poetry.
- Unit-II: Discusses the significance and impact of Urdu poetry, analyzing Kalimuddin Ahmed's works, themes, and perspectives on Urdu poetry's societal and historical context.
- Unit-III: Covers Jigar Muradabadi's "Atish-e-Gul," analyzing its themes, symbolism, and poetic techniques, while evaluating his contributions and comparing his style with contemporaries.
- Unit-IV: Engages with Hasrat Mohani's works, interpreting his poetry, socio-political themes, and impact on Urdu literature and society.



**QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No. 4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

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**RECOMMENDED BOOKS:-**

- 1) *Muqaddimah-e-Shair-o-Sha'eri - Khwaja Altaf Hussain Haali*
  - 2) *Urdu Shairi Par Ek Nazar - Kaleem-ud-Din Ahmad*
  - 3) *Aatish Gul - Jigar Moradabadi*
  - 4) *Kulliyat - Hasrat Mohani*
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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER III (NEP)

#### LITERARY CRITICISM IN URDU

#### اردو ادبی تنقید

TIME: THREE HOURS

MAX. MARKS: 60

#### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSC-3	Literary Criticism in Urdu	60	04

#### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	<ul style="list-style-type: none"><li>• تنقید کیا ہے؟</li><li>• تنقید کی ضرورت، اہمیت و افادیت</li><li>• ادب میں تنقید کی ابتداء و ارتقاء</li><li>• تنقید و تحقیق کا باہمی رشتہ و تعلق</li></ul>	15
II	<ul style="list-style-type: none"><li>• یونانی ادبی تنقید (نظریات و اہم شخصیات)</li><li>• سنسکرت ادبی تنقید</li><li>• عربی ادبی تنقید</li><li>• مشرقی معیار تنقید اور قدیم اردو تنقید</li></ul>	15
III	<ul style="list-style-type: none"><li>• فن تذکرہ نگاری اور تنقید کی رجحانات</li><li>• آزادی کے بعد اردو تنقید، نظریات و رجحانات</li><li>• اردو تنقید کے تین ادوار (نظریات و اہم شخصیات)</li><li>• اردو تنقید کے جدید رجحانات</li></ul>	15
IV	<ul style="list-style-type: none"><li>• مارکسی تنقید</li><li>• جمالیاتی تنقید</li><li>• عملی تنقید</li><li>• اسلوبیاتی تنقید</li></ul>	15

#### INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
	Total	40 Marks

#### COURSE SPECIFIC OUTCOMES (CSOs)

Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):

- Unit-I: Discusses criticism's definition, importance in literary analysis, and its historical development from ancient times to the present. Emphasizes the link between criticism and research.
- Unit II: Explores Greek, Sanskrit, and Arabic literary criticism, analyzing theories and figures' impact on Western, Indian, and Arabic traditions. Examines Eastern literary criticism's connection with ancient Urdu criticism.
- Unit-III: Develops skills in writing effective literary reviews, traces Urdu criticism's evolution post-independence, highlights major phases, and evaluates contemporary trends, including postmodernism's influence.
- Unit-IV: Covers Marxist, aesthetic, practical, and stylistic criticism, explaining each approach's principles and application in analyzing literary texts. Explores aesthetic aspects, practical techniques, and stylistic elements in literature.

#### **QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No. 4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

#### **RECOMMENDED BOOKS**

- 1) *Urdu Tanqeed: Prof. Zaheer Ahmed Siddiqui*
- 2) *Urdu Tanqeed aur uska Pasmanzar :Dr. Muhammad Aslam Qasmi*
- 3) *Fun-E-Tanqeed Aur Urdu Tanqeed Nigari: Noorul Hasan Naqvi*
- 4) *Muqaddama Sher O Shairi : Altaf Husain Hali*
- 5) *Aab-e-Hayat : Mohammed Husain Azad*
- 6) *Hamari Shairi: Masood Hasan Rizvi Adeeb*
- 7) *Jadeed Urdu Tanqeed, Usool Nazariyat : Sharib Rudulvi*
- 8) *Tanqeedi Nazriyat (Awwal O Duam) : Ehtesham Husain*
- 9) *Mashriqi Sheriyat Aur Urdu Tanqeed ki Riwayat : Abul Kalam Kasmi*
- 10) *Taassur Na Keh Tanqeed : Sadiq ur Rahman Kidwai*
- 11) *Adabi Tanqeed Aur Aslubiyat : Gopichand Narang*

**SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI**

**SYLLABUS**

**M.A. URDU PART-II, SEMESTER III (NEP)**

**STUDY OF THE SPECIAL URDU POET- MEER TAQI MEER**

**خصوصی مطالعہ: میر تقی میر**

**TIME: THREE HOURS**

**MAX. MARKS: 60**

**COURSE DETAILS**

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSE-3A	Study of the Special Urdu Poet: Meer Taqi Meer	60	04

**UNIT-WISE SYLLABUS**

Unit	Topic / Content	Periods
I	• میر کے حالات زندگی، میر کی شخصیت، عہد، سیاسی و سماجی و ادبی ماحول • میر کا فن	15
II	• میر کا تصور غم، تصور عشق، تصور انسان • میر کی غزل گوئی	15
III	• درج ذیل غزل کا خصوصی مطالعہ "منہ نکاہی کرے ہے جس تس کا" • میر کی مثنوی نگاری	15
IV	• اردو شاعری میں میر کا مقام • اردو شعراء پر میر کی شاعری کے اثرات	15

**INTERNAL ASSESSMENT BASED ON SYLLABUS**

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
	Total	40 Marks

**PROGRAMME SPECIFIC OUTCOMES (CSOs)**

*Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):*

- Unit-I: Explores Mir's life, personality, and the socio-cultural context that shaped his poetry. Analyzes the societal and cultural influences on his poetic themes, techniques, and personal experiences.

- Unit II: Examines Mir's portrayal of themes like sorrow, love, and humanity in his poetry. Analyzes his unique perspectives, emotions, and philosophical insights, along with his mastery of the ghazal form.
- Unit-III: Focuses on a specific ghazal by Mir, analyzing its themes, imagery, and poetic devices. Evaluate Mir's contributions to the masnavi tradition, examining structural elements and socio-cultural influences.
- Unit-IV: Highlights Mir's position in Urdu poetry, his influence on subsequent poets, and his enduring legacy. Explores the critical reception of his work, historical-cultural factors, and his impact on shaping Urdu poetic traditions.

**QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No. 4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

**RECOMMENDED BOOKS**

1. *Taaruf Meer Taqi Meer: Syed Hasan Noorani*
2. *Sher-e-Shor-angez : Shams-ur-Rahman Farooqui*
3. *Muhammad Taqi Meer: Dr. Jameel Jalbi*
4. *Meer Taqi Meer: Nisar Ahmad Farooqui*
5. *Meer Taqi Meer ka Shakhsyat aur Sheeri Duniya by Dr. Muhammad Hussain Azad*
6. *Naqd-e-Meer :Syed Abdullah*

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SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

SYLLABUS

M.A. URDU PART-II, SEMESTER III (NEP)

STUDIES OF SELECTED RENOWNED URDU POETS

اردو کے منتخب عبقری شعراء کا مطالعہ

TIME: THREE HOURS

MAX. MARKS: 60

COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSE-3-B	Studies of Selected Renowned Urdu Poets	60	04

UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	• ولی دکنی، سودا، میر تقی میر	15
II	• غالب، مومن، میر انیس	15
III	• حالی، اقبال، حسرت موہانی	15
IV	• فیض، جوش، جگر مراد آبادی	15

INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
	Total	40 Marks

COURSE SPECIFIC OUTCOMES (CSOs)

Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):

- Unit-I: Explores the literary contributions of Wali Dakni, Sauda, and Mir Taqi Mir in Urdu literature. Analyzes their styles, themes, techniques, and impact on the development of Urdu ghazal.
- Unit-II: Assesses the contributions of Ghalib, Momin, and Mir Anis to Urdu poetry. Analyze their unique expressions, socio-cultural contexts, use of language, and poetic techniques.
- Unit III: Evaluate the literary impact of Hali, Iqbal, and Hasrat Mohani. Examines their socio-cultural and political contexts, major themes, and roles in socio-political and cultural movements.
- Unit-IV: Assesses the significance of Faiz Ahmed Faiz, Josh Malihabadi, and Jigar Moradabadi in Urdu poetry. Analyzes their socio-political influences, themes, use of literary devices, and impact on the progressive literary movement.

**QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No. 4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

**RECOMMENDED BOOKS**

1. Tarikh-e-Urdu-Adab : Jameel Jalbi (Volume 1 to 4)
2. Urdu Shairi par ek nazar : Kalimuddin Ahmad
3. Tarikh-e-adab-e-Urdu: Noor-ul-Hasan Naqvi

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SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

SYLLABUS

M.A. URDU PART-II, SEMESTER III (NEP)

STUDY OF SELECTED GENRES OF NON-FICTION URDU  
LITERATURE

غیر افسانوی اردو ادب کی منتخب اصناف کا مطالعہ

TIME: THREE HOURS

MAX. MARKS: 60

COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSE-4A	Study of Selected Genres of Non-Fiction Urdu Literature	60	04

UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	خودنوشت، سوانح (فن اور تکنیک: آغاز و ارتقاء) • الطاف حسین حالی: یادگار غالب (صرف سوانح سے متعلق حصہ) • ادا جعفری: جو رہی سو بے خبری رہی (صفحہ 7 سے 52)	15
II	خاکہ انشائیہ (فن اور تکنیک: آغاز و ارتقاء) • مرزا فرحت اللہ بیگ: ڈپٹی نذیر احمد کی کہانی، کچھ میری کچھ ان کی زبانی • مولوی عبدالحق: نام دیو مالی، • رشید احمد صدیقی: کندن، • مشتاق احمد یوسفی: کافی، کرکٹ (منتخب انشائیہ: چراغ تلے) • پطرس بخاری: لاہور کا جغرافیہ، سویرے کل جو آنکھ میری کھلی (منتخب انشائیہ: مضامین پطرس)	15
III	سفر نامے، رپورٹاژ (فن اور تکنیک: آغاز و ارتقاء) • مجتبیٰ حسین: جاپان چلو جاپان چلو • قرۃ العین حیدر: دکن سانہیں ٹھار سنسار میں	15
IV	مکتوب نگاری (فن اور تکنیک: آغاز و ارتقاء) • خلیق انجم: مرتبہ: خطوط غالب (منتخب خطوط) • ابوالکلام آزاد: غبار خاطر: منتخب خطوط (چڑیا چڑے کی کہانی، چیتا خان)	15

INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
	Total	40 Marks

COURSE SPECIFIC OUTCOMES (CSOs)



Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):

- Unit I: Explores the concept of self-writing and biographical sketches, focusing on literary techniques in "Yadgar-e-Ghalib" by Altaf Hussain Hali and thematic aspects in "Sawaneh." Analyzes Ada Jafri's poem "Jo Rahi So Be Khabri Rahi."
- Unit II: Covers essay writing as an art form, evaluating narrative styles in Mirza Farhatullah Baig's story and storytelling techniques by Molvi Abdul Haq and Rashid Ahmed Siddiqui. Examines themes and techniques in Mushtaq Ahmed Yusufi's essays and socio-geographical themes in Patras Bukhari's writings.
- Unit III: Discusses travelogues and reportage as genres, analyzing themes and perspectives in "Japan Chalo Japan Chalo" by Mujtaba Hussain and socio-cultural insights in Qurratulain Hyder's work.
- Unit IV: Focuses on letter writing as an art, analyzing Ghalib's style in "Khatoot Ghalib" by Khaliq Anjum and thematic content and styles in selected letters from "Ghubar-e-Khatir" by Abu al-Kalam Azad.

#### **QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No. 4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

#### **RECOMMENDED BOOKS**

1. *Urdu Mein Rapoortaz Nigari: Abdul Aziz*
  2. *Urdu Adab Mein Khaka Nigari: Dr. Sabira Saeed*
  3. *Urdu Nasr Ka Fanni Irtiqaa: Farman Fathpuri*
  4. *Insha'iyah Aur Insha'iyat: Dr. Syed Muhammad Hasanain*
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SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

SYLLABUS

M.A. URDU PART-II, SEMESTER-III (NEP)

RESEARCH PROJECT

تحقیقاتی منصوبہ

COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
RP	Research Project	50	02

UNIT-WISE SYLLABUS

Sr. No.	Title of the Course / Subject	Steps of the Research Project	Total No. of Periods
1	Identifying the Research Topic and Defining Objectives:	<ol style="list-style-type: none"><li>1) Choose a research topic that is relevant, interesting, and has a gap in existing knowledge.</li><li>2) Clearly define the research objectives and questions you want to address.</li><li>3) Conduct a literature review to understand the current state of research in the chosen area.</li></ol>	10
2	Designing the Research Methodology:	<ol style="list-style-type: none"><li>1) Determine the research approach (quantitative, qualitative, mixed methods) that best suits your objectives.</li><li>2) Select the research methods, tools, and techniques (surveys, interviews, experiments, observations) to collect data.</li><li>3) Plan the sampling strategy and determine the sample size if applicable.</li><li>4) Create a detailed research plan outlining the steps to be taken and the timeline.</li></ol>	10
3	Data Collection and Analysis:	<ol style="list-style-type: none"><li>1) Collect data according to the chosen methods and procedures.</li><li>2) Organize and preprocess the collected data to ensure accuracy and consistency.</li><li>3) Apply appropriate data analysis techniques (statistical analysis, thematic analysis, content analysis) based on your research approach.</li><li>4) Interpret the results and draw conclusions that address your research objectives.</li></ol>	10
4	Writing the Research Project	<ol style="list-style-type: none"><li>1) Structure your Research Project with an introduction, literature review, methodology, results, discussion, and conclusion sections.</li><li>2) Write clear and concise content, providing context for your research, explaining your methodology, presenting your findings, and discussing their implications.</li><li>3) Cite relevant sources and adhere to a consistent citation style (APA, MLA, etc.).</li><li>4) Ensure proper formatting and organization of the Research Project.</li></ol>	10
5	Review, Revision, and Submission of Report	<ol style="list-style-type: none"><li>1) Proofread and edit your Research Project for grammar, clarity, and coherence.</li><li>2) Seek feedback from peers, mentors, or advisors to improve the quality of your Research Project.</li><li>3) Revise the Research Project based on the feedback received and make necessary adjustments.</li><li>4) Prepare supplementary materials such as tables, figures, and appendices, if required.</li><li>5) Format the final version of the Research Project according to the submission guidelines of the target.</li><li>6) Submit the Research Project to the relevant department of the college / University and follow the submission instructions carefully.</li></ol>	10

## COURSE SPECIFIC OUTCOMES (CSOs)

*Certainly, here are the course outcomes based on the provided syllabus for each unit:*

1. **Identify a research topic:** Choose a relevant and appropriate research topic based on their field of study and interests.
2. **Formulate research objectives:** Develop clear and specific research objectives that guide the direction of the project.
3. **Conduct literature review:** Demonstrate the ability to review and critically analyze existing literature related to their research topic.
4. **Design research methodology:** Select appropriate research methods and techniques, outlining how data will be collected and analyzed.
5. **Collect and analyze data:** Apply the chosen research methods to gather data, and utilize suitable tools to analyze and interpret the collected information.
6. **Draw valid conclusions:** Synthesize the research findings and draw logical and well-supported conclusions based on the data analysis.
7. **Generate new knowledge:** Contribute to the existing body of knowledge by presenting new insights, perspectives, or solutions in their research area.
8. **Communicate effectively:** Present their research project in a structured and coherent manner, both in written form and during presentations.
9. **Demonstrate critical thinking:** Apply critical thinking skills to evaluate research methodologies, findings, and the implications of their research.
10. **Ethical considerations:** Show an understanding of ethical considerations related to research, including proper citation, avoiding plagiarism, and respecting privacy and confidentiality.

## SOME MAJOR THEMES / TOPICS FOR “RESEARCH PROJECTS”

*Note The following topics are examples of research projects.*

*Here is a list of 50 comprehensive research topics related to Urdu literature that are specific to the Vidharbha region and cover various literary forms:*

### URDU POETRY:

1. **Exploring the Influence of Vidharbha's Culture on Urdu Poetry:** A study of how local traditions, dialects, and cultural elements shape Urdu poetry in the Vidharbha region.
2. **Comparative Analysis of Vidharbha's Urdu Ghazals and Classical Ghazals:** A comparative study of ghazals from Vidharbha with those from classical Urdu poetry, highlighting regional variations.
3. **Sufi Poetry in Vidharbha:** An analysis of Sufi themes and influences in Urdu poetry from the Vidharbha region.
4. **Prominent Vidharbha Urdu Poets: A Comparative Study:** A comparative exploration of the works and styles of well-known Urdu poets from Vidharbha.
5. **Nature Imagery in Vidharbha Urdu Poetry:** Investigating the use of nature imagery and its significance in Urdu poetry from the Vidharbha region.

### URDU PROSE:

6. **Historical Evolution of Urdu Prose in Vidharbha:** Tracing the development of Urdu prose literature in the Vidharbha region from its early origins to contemporary times.

**7. Vidharbha's Contribution to Urdu Short Stories:** An examination of the unique themes, styles, and narrative techniques in Urdu short stories from Vidharbha.

**8. Exploring Women's Voice in Vidharbha Urdu Prose:** Analyzing the representation of women's experiences and perspectives in Urdu prose literature from Vidharbha.

**9. Political and Social Commentary in Vidharbha's Urdu Essays:** Investigating how Urdu essays from the Vidharbha region address political and social issues.

**10. Autobiographical Elements in Vidharbha Urdu Literature:** A study of autobiographical themes and self-expression in Urdu literature from the Vidharbha region.

#### **URDU DRAMA:**

**11. Vidharbha's Theatrical Tradition in Urdu Drama:** Examining the history, themes, and cultural influences of Urdu drama in Vidharbha.

**12. Comparative Study of Vidharbha's Urdu Plays and National Urdu Plays:** Comparing the themes, techniques, and approaches of Urdu plays from Vidharbha with those from across the country.

**13. Socio-Political Commentary in Vidharbha Urdu Plays:** Analyzing how Urdu plays from Vidharbha reflect and comment on societal and political issues.

**14. Women's Roles and Representation in Vidharbha Urdu Drama:** Exploring the portrayal of women characters and their roles in Urdu drama from the Vidharbha region.

**15. Experimental Trends in Vidharbha's Contemporary Urdu Drama:** Investigating innovative approaches and experimental techniques in contemporary Urdu drama in Vidharbha.

#### **LITERARY CRITICISM:**

**16. Regional Identity and Urdu Literary Discourse in Vidharbha:** Examining how regional identity and cultural nuances impact the interpretation and reception of Urdu literature in Vidharbha.

**17. Comparative Analysis of Vidharbha's Literary Journals and Literary Movements:** Analyzing the contributions of literary journals and movements in shaping Urdu literary discourse in the Vidharbha region.

**18. Translation and Adaptation in Vidharbha's Urdu Literary Context:** Exploring the role of translation and adaptation in bridging Urdu literature with other languages and cultures in Vidharbha.

**19. Reception and Impact of Progressive Writers' Movement in Vidharbha:** Investigating the influence of the Progressive Writers' Movement on Urdu literature in the Vidharbha region.

**20. Literary Criticism Trends in Vidharbha's Urdu Literature:** Tracing the evolution of literary criticism and critical theories applied to Urdu literature in Vidharbha.

#### **CULTURAL AND HISTORICAL ASPECTS:**

**21. Vidharbha's Folk Traditions and Their Influence on Urdu Literature:** Exploring how local folk traditions, myths, and oral narratives shape Urdu literary expressions in Vidharbha.

**22. Colonial and Post-Colonial Themes in Vidharbha's Urdu Literature:** Analyzing how colonial and post-colonial experiences are depicted in Urdu literature from Vidharbha.

**23. Cultural Exchange and Urdu Literature in Vidharbha:** Examining the impact of cultural exchange, migration, and diaspora on Urdu literature in the Vidharbha region.

**24. Role of Urdu Literature in Vidharbha's Socio-Political Movements:** Investigating how Urdu literature from Vidharbha has contributed to local socio-political movements and awareness.

**25. Urbanization and Changing Themes in Vidharbha's Urdu Literature:** Exploring how urbanization and modernization have influenced the themes and narratives in Urdu literature from Vidharbha.

#### **COMPARATIVE STUDIES:**

**26. Comparative Study of Vidharbha's Urdu Literature and Literature from Other Regions:** Analyzing the similarities, differences, and cross-cultural influences in Urdu literature from Vidharbha and other regions.

**27. Vidharbha's Urdu Literature and Its Relation to Marathi Literature:** Exploring the interplay between Urdu and Marathi literary traditions in the Vidharbha region.

**28. Comparative Analysis of Vidharbha's Urdu and Hindi Literature:** Examining the linguistic and thematic connections between Urdu and Hindi literature in Vidharbha.

**29. Comparative Study of Vidharbha's Urdu Literature and Literature from Neighboring States:** Investigating the literary exchanges and cross-border influences between Vidharbha and its neighbouring states.

#### **LITERARY TRENDS AND MOVEMENTS:**

**30. Modernism and Post-Modernism in Vidharbha's Urdu Literature:** Analyzing the characteristics and influences of modernist and post-modernist trends in Urdu literature from Vidharbha.

**31. Progressive Literature and Vidharbha's Urdu Literary Landscape:** Investigating the impact of progressive literary thought and activism on Urdu literature in Vidharbha.

**32. Feminist Themes and Movements in Vidharbha's Urdu Literature:** Exploring the representation and evolution of feminist themes and movements in Urdu literature from Vidharbha.

**33. Existentialism and Absurdity in Vidharbha's Urdu Literary Works:** Examining existentialist and absurd themes in Urdu literary works from Vidharbha.

**34. Ecocriticism in Vidharbha's Urdu Literature:** Analyzing how environmental concerns are depicted and critiqued in Urdu literature from the Vidharbha region.

#### **LANGUAGE AND LINGUISTICS:**

**35. Vidharbha's Linguistic Diversity and Its Impact on Urdu Literature:** Exploring the influence of local dialects and linguistic variations on the Urdu literary expression in Vidharbha.

**36. Code-Switching and Multilingualism in Vidharbha's Urdu Literature:** Investigating instances of code-switching and multilingualism in Urdu literary works from Vidharbha.

**37. Language Politics and Urdu Literature in Vidharbha:** Examining the role of language politics and policies in shaping the Urdu literary landscape of Vidharbha.

**38. Vidharbha's Oral Traditions and Their Reflection in Urdu Literature:** Analyzing how oral traditions, folklore, and local storytelling practices influence Urdu literary forms in Vidharbha.

**39. Language and Identity in Vidharbha's Urdu Literature:** Exploring how language choices in Urdu literary works contribute to the construction of cultural and regional identities in Vidharbha.

#### **TRANSLATION AND ADAPTATION:**

**40. Translation of Marathi Literature into Urdu in Vidharbha:** Examining the translation of Marathi literary works into Urdu and its impact on cross-cultural literary exchanges in Vidharbha.

**41. Translating Vidharbha's Regional Literature into Urdu:** Analyzing the challenges and strategies of translating local Vidharbha literature into the Urdu language.

**42. Adaptation of Vidharbha's Folktales and Legends in Urdu Literature:** Investigating how local folk narratives and legends are adapted and integrated into Urdu literary forms in Vidharbha.

**43. Comparative Study of Translated Works and Their Originals in Vidharbha's Urdu Literature:**

Exploring the nuances of translated works in comparison to their original texts in Urdu literature from Vidharbha.

**LITERATURE AND SOCIETY:**

**44. Depiction of Caste and Class in Vidharbha's Urdu Literature:** Analyzing the portrayal of caste and class dynamics in Urdu literary works from the Vidharbha region.

**45. Representation of Rural and Urban Life in Vidharbha's Urdu Literature:** Investigating how rural and urban settings are depicted in Urdu literary narratives from Vidharbha.

**46. Literature of Resistance and Rebellion in Vidharbha:** Examining how Urdu literature from Vidharbha reflects themes of resistance, rebellion, and social change.

**47. Role of Humor and Satire in Vidharbha's Urdu Literature:** Exploring the use of humour and satire as tools for critiquing societal norms and practices in Urdu literature from Vidharbha.

**48. Exploring Identity and Marginalization in Vidharbha's Urdu Literature:** Analyzing how issues of identity, marginalization, and representation are addressed in Urdu literary works from Vidharbha.

**LITERATURE AND TECHNOLOGY:**

**49. Impact of Digital Media on Vidharbha's Urdu Literary Production:** Investigating how digital platforms and social media influence the creation, distribution, and consumption of Urdu literary content in Vidharbha.

**50. Exploring Virtual Spaces and Online Communities for Urdu Literature in Vidharbha:** Analyzing the emergence of virtual spaces and online communities dedicated to promoting and discussing Urdu literature in Vidharbha.

*These research topics cover a wide range of areas within Urdu literature, while also focusing on the specific cultural and regional context of Vidharbha. Urdu PG students should find these topics engaging and fruitful for their research projects.*

**RECOMMENDED BOOKS:-**

1. *Abjad-e-Tahqeeq: Dr. Muhammad Haroon Qadir*
2. *Urdu main Usool-e-Tahqeeq: Dr. Sultana Bakhsh*
3. *Mubadiyat-e-Tahqeeq : Abdul Razzaq Quraishi*
4. *Adbi Tahqeeq, Masael-wa-Tajziya: Rasheed Hasan Khan*
5. *Tahqeeq-w-Tadveen: Syed Muhammad Hashim*
6. *Usool-e-Tahqeeq-wa-Tarteeb-e-Matan: Dr. Tanveer Ahmad Alvi*

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SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

SYLLABUS

M.A. URDU PART-II, SEMESTER-III (NEP)

PRINCIPLE OF TRANSLATION

اصول ترجمہ نگاری

COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
Tutorial	Principle of Translation	30	02

UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	کثیر لسانی معاشرے میں ترجمہ کی روایت 1: کثیر لسانی سماج میں ترجمہ کی روایت 2: ترجمہ اور تہذیبی لین دین 3: زبان میں رجسٹر کا تصور اور کچھ اہم باتیں 4: اردو میں ترجمہ کی روایت 5: ترجمہ کے مسائل اور مترجم کے فرائض	15
II	ترجمہ نگاری کے بنیادی اصول 1: ترجمہ نگاری کے بنیادی اصول 2: ترجمہ کی اقسام 3: اصطلاحات وضع کرنے کے اصول 4: شاعری کے متون کا ترجمہ 5: سائنسی اور تکنیکی عبارت کا ترجمہ	15

Course Overview:

This course provides an in-depth exploration of translation within diverse linguistic and cultural contexts, divided into two units. The first unit covers the historical traditions of translation, its role in cultural exchange, language registers, and the complexities of translation in Urdu. The second unit focuses on foundational principles, encompassing various forms of translation, terminology development, poetic text translation, and translating scientific expressions. Through theoretical concepts, real-world examples, and practical exercises, students will develop comprehensive translation skills for effective communication across languages.

COURSE SPECIFIC OUTCOMES (CSOs)

Certainly, here are the course outcomes based on the provided syllabus for each unit:

Unit 1: Tradition of Translation in Multilingual Society: کثیر لسانی معاشرے میں ترجمہ کی روایت

- By the end of this unit, students will be able to:
- Understand the historical context and significance of translation in a multilingual society.

- Analyze the relationship between translation and cultural exchange.
- Comprehend the concept of language register and apply it to translation.
- Examine the evolution of translation tradition in the Urdu language.
- Identify challenges that arise in translation and comprehend the ethical responsibilities of translators.

## **Unit 2: Fundamentals of Translation Writing: ترجمہ نگاری کے بنیادی اصول**

- By the end of this unit, students will be able to:
- Grasp the fundamental principles of translation writing.
- Differentiate between various types of translation and their requirements.
- Apply principles for developing accurate and appropriate terminology.
- Effectively translate poetic texts while maintaining their literary essence.
- Translate scientific and technical expressions with precision and clarity.

### **Assessment and Evaluation**

The assessment and evaluation strategies for the provided course syllabus can be divided into two units. In the first unit, assessments include quizzes, discussions, written assignments, a research project, and case studies. These evaluate historical understanding, cultural exchange, language register application, ethical challenges, and real-world translation scenarios. The second unit involves translation exercises, analysis of translation types, terminology development, poetic translation, technical translation, and a final exam. Evaluation criteria encompass comprehension, application, critical thinking, accuracy, creativity, communication, participation, research quality, and time management. Grading combines these components, providing a comprehensive evaluation of students' theoretical knowledge, practical skills, and engagement in the translation field.

### **RECOMMENDED BOOKS:-**

1. *Fan-e-Tarjuma Nigari* : Khaliq Anjum
2. *Tarjume ka Fun aur Riwayat* : Dr. Qamar Raees
3. *Tarjuma : Riwayat aur Fan* : Waheed Qureshi
4. *Fan-e-Tarjuma Nigari (Istalahat-e-Tarjuma)* : Khalid Mahmood
5. *Tarajim ke Mabahis* : Abubakar Farooqui

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# **Sant Gadge Baba Amravati University, Amravati**

## **Faculty: Humanities, PG Degree in Urdu**

### **Programme: M.A. (Urdu) Part II, SEMESTER IV**

*(Two years - Four Semesters Master's Degree Programme-NEPv23*

*with Exit and Entry Option Programme: M.A. Urdu, (Sem-4)*

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#### **PART-A**

##### **PROGRAMME OUTCOMES (POs)**

*Based on the provided syllabus, here are the Programme Outcomes (POs):*

1. Students will demonstrate an advanced understanding of literary criticism theories and their application to Urdu literature.
2. Students will critically analyze modern Urdu prose and poetry, evaluating thematic depth and stylistic innovations.
3. Students will apply linguistic principles to analyze Urdu texts and speech patterns critically.
4. Students will gain comprehensive knowledge of Dr. Allama Iqbal's life, works, and intellectual contributions to Urdu literature.
5. Students will analyze selected renowned Urdu writers' works, exploring thematic and stylistic aspects across genres.
6. Students will interpret Sufism in Urdu literature, analyzing its themes, symbols, and spiritual dimensions.
7. Students will conduct independent research in Urdu literature, presenting findings coherently and ethically.
8. Students will apply principles of information management to organize and critically evaluate Urdu literary resources.

##### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

*Based on the provided syllabus, here are the Programme Specific Outcomes (PSOs):*

1. Apply diverse literary criticism theories to analyze and evaluate Urdu literary texts effectively.
2. Critically interpret modern Urdu prose and poetry, considering major movements and stylistic innovations.
3. Analyze Urdu language structure and usage using foundational linguistic theories, applicable to literary analysis.
4. Interpret Dr. Allama Iqbal's literary and philosophical contributions to Urdu literature with depth and clarity.
5. Analyze the works of renowned Urdu writers, exploring their themes, styles, and cultural contexts.
6. Interpret representations of Sufism in Urdu literature, analyzing spiritual themes and philosophical dimensions.

7. Conduct advanced research in Urdu literature, demonstrating proficiency in methodology and critical analysis.
8. Manage and communicate Urdu literary knowledge effectively, utilizing appropriate media and information management techniques.

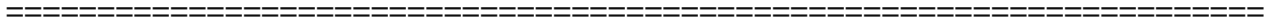
## **EMPLOYMENT POTENTIAL**

1. **Education and Academic Careers:** Graduates of the M.A. Urdu program can pursue teaching positions as Urdu language instructors at educational institutions, ranging from primary schools to universities. They can also contribute to academia as professors, researchers, or lecturers, sharing their expertise in Urdu language, literature, and culture.
2. **Translation and Interpretation:** M.A. Urdu students possess strong translation skills, making them well-suited for careers as professional translators and interpreters. They can work in various domains, including literary translation, media, government agencies, multinational corporations, or international organizations, facilitating effective communication between Urdu-speaking communities and speakers of other languages.
3. **Publishing and Editing:** With their deep understanding of Urdu literature, M.A. Urdu graduates can pursue careers in publishing houses, literary journals, or online platforms as editors, proofreaders, or content creators. They can contribute to the promotion and dissemination of Urdu literature by curating and editing literary works.
4. **Journalism and Media:** M.A. Urdu students can explore opportunities in journalism by working for Urdu newspapers, magazines, radio stations, or television channels. They can serve as reporters, feature writers, editors, or anchors, covering a wide range of topics such as politics, culture, arts, and literature, and providing valuable insights to Urdu-speaking audiences.
5. **Cultural Organizations and Heritage Institutions:** Graduates can find employment in cultural organizations, museums, libraries, and heritage institutions, contributing to the preservation, promotion, and documentation of Urdu language, literature, and cultural heritage. They can work as cultural advisors, archivists, researchers, or coordinators, engaging in projects that aim to conserve and showcase Urdu's rich cultural heritage.
6. **Freelance Writing and Blogging:** M.A. Urdu students can leverage their knowledge and writing skills to pursue freelance writing opportunities. They can create content for websites, blogs, and online platforms, exploring various genres such as creative writing, literary criticism, or journalistic pieces, catering to a diverse readership interested in Urdu literature and culture.
7. **Government and Diplomatic Services:** Proficiency in Urdu can be valuable in government and diplomatic services, particularly in regions where Urdu is an official language or holds significant cultural importance. Graduates can work as language specialists, cultural advisors, or diplomats, facilitating communication and cultural understanding in diplomatic missions or government agencies.
8. **Cultural Events and Programs:** M.A. Urdu graduates can contribute to organizing and managing cultural events, festivals, and programs that celebrate Urdu language and literature. They can work in cultural centres, event management companies, or community

organizations, curating and promoting cultural initiatives to engage Urdu-speaking communities and beyond.

9. **Research and Consultancy:** With their research skills and in-depth understanding of the Urdu language and literature, graduates can pursue careers as research analysts, consultants, or advisors. They can work in research institutes, think tanks, or consulting firms, providing expertise on Urdu-related projects, language policies, cultural studies, or language planning and development.

10. **Entrepreneurship and Content Creation:** Some M.A. Urdu graduates may choose to become entrepreneurs and establish their ventures related to the Urdu language and literature. They can create online platforms, and digital content, or start publishing houses to cater to the Urdu-speaking audience, fostering a vibrant Urdu literary ecosystem while also exploring innovative ways to promote and preserve the language.



# Sant Gadge Baba Amravati University, Amravati

Faculty: Humanities, PG Degree in Urdu

Programme: M.A. (Urdu) Part II, SEMESTER IV

(Two years - Four Semesters Master's Degree Programme-NEPv23  
with Exit and Entry Option Programme: M.A. Urdu, (Sem-4)

## PART-B

Sr. No.	Course Category	Course Title	Periods	Credits	Marks
1	DSC-1	Literary Criticism in Urdu	60	04	100
2	DSC-2	Modern Urdu Prose and Poetry	60	04	100
3	DSC-3	Linguistics	60	04	100
4	DSE-4-A	Study of the Special Urdu Poet: Dr. Allama Iqbal	60	04	100
	DSE-4-B	Studies of Selected Renowned Urdu Writers			
	DSE-4-C	Study of Sufism in Urdu Literature			
5	R.P.	Research Project (Phase Two)	60	04	150
6	DSC-II-4 Tutorial	Information, Communication, and Knowledge Management	30	02	50
<b>Total</b>			<b>330</b>	<b>22</b>	<b>600</b>

### Note:

- 1) The DSC Syllabus will remain compulsory.
- 2) The DSE paper is optional, and any paper from group 4 has to be selected.
- 3) DSC-II.4 Tutorial: Training and work experience must be completed as per the syllabus.
- 4) The Research Project (Phase Two) is compulsory and must be completed by the student as per the syllabus.

**SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI**

**SYLLABUS**

**M.A. URDU PART-II, SEMESTER IV (NEP)**

**LITERARY CRITICISM IN URDU**

**اردو ادبی تنقید**

**TIME: THREE HOURS**

**MAX. MARKS: 60**

**COURSE DETAILS**

<b>Code of the Course / Subject</b>	<b>Title of the Course / Subject</b>	<b>Total number of Periods</b>	<b>Credits</b>
DSC-1	Literary Criticism in Urdu	60	04

**UNIT-WISE SYLLABUS**

<b>Unit</b>	<b>Topic / Content</b>	<b>Periods</b>
I	<ul style="list-style-type: none"><li>• خواجہ الطاف حسین حالی</li><li>• علامہ شبلی نعمانی</li><li>• محمد حسین آزاد</li></ul>	15
II	<ul style="list-style-type: none"><li>• مسعود حسن رضوی</li><li>• احتشام حسین</li><li>• کلیم الدین احمد</li></ul>	15
III	<ul style="list-style-type: none"><li>• آل احمد سرور</li><li>• مجنوں گور کھپوری</li><li>• شمس الرحمن فاروقی</li></ul>	15
IV	<ul style="list-style-type: none"><li>• خلیل الرحمن اعظمی</li><li>• عنوان چشتی</li><li>• گوپی چند نارنگ</li></ul>	15

**INTERNAL ASSESSMENT BASED ON SYLLABUS**

<b>Sr. No.</b>	<b>Internal Assessment Marks Distribution</b>	<b>Marks</b>	
1	Objective type Questions : معروضی سوالات :	20	
2	Assignment : تفویزی کام :	20	
		Total	40 Marks

**COURSE SPECIFIC OUTCOMES (CSOs)**

*Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):*

- **Unit I:** Explores the literary contributions and critical perspectives of Khawaja Altaf Hassan Hali, Allama Shibli Nomani, and Muhammad Hassan Azad. Analyze their historical and cultural contexts, compare their ideas on literature and society, and critically examine their works.
- **Unit II:** Examines the critical theories of Masood Hasan Rizvi, Ihtisham Hussain, and Kaleemuddin Ahmad. Evaluate their impact on Urdu literature, analyze their works, and apply their methodologies to interpret literary texts.
- **Unit III:** Investigates Aal Ahmad Saroor, Majnoon Gorakhpuri, and Shamsur Rahman Faruqi's critical perspectives and literary contributions. Analyzes socio-cultural influences, examines their works, and applies their frameworks to interpret Urdu literature.
- **Unit IV:** Evaluate Khalil-ur-Rehman Azmi, Unwan Chishti, and Gopi Chand Narang's critical viewpoints and contributions. Explores their impact, interprets their works, and applies their theoretical frameworks to analyze and understand literary texts.

### **QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No.1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No.2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No.3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No.4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

### **RECOMMENDED BOOKS**

1. *Fun-E-Tanqeed Aur Urdu Tanqeed Nigari: Noorul Hasan Naqvi*
2. *Muqaddama Sher O Shairi : Altaf Husain Hali*
3. *Aab-e-Hayat : Mohammed Husain Azad*
4. *Hamari Shairi: Masood Hasan Rizvi Adeeb*
5. *Jadeed Urdu Tanqeed, Usool Nazariyat : Sharib Rudulvi*
6. *Tanqeedi Nazriyat (Awwal O Duam) : Ehtesham Husain*
7. *Mashriqi Sheriyat Aur Urdu Tanqeed ki Riwayat : Abul Kalam Kasmi*
8. *Taassur Na Keh Tanqeed : Sadiq ur Rahman Kidwai*
9. *Adabi Tanqeed Aur Aslubiyat : Gopichand Narang*

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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER IV (NEP)

### MODERN URDU PROSE AND POETRY

### جدید اردو نثر اور شاعری

TIME: THREE HOURS

MAX. MARKS: 60

#### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSC-2	Modern Urdu Prose and Poetry	60	04

#### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	• مقالات شبلی- شبلی نعمانی	15
II	• غبار خاطر- مولانا ابولکلام آزاد	15
III	• شعلہ و شبنم- جوش ملیح آبادی	15
IV	• نقش فریادی- فیض احمد فیض	15

#### INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	معروضی سوالات : Objective type Questions	20
2	تفویزی کام : Assignment	20
	Total	40 Marks

#### COURSE SPECIFIC OUTCOMES (CSOs)

Based on the provided syllabus, here are the Course Specific Outcomes (PSOs):

- **Unit I:** Explores the literary and philosophical ideas within Shibli Nomani's essays. Evaluates their impact on Urdu literature and intellectual discourse. Analyzes historical and cultural contexts, applies critical thinking, and enhances writing skills.
- **Unit II:** Interprets expressions and metaphors in Maulana Abul Kalam Azad's letter collections. Analyzes socio-political themes, philosophical underpinnings, and the contribution of his poetry. Contextualizes his writings and appreciates his language and imagery.

- **Unit III:** Interprets emotions, themes, and symbols in Josh Malihabadi's poetry collection "Shola-o-Shabnam." Analyzes his style, language, imagery, and socio-political/cultural aspects. Evaluate his impact on Urdu poetry and develop critical thinking.
- **Unit IV:** Analyzes the profound themes in Faiz Ahmed Faiz's "Naqsh-e-Faryadi." Interprets metaphorical expressions and socio-political commentary. Evaluates his impact on Urdu literature and socio-political awareness. Considers historical context and appreciates his contributions and poetic techniques.

**QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No.4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

**RECOMMENDED BOOKS**

1. *Maqalat Shibli - Shibli Nomani*
2. *Ghubar-e-Khatir - Maulana Abul Kalam Azad*
3. *Shola-o-Shabnam - Josh Malihabadi*
4. *Naqsh-e-Faryadi - Faiz Ahmed Faiz*

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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER IV (NEP)

## LINGUISTICS

## لسانیات

TIME: THREE HOURS

MAX. MARKS: 60

### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSC-3	Linguistics	60	04

### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	لسانیات کیا ہے؟ لسانیات کی اہمیت و افادیت۔ صوتیات، فونیمیات	15
II	مارفیمیات، نحویات، معنیات، اسلوبیات	15
III	سماجی لسانیات، عصبی لسانیات، تاریخی لسانیات	15
IV	زبان کی تدریس کا لسانیاتی طریقہ کار، زبان کی تعریف اور زبان کے آغاز کے مختلف نظریات، ہند آریائی زبانوں کا عہد واری ارتقا، اردو کے آغاز و ارتقا کا سیاسی، تاریخی و تہذیبی پس منظر، اردو کی ابتداء کے مختلف نظریات، اردو ہندی کا لسانی رشتہ	15

### INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
	Total	40 Marks

### COURSE SPECIFIC OUTCOMES (CSOs)

Based on the provided syllabus, here are the Course Specific Outcomes (PSOs):

- **Unit I:** Introduces linguistics and its importance in language study. Covers phonetics and phonemics, exploring sound's role and variations in language.
- **Unit II:** Explores grammatical and semantic analysis. Focuses on morphemics, syntax, semantics, and their application in understanding word forms and linguistic styles.

- **Unit III:** Examines sociolinguistics, neurolinguistics, and historical linguistics. Studies language's connection to society, brain processing, and historical evolution through linguistic evidence.
- **Unit IV:** Applies linguistic approaches to teaching, compares language theories, traces Indo-Aryan language progression, and evaluates Urdu's emergence influenced by history, politics, and culture. Investigates Urdu-Hindi linguistic relationship.

**QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No.4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

**RECOMMENDED BOOKS**

1. *Urdu Lisaniyat: Shaukat Sabzwari*
2. *Dastaan Zabaan-e- Urdu: Shaukat Sabzwari*
3. *Urdu Zabaan Ke Mukhtalif Nazriyat: Khurshid Humairah*
4. *Hindustani Lisaniyat Ka Khaka: Professor Ihtesham Hussain*
5. *Muqaddma Tareekh Zabaan-e-Urdu: Professor Masood Hussain Khan*
6. *Hindustani Lisaniyat: Dr. Muhiuddin Qadri Zor*
7. *Glycine H. A: Tozeehi Lisaniyat*
8. *Urdu Mein Lisaniyat Taqreeq: Abdul Sattar Dalvi*
9. *Ek Bhasha, Dolkhawat, Doadab: Gyan Chandra Jain*

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**SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI**

**SYLLABUS**

**M.A. URDU PART-II, SEMESTER IV (NEP)**

**STUDY OF THE SPECIAL URDU POET- DR. MUHAMMAD**

**IQBAL**

**خصوصی مطالعہ: ڈاکٹر محمد اقبال**

**TIME: THREE HOURS**

**MAX. MARKS: 60**

**COURSE DETAILS**

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSE-4-A	Study of The Special Urdu Poet, Dr. Allama Iqbal	60	04

**UNIT-WISE SYLLABUS**

Unit	Topic / Content	Periods
I	• علامہ اقبال کی سوانح حیات و ادبی خدمات • علامہ اقبال کی نظم نگاری (منتخب منظومات کا جائزہ)	15
II	• اقبال بحیثیت غزل گو شاعر (منتخب غزلیات کا جائزہ) • اقبال کی تخلیقات میں اسلامی افکار و نظریات • اردو ادب پر اقبال کے اثرات	15
III	• اقبال کا فلسفہ خودی • اقبال کے سیاسی اور سماجی افکار و نظریات • قومی تشخص اور تحریک آزادی پر اقبال کے اثرات	15
IV	• فلسفہ تعلیم، فلسفہ، مرد مومن و مرد کامل، عورت، فلسفہ روحانیت و تصوف، فلسفہ وطنیت، فلسفہ عشق، فلسفہ عمل، فلسفہ علم، فلسفہ اجتہاد، اتحاد امت	15

**INTERNAL ASSESSMENT BASED ON SYLLABUS**

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment: تفویزی کام	20
	Total	40 Marks

**COURSE SPECIFIC OUTCOMES (CSOs)**

*Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):*

- **Unit I:** Focuses on Allama Iqbal's life, literary contributions, and critical perspectives. Evaluate his impact on Urdu literature and analyze his selected poetry.
- **Unit II:** Explores Iqbal's contribution to Urdu ghazal poetry, his Islamic thoughts, and his influence on Urdu literature. Examines his impact on Urdu literary movements.
- **Unit III:** Explores Iqbal's concept of "Khudi" (Selfhood), his political and social ideas, and his role in shaping national identity and the freedom movement.
- **Unit IV:** Delves into various aspects of Iqbal's philosophy, including education, the ideal man, women's role, spirituality, nationalism, love, action, knowledge, striving, and the unity of the Muslim ummah.

## **DISTRIBUTION OF MARKS**

### **QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No.4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

## **RECOMMENDED BOOKS**

1. *Ruh-e-Iqbal* : Yusuf Husain Khan
2. *Iqbal* : Anjuman Taraqqi Urdu Delhi
3. *Johar-e-Iqbal* : Jamia Milliyya Dehli
4. *Iqbal ka Mutalaa* : Syed Nazir Niyazi
5. *Dr. Iqbal*: Abdul Mali
6. *Fikr-e-Iqbal* : Khalifa Abdul Hakeem
7. *Iqbal-e-Kamil* : Abdul Salam Nadvi
8. *Maqamat-e-Iqbal* : Syed Muhammad Abdullah
9. *Muhammad Iqbal (Adbi Sawaneh)* : Jagannath Azad
10. *Khutut-e-Iqbal* : Rafiuddin Hashmi
11. *Iqbal, Ek Mutala* : Kalimuddin Ahmad
12. *Iqbal ki Urdu* : Ibadat Barelyvi

# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER IV (NEP)

### STUDIES OF SELECTED RENOWNED URDU WRITERS

### اردو کے منتخب عبقری نثر نگاروں کا مطالعہ

TIME: THREE HOURS

MAX. MARKS: 60

#### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSE-4-B	Studies of Selected Renowned Urdu Writers	60	04

#### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	• ملا وجہی، میر امن دہلوی، مرزا غالب، رتن ناتھ سرشار، رجب علی بیگ سرور،	15
II	• حالی، شبلی، سر سید احمد خان، نذیر احمد، حسین آزاد	15
III	• پریم چند، کرشن چندر، جیندر سنگھ بیدی، مشتاق احمد یوسفی، پطرس بخاری، مرزا ہادی رسوا، عصمت چغتائی	15
IV	• کلیم الدین احمد، آل احمد سرور، مسعود حسن رضوی، احتشام حسین، امتیاز علی تاج، شمس الرحمن فاروقی، سجاد حیدر بیدرم	15

#### INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions: معروضی سوالات	20
2	Assignment : تفویزی کام	20
	Total	40 Marks

#### COURSE SPECIFIC OUTCOMES (CSOs)

Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):

- **Unit I:** Focuses on the contributions of Mulla Wajhi, Mir Amman Dehlawi, Mirza Ghalib, Ratan Nath Sarshar, and Rajab Ali Beg Suroor, examining their styles, themes, and socio-cultural contexts.
- **Unit II:** Explores the works of Hali, Shibli Nomani, Sir Syed Ahmed Khan, Nazir Ahmed, and Husain Azad, assessing their significance within the socio-political and intellectual context of their time.

- **Unit III:** Examines the literary contributions of Premchand, Krishan Chander, Jinder Singh Bedi, Mushtaq Ahmed Yousufi, Patras Bokhari, Mirza Hadi Ruswa, and Ismat Chughtai. It delves into their themes, narrative techniques, and impact on societal issues.
- **Unit IV:** Assesses the literary legacies of Kalemuddin Ahmed, Al Ahmed Surur, Masood Hasan Rizvi, Ihtisham Hussain, Intizar Hussain, Shamsur Rahman Faruqi, and Sajjad Haider Yaldram, focusing on their modern contributions, styles, and impact on contemporary literature.

**QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 4) Question No.4: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.

**RECOMMENDED BOOKS**

1. Tarikh-e-Urdu-Adab : Jameel Jalbi (Volume 1 to 4)
  2. Urdu Tanqeed par ek nazar : Kalimuddin Ahmad
  3. Tarikh-e-adab-e-Urdu: Noor-ul-Hasan Naqvi
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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER IV (NEP)

### SUFISM AND URDU LITERATURE

## تصوف اور اردو ادب

TIME: THREE HOURS

MAX. MARKS: 60

#### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSE-4-C	Sufism and Urdu Literature	60	04

#### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	<ul style="list-style-type: none"><li>تصوف کی تعریف اور اس کی اصطلاحات</li><li>ہندوستان میں تصوف کا آغاز و ارتقاء</li><li>فکر و عمل، حیات و ادبی خدمات</li></ul> (1) خواجہ معین الدین چشتی، (2) خواجہ نظام الدین اولیا (3) بابا شیخ فرید الدین (4) حضرت امیر خسرو	15
II	<ul style="list-style-type: none"><li>تصوف کے اہم ادوار</li><li>وحدت الوجود اور وحدت الشہود</li><li>اقبال اور تصوف</li></ul>	15
III	<ul style="list-style-type: none"><li>تصوف، ہندوستانی افکار اور بھکتی تحریک</li><li>ہندوستانی معاشرے پر تصوف کے اثرات</li><li>تصوف میں شریعت اور طریقت کا تصور</li></ul>	15
IV	<ul style="list-style-type: none"><li>اردو نثر اور شاعری میں تصوف:</li><li>(1) شیخ شرف الدین احمد بکلی منیری مخدوم جہاں</li><li>(2) خواجہ ندہ نواز گیسو دراز (3) شیخ برہان الدین جہاں نما، (4) ولی دکنی (5) سراج اور نگ آبادی (6) مرزا مظہر جان جاناں (7) میر تقی میر (8) خواجہ میر درد (9) اصغر گوٹروی (10) مولانا احمد رضا خان محدث بریلوی</li></ul>	15

#### INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Objective type Questions : معروضی سوالات	20
2	Assignment : تفویزی کام	20
	Total	40 Marks

## **COURSE SPECIFIC OUTCOMES (CSOs)**

*Based on the provided syllabus, here are the Course Specific Outcomes (CSOs):*

### **Unit One**

- Students will define and understand the terminology of Sufism, including its core concepts and practices.
- Students will explore the origins and development of Sufism in India, highlighting key historical milestones and influential figures.
- Students will analyze the integration of Sufi thought with literature, emphasizing its impact on cultural and literary services.

### **Unit Two**

- Students will study prominent Sufi saints such as Khwaja Moinuddin Chishti, Khwaja Nizamuddin Auliya, Baba Sheikh Fariduddin, and Hazrat Amir Khusro, understanding their contributions to Sufism.
- Students will examine the central themes of Sufism, including the concepts of "unity of being" (wahdat al-wujud) and "unity of witnessing" (wahdat al-shuhud).
- Students will explore Allama Iqbal's perspectives on Sufism, analyzing his literary and philosophical engagement with Sufi thought.

### **Unit Three**

- Students will analyze Sufism in the context of Indian philosophical and devotional movements, examining its intersections and influences.
- Students will assess the societal impact of Sufism on Indian communities, considering its cultural, social, and spiritual contributions.
- Students will evaluate the concept of Shari'ah and Tariqah in Sufism, understanding their roles and interpretations within the tradition.

### **Unit Four**

- Students will examine the manifestation of Sufism in Urdu prose and poetry, focusing on figures like Sheikh Sharafuddin Ahmed Yahya Maneri Makhdoom Jahanian, Khwaja Nizamuddin Auliya, Sheikh Burhanuddin Jahan Numah, Wali Deccani, Siraj Aurangabadi, Mirza Mazhar Jan-e-Janaan, Mir Taqi Mir, Khwaja Mir Dard, Asghar Gondvi, and Maulana Ahmad Raza Khan Bareilvi, exploring their literary expressions of Sufi thought.

## **DISTRIBUTION OF MARKS**

- 1) Question No. 1: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 2) Question No. 2: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.
- 3) Question No. 3: There shall be **ONE** long answer Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, Comparative) out of **THREE** based on Unit-I, carrying 15 marks.



## RECOMMENDED BOOKS

1. Encyclopedia of Islam, by Massignor.
  2. Tareekh-e-Mashaikh-e-Chisht, by K. A. Nizam
  3. An Introduction to Islam Mysticism, by A.G. Anberry.
  4. Islam Ka Asar Hindustani Tamaddun per, by Dr. Tara Chand.
  5. Fawaidul Fawad (Iran).
  6. Kashful Mahjoob (Iran).
  7. Mustalihat-e-Sufia
  8. Kitabullama.
  9. Aina-e-Marfat, by Dr. Aijaz Hussain.
  10. Tasawwuf-e-Islam, by Maulana Abdul Majid Dariabadi.
  11. Mabahis-o-Masail, by Zea Ahmed Badayuni.
  12. Tasawwaf aur Urdu Shairi, by Sadiq Haider Danish.
  13. A History of Sufism in India. Vol. I & II, by Athar Abbas Rizvi.
  14. Masail-e-Tasawwuf, by Mairaj AkbarAbesri.
  15. Sufism-its-Saints ad Shrine, by Bishop Subhan.
  16. Asghar Gondavi, by Salam Sandelvi.
  17. Shariat aur T ariqat, by Maulana Ashraf Ali Thanvi.
  18. Tasawwuf Ki Tareef aur Tareekh, by Shakeel Ahmed Siddiqui.
  19. Hadaiq-e-Bakhshish by Maulana Ahmad Raza Khan
  20. Sharah Hadaiq-e-Bakhshish by Mohammad Faiz Ahmad Owaisi Rizwi
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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER-IV (NEP)

#### RESEARCH PROJECT

تحقیقاتی منصوبہ

#### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
R.P.	Research Project	60	04

#### UNIT-WISE SYLLABUS

Sr. No.	Title of the Course / Subject	Steps of the Research Project	Total No. of Periods
1	Identifying the Research Topic and Defining Objectives:	<ol style="list-style-type: none"><li>1) Choose a research topic that is relevant, interesting, and has a gap in existing knowledge.</li><li>2) Clearly define the research objectives and questions you want to address.</li><li>3) Conduct a literature review to understand the current state of research in the chosen area.</li></ol>	10
2	Designing the Research Methodology:	<ol style="list-style-type: none"><li>1) Determine the research approach (quantitative, qualitative, mixed methods) that best suits your objectives.</li><li>2) Select the research methods, tools, and techniques (surveys, interviews, experiments, observations) to collect data.</li><li>3) Plan the sampling strategy and determine the sample size if applicable.</li><li>4) Create a detailed research plan outlining the steps to be taken and the timeline.</li></ol>	10
3	Data Collection and Analysis:	<ol style="list-style-type: none"><li>1) Collect data according to the chosen methods and procedures.</li><li>2) Organize and preprocess the collected data to ensure accuracy and consistency.</li><li>3) Apply appropriate data analysis techniques (statistical analysis, thematic analysis, content analysis) based on your research approach.</li><li>4) Interpret the results and draw conclusions that address your research objectives.</li></ol>	10
4	Writing the Research Project	<ol style="list-style-type: none"><li>1) Structure your Research Project with an introduction, literature review, methodology, results, discussion, and conclusion sections.</li><li>2) Write clear and concise content, providing context for your research, explaining your methodology, presenting your findings, and discussing their implications.</li><li>3) Cite relevant sources and adhere to a consistent citation style (APA, MLA, etc.).</li><li>4) Ensure proper formatting and organization of the Research Project.</li></ol>	10
5	Review, Revision, and Submission of Report	<ol style="list-style-type: none"><li>1) Proofread and edit your Research Project for grammar, clarity, and coherence.</li><li>2) Seek feedback from peers, mentors, or advisors to improve the quality of your Research Project.</li><li>3) Revise the Research Project based on the feedback received and make necessary adjustments.</li><li>4) Prepare supplementary materials such as tables, figures, and appendices, if required.</li><li>5) Format the final version of the Research Project according to the submission guidelines of the target.</li><li>6) Submit the Research Project to the relevant department of the college / University and follow the submission instructions carefully.</li></ol>	10

## COURSE SPECIFIC OUTCOMES (CSOs)

*Certainly, here are the course outcomes based on the provided syllabus for each unit:*

- **Identify a research topic:** Choose a relevant and appropriate research topic based on their field of study and interests.
- **Formulate research objectives:** Develop clear and specific research objectives that guide the direction of the project.
- **Conduct literature review:** Demonstrate the ability to review and critically analyze existing literature related to their research topic.
- **Design research methodology:** Select appropriate research methods and techniques, outlining how data will be collected and analyzed.
- **Collect and analyze data:** Apply the chosen research methods to gather data, and utilize suitable tools to analyze and interpret the collected information.
- **Draw valid conclusions:** Synthesize the research findings and draw logical and well-supported conclusions based on the data analysis.
- **Generate new knowledge:** Contribute to the existing body of knowledge by presenting new insights, perspectives, or solutions in their research area.
- **Communicate effectively:** Present their research project in a structured and coherent manner, both in written form and during presentations.
- **Demonstrate critical thinking:** Apply critical thinking skills to evaluate research methodologies, findings, and the implications of their research.
- **Ethical considerations:** Show an understanding of ethical considerations related to research, including proper citation, avoiding plagiarism, and respecting privacy and confidentiality.

## SOME MAJOR THEMES / TOPICS FOR “RESEARCH PROJECTS”

*Note: The following topics are examples of research projects. Here is a list of 50 comprehensive research topics related to Urdu literature that are specific to the Vidharbha region and cover various literary forms:*

### URDU POETRY:

- 1. Exploring the Influence of Vidharbha's Culture on Urdu Poetry:** A study of how local traditions, dialects, and cultural elements shape Urdu poetry in the Vidharbha region.
- 2. Comparative Analysis of Vidharbha's Urdu Ghazals and Classical Ghazals:** A comparative study of ghazals from Vidharbha with those from classical Urdu poetry, highlighting regional variations.
- 3. Sufi Poetry in Vidharbha:** An analysis of Sufi themes and influences in Urdu poetry from the Vidharbha region.
- 4. Prominent Vidharbha Urdu Poets: A Comparative Study:** A comparative exploration of the works and styles of well-known Urdu poets from Vidharbha.
- 5. Nature Imagery in Vidharbha Urdu Poetry:** Investigating the use of nature imagery and its significance in Urdu poetry from the Vidharbha region.

### URDU PROSE:

- 6. Historical Evolution of Urdu Prose in Vidharbha:** Tracing the development of Urdu prose literature in the Vidharbha region from its early origins to contemporary times.

**7. Vidharbha's Contribution to Urdu Short Stories:** An examination of the unique themes, styles, and narrative techniques in Urdu short stories from Vidharbha.

**8. Exploring Women's Voice in Vidharbha Urdu Prose:** Analyzing the representation of women's experiences and perspectives in Urdu prose literature from Vidharbha.

**9. Political and Social Commentary in Vidharbha's Urdu Essays:** Investigating how Urdu essays from the Vidharbha region address political and social issues.

**10. Autobiographical Elements in Vidharbha Urdu Literature:** A study of autobiographical themes and self-expression in Urdu literature from the Vidharbha region.

#### **URDU DRAMA:**

**11. Vidharbha's Theatrical Tradition in Urdu Drama:** Examining the history, themes, and cultural influences of Urdu drama in Vidharbha.

**12. Comparative Study of Vidharbha's Urdu Plays and National Urdu Plays:** Comparing the themes, techniques, and approaches of Urdu plays from Vidharbha with those from across the country.

**13. Socio-Political Commentary in Vidharbha Urdu Plays:** Analyzing how Urdu plays from Vidharbha reflect and comment on societal and political issues.

**14. Women's Roles and Representation in Vidharbha Urdu Drama:** Exploring the portrayal of women characters and their roles in Urdu drama from the Vidharbha region.

**15. Experimental Trends in Vidharbha's Contemporary Urdu Drama:** Investigating innovative approaches and experimental techniques in contemporary Urdu drama in Vidharbha.

#### **LITERARY CRITICISM:**

**16. Regional Identity and Urdu Literary Discourse in Vidharbha:** Examining how regional identity and cultural nuances impact the interpretation and reception of Urdu literature in Vidharbha.

**17. Comparative Analysis of Vidharbha's Literary Journals and Literary Movements:** Analyzing the contributions of literary journals and movements in shaping Urdu literary discourse in the Vidharbha region.

**18. Translation and Adaptation in Vidharbha's Urdu Literary Context:** Exploring the role of translation and adaptation in bridging Urdu literature with other languages and cultures in Vidharbha.

**19. Reception and Impact of Progressive Writers' Movement in Vidharbha:** Investigating the influence of the Progressive Writers' Movement on Urdu literature in the Vidharbha region.

**20. Literary Criticism Trends in Vidharbha's Urdu Literature:** Tracing the evolution of literary criticism and critical theories applied to Urdu literature in Vidharbha.

#### **CULTURAL AND HISTORICAL ASPECTS:**

**21. Vidharbha's Folk Traditions and Their Influence on Urdu Literature:** Exploring how local folk traditions, myths, and oral narratives shape Urdu literary expressions in Vidharbha.

**22. Colonial and Post-Colonial Themes in Vidharbha's Urdu Literature:** Analyzing how colonial and post-colonial experiences are depicted in Urdu literature from Vidharbha.

**23. Cultural Exchange and Urdu Literature in Vidharbha:** Examining the impact of cultural exchange, migration, and diaspora on Urdu literature in the Vidharbha region.

**24. Role of Urdu Literature in Vidharbha's Socio-Political Movements:** Investigating how Urdu literature from Vidharbha has contributed to local socio-political movements and awareness.

**25. Urbanization and Changing Themes in Vidharbha's Urdu Literature:** Exploring how urbanization and modernization have influenced the themes and narratives in Urdu literature from Vidharbha.

#### **COMPARATIVE STUDIES:**

**26. Comparative Study of Vidharbha's Urdu Literature and Literature from Other Regions:** Analyzing the similarities, differences, and cross-cultural influences in Urdu literature from Vidharbha and other regions.

**27. Vidharbha's Urdu Literature and Its Relation to Marathi Literature:** Exploring the interplay between Urdu and Marathi literary traditions in the Vidharbha region.

**28. Comparative Analysis of Vidharbha's Urdu and Hindi Literature:** Examining the linguistic and thematic connections between Urdu and Hindi literature in Vidharbha.

**29. Comparative Study of Vidharbha's Urdu Literature and Literature from Neighboring States:** Investigating the literary exchanges and cross-border influences between Vidharbha and its neighbouring states.

#### **LITERARY TRENDS AND MOVEMENTS:**

**30. Modernism and Post-Modernism in Vidharbha's Urdu Literature:** Analyzing the characteristics and influences of modernist and post-modernist trends in Urdu literature from Vidharbha.

**31. Progressive Literature and Vidharbha's Urdu Literary Landscape:** Investigating the impact of progressive literary thought and activism on Urdu literature in Vidharbha.

**32. Feminist Themes and Movements in Vidharbha's Urdu Literature:** Exploring the representation and evolution of feminist themes and movements in Urdu literature from Vidharbha.

**33. Existentialism and Absurdity in Vidharbha's Urdu Literary Works:** Examining existentialist and absurd themes in Urdu literary works from Vidharbha.

**34. Ecocriticism in Vidharbha's Urdu Literature:** Analyzing how environmental concerns are depicted and critiqued in Urdu literature from the Vidharbha region.

#### **LANGUAGE AND LINGUISTICS:**

**35. Vidharbha's Linguistic Diversity and Its Impact on Urdu Literature:** Exploring the influence of local dialects and linguistic variations on the Urdu literary expression in Vidharbha.

**36. Code-Switching and Multilingualism in Vidharbha's Urdu Literature:** Investigating instances of code-switching and multilingualism in Urdu literary works from Vidharbha.

**37. Language Politics and Urdu Literature in Vidharbha:** Examining the role of language politics and policies in shaping the Urdu literary landscape of Vidharbha.

**38. Vidharbha's Oral Traditions and Their Reflection in Urdu Literature:** Analyzing how oral traditions, folklore, and local storytelling practices influence Urdu literary forms in Vidharbha.

**39. Language and Identity in Vidharbha's Urdu Literature:** Exploring how language choices in Urdu literary works contribute to the construction of cultural and regional identities in Vidharbha.

#### **TRANSLATION AND ADAPTATION:**

**40. Translation of Marathi Literature into Urdu in Vidharbha:** Examining the translation of Marathi literary works into Urdu and its impact on cross-cultural literary exchanges in Vidharbha.

**41. Translating Vidharbha's Regional Literature into Urdu:** Analyzing the challenges and strategies of translating local Vidharbha literature into the Urdu language.

**42. Adaptation of Vidharbha's Folktales and Legends in Urdu Literature:** Investigating how local folk narratives and legends are adapted and integrated into Urdu literary forms in Vidharbha.

**43. Comparative Study of Translated Works and Their Originals in Vidharbha's Urdu Literature:** Exploring the nuances of translated works in comparison to their original texts in Urdu literature from Vidharbha.

#### **LITERATURE AND SOCIETY:**

**44. Depiction of Caste and Class in Vidharbha's Urdu Literature:** Analyzing the portrayal of caste and class dynamics in Urdu literary works from the Vidharbha region.

**45. Representation of Rural and Urban Life in Vidharbha's Urdu Literature:** Investigating how rural and urban settings are depicted in Urdu literary narratives from Vidharbha.

**46. Literature of Resistance and Rebellion in Vidharbha:** Examining how Urdu literature from Vidharbha reflects themes of resistance, rebellion, and social change.

**47. Role of Humor and Satire in Vidharbha's Urdu Literature:** Exploring the use of humour and satire as tools for critiquing societal norms and practices in Urdu literature from Vidharbha.

**48. Exploring Identity and Marginalization in Vidharbha's Urdu Literature:** Analyzing how issues of identity, marginalization, and representation are addressed in Urdu literary works from Vidharbha.

#### **LITERATURE AND TECHNOLOGY:**

**49. Impact of Digital Media on Vidharbha's Urdu Literary Production:** Investigating how digital platforms and social media influence the creation, distribution, and consumption of Urdu literary content in Vidharbha.

**50. Exploring Virtual Spaces and Online Communities for Urdu Literature in Vidharbha:** Analyzing the emergence of virtual spaces and online communities dedicated to promoting and discussing Urdu literature in Vidharbha.

*These research topics cover a wide range of areas within Urdu literature, while also focusing on the specific cultural and regional context of Vidharbha. Urdu PG students should find these topics engaging and fruitful for their research projects.*

#### **RECOMMENDED BOOKS:-**

1. *Abjad-e-Tahqeeq: Dr. Muhammad Haroon Qadir*
  2. *Urdu main Usool-e-Tahqeeq: Dr. Sultana Bakhsh*
  3. *Mubadiyat-e-Tahqeeq : Abdul Razzaq Quraishi*
  4. *Adbi Tahqeeq, Masael-wa-Tajziya: Rasheed Hasan Khan*
  5. *Tahqeeq-w-Tadveen: Syed Muhammad Hashim*
  6. *Usool-e-Tahqeeq-wa-Tarteeb-e-Matan: Dr. Tanveer Ahmad Alvi*
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# SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

## SYLLABUS

### M.A. URDU PART-II, SEMESTER-IV (NEP)

#### INFORMATION, COMMUNICATION, AND KNOWLEDGE MANAGEMENT

معلومات، مواصلات و علم کا نظم

#### COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
DSC-II-4 Tutorial	Information, Communication, and Knowledge Management	30	02

#### UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	معلومات اور علم کے لوازمات 1. ڈیٹا، معلومات، اور اطلاعات و علم کا نظم 2. مواصلات 3. نالج سوسائٹی 4. ڈیجیٹل تقسیم 5. کاپی رائٹ 6. دانشورانہ حقوق کے تحفظات پیٹنٹس 7. معلومات کا حق اور سنسرشپ	15
II	معلومات کا تحفظ اور معاشرے کی تفہیم 1. معلومات کا تحفظ 2. نیشنل انفارمیشن انفراسٹرکچر (انڈیا) 3. ای کامرس اور ای گورننس 4. لائبریریوں میں سوشل میڈیا اور مواد کے انتظام کا نظام 5. معلومات کی اقتصادیات 6. علم کا نظم (نالج مینجمنٹ) 7. معلوماتی مضامین کا حصول و تحفظ 8. اطلاعات کا معاشرہ، مقابلہ علم کا معاشرہ (انفارمیشن سوسائٹی بمقابلہ نالج سوسائٹی)	15

#### Course Overview:

This course provides a comprehensive exploration of the fundamental concepts of information and its role in society. It delves into the organization, preservation, and ethical considerations of information in various contexts. Students will develop an understanding of the legal and societal implications of information dissemination, protection, and access. The based societies.

## **COURSE SPECIFIC OUTCOMES (CSOs)**

*Certainly, here are the course outcomes based on the provided syllabus for each unit:*

### **UNIT-I: Information and Knowledge Essentials (معلومات اور علم کے لوازمات)**

- Define and differentiate between data, information, and knowledge, and understand their significance in various domains.
- Explain the importance of effective communication in transmitting information and knowledge.
- Analyze the concept of the 'knowledge society' and its implications on modern social structures.
- Classify different types of data and discuss their relevance in different contexts.
- Discuss the principles of copyright and its role in protecting intellectual property rights.
- Identify and explain the legal mechanisms for safeguarding intellectual property, with a focus on patents.
- Explore the rights and responsibilities associated with information ownership and confidentiality.

### **UNIT-II: Information Preservation and Societal Understanding**

(معلومات کا تحفظ اور معاشرے کی تفہیم)

- Assess the strategies and techniques for preserving and archiving information over time.
- Examine the National Information Infrastructure of India and its impact on information dissemination.
- Evaluate the role of e-commerce and e-governance in shaping information-centric societies.
- Investigate the management of social media and other materials in library settings.
- Analyze the economic dimensions of information, including its production, distribution, and consumption.
- Explore the organizational structures that support information management, particularly in non-governmental contexts.
- Discuss the acquisition, preservation, and protection of information resources in various contexts.
- Compare and contrast information societies with non-information-based societies, focusing on societal dynamics and challenges.

### **ASSESSMENT AND EVALUATION METHODS:**

Assessment in this course will include a combination of assignments, quizzes, class discussions, group projects, and a final examination. Students will be expected to demonstrate their understanding of theoretical concepts, practical applications, and critical analysis of information-related issues.

### **RECOMMENDED BOOKS:-**

1. *Knowledge Management by Thomas H. Davenport and Laurence Prusak*
2. *Data, Information, and Knowledge by Thomas H. Davenport and David W. DeLong*



3. *Communication: The Social Construction of Meaning* by Michael J. Roloff
  4. *The Knowledge Society* by Manuel Castells
  5. *The Digital Divide* by William J. Mitchell
  6. *Copyright and Fair Use: The Public's Right to Access Information* by Paul Goldstein
  7. *Intellectual Property Rights: Patents* by Donald S. Chisum
  8. *Information Security: Principles and Practice* by Michael T. Goodrich and Andrew S. Tanenbaum
  9. *National Information Infrastructure (India)* by Ajit K. Pujari
  10. *E-Commerce and E-Governance* by Mehdi Khosrow-Pour
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