

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed under Choice-based Credit System (C.B.C.S.)

Faculty: Humanities

Subject: Urdu Compulsory (1014)

Programme: B.A. Part-II, SEMESTER-III

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PART-A

PROGRAMME OUTCOMES (POs)

Upon completion of the course, students will be able to demonstrate the following program outcomes:

1. **Understanding of Environmental Pollution (Unit-I):** Students will develop an understanding of environmental pollution and its impact on society, demonstrating knowledge of the causes, effects, and potential solutions to environmental issues.
2. **Awareness of the Interplay between Religion and Politics (Unit-I):** Students will gain an awareness of the relationship between religion and politics, exploring the influence of religious beliefs on political ideologies and decision-making processes.
3. **Appreciation of Urdu Poetry (Unit-II):** Students will develop an appreciation for Urdu poetry, specifically focusing on the works of Suroor Orangabad, Meer Taqi Meer, and Mirza Ghalib, demonstrating an understanding of their literary contributions and the cultural significance of their poetry.
4. **Enhancement of Urdu Prose (Unit-III):** Students will enhance their skills in Urdu prose, focusing on improving their writing style, grammar, and vocabulary, enabling them to produce coherent and well-structured Urdu prose pieces.
5. **Familiarity with Literary Works (Unit-IV):** Students will gain familiarity with the literary works "Lal Bagh" and "Barkat Ek Chheenki Ki," developing an understanding of the themes, characters, and literary techniques employed by the respective authors.
6. **Development of Expressive Skills (Unit-V):** Students will acquire skills related to expressive writing, including essay writing (Mazmoon Navīsī) and calligraphy (Khatūt Navīsī), allowing them to effectively convey their thoughts and ideas through written Urdu expression.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

Unit I:

- Analyze the impact of environmental pollution on society and develop strategies for its mitigation.
- Evaluate the interplay between religion and politics and its influence on social dynamics.
- Critically assess the role of individuals and institutions in promoting environmental sustainability and religious tolerance.

Unit II:

- Understand the poetic elements and themes in the works of Siraj Aurangabadi, Mir Taqi Mir, and Mirza Ghalib.
- Interpret and analyze the cultural and historical context of their poetry.
- Appreciate the contributions of these literary figures to the development of Urdu poetry and their lasting impact on literature.

Unit III:

- Examine the evolution of Urdu prose and its different forms.
- Analyze the techniques and styles employed by notable Urdu prose writers.
- Develop the ability to critically evaluate and interpret Urdu prose works in their socio-cultural context.

Unit IV:

- Comprehend the literary themes and messages conveyed in the works Lal Bagh and Barkat Ek Chheenk Ki.
- Evaluate the artistic and narrative techniques employed by the respective authors.
- Demonstrate an understanding of the social and cultural implications of these literary works.

Unit V:

- Enhance skills in essay writing and creative expression through the practice of Mazmoon Nawesi (essay writing).
- Develop proficiency in Khutoot Naveesi (letter writing) to effectively communicate ideas and thoughts.
- Acquire the ability to articulate ideas clearly and concisely through the development of strong writing skills.

EMPLOYMENT POTENTIAL

1. **Teaching:** Urdu B.A. graduates can pursue a career in teaching at schools, colleges, or universities, where they can teach Urdu language and literature to students at various levels.
2. **Journalism and Media:** Urdu B.A. students can work in the field of journalism and media as reporters, editors, content writers, or anchors, contributing to Urdu newspapers, magazines, television channels, or online platforms.
3. **Translation and Interpretation:** With their strong command of Urdu language, graduates can work as translators or interpreters, helping bridge the communication gap between Urdu-speaking individuals and those who speak other languages.
4. **Publishing:** Graduates can find employment in publishing houses as editors, proofreaders, or content developers, working on Urdu publications such as books, novels, poetry collections, or magazines.
5. **Advertising and Public Relations:** Urdu B.A. students can explore opportunities in the advertising and public relations industry, where they can contribute to Urdu language campaigns, copywriting, content creation, or client servicing.
6. **Content Writing and Blogging:** With the growth of digital platforms, there is a demand for Urdu content writers and bloggers who can create engaging content in Urdu for websites, blogs, social media, or online publications.

7. **Government Sector:** Graduates can find employment in various government departments, such as cultural organizations, language departments, or public service commissions, where their proficiency in Urdu language and literature is valuable.
 8. **Research and Academia:** Urdu B.A. students can pursue higher studies and research in Urdu literature, language, or related fields, and build a career in academia as professors, researchers, or scholars.
 9. **Cultural Organizations:** Graduates can work with cultural organizations, NGOs, or foundations that promote Urdu language and literature, organizing events, workshops, or exhibitions to preserve and promote Urdu heritage.
 10. **Freelancing and Entrepreneurship:** Urdu B.A. graduates have the option to work as freelancers, offering services like Urdu content writing, translation, editing, or tutoring. They can also start their own ventures, such as Urdu language schools or publishing ventures, catering to the Urdu-speaking community.
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SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

SYLLABUS

B.A. PART-II, SEMESTER III (CBCS)

Subject: Urdu Compulsory

(اردو لازمی)

TIME: THREE HOURS

MAX. MARKS: 80

COURSE DETAILS

Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
1014	Urdu Compulsory	75	04
❖ Theory: Three Hours per week : (03 Credits)			
❖ Internal: One Hour per week : (01 Credit)			

UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	• ماحولیاتی آلودگی • مذہب اور سیاست	15
II	غزلیات • سراج اور نگ آبادی • میر تقی میر • مرزا غالب	15
III	• اردو نثر کا ارتقاء	15
IV	• لال باغ • برکت ایک چھینک کی	15
V	اظہار خیال سے متعلقہ مہارتیں • 1. مضمون نویسی • 2. خطوط نویسی	15

INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	زبانى امتحان : Oral Test	10
2	تحریری امتحان : Written Test	10
	Total	20 Marks

COURSE SPECIFIC OUTCOMES (CSOs)

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

Course Overview:

This course aims to provide students with a comprehensive understanding of Urdu literature and its various aspects. It covers topics such as environmental pollution, the relationship between religion and

politics, prominent Urdu poets, the evolution of Urdu prose, and the development of writing skills. By the end of this course, students will be able to achieve the following Course Specific Outcomes (CSOs):

Unit-I: (ماحولیاتی آلودگی، مذہب اور سیاست)

- Understand the concept of environmental pollution and its impact on society and ecosystems.
- Analyze the relationship between religion and politics, exploring their influence on each other.
- Evaluate the role of religion and politics in addressing and mitigating environmental issues.
- Critically assess the ethical dimensions of environmental pollution and the role of religious and political entities in promoting sustainable practices.
- Formulate informed opinions and engage in discussions regarding the interplay of religion, politics, and environmental concerns.

Unit-II: (غزلیات: سراج اورنگ آبادی، میر تقی میر، مرزا غالب)

- Examine the works of renowned Urdu poet Siraj Aurangabadi, analyzing their themes, style, and contributions to Urdu literature.
- Analyze the poetry of Mir Taqi Mir, exploring his poetic techniques, literary themes, and socio-cultural context.
- Evaluate the impact and significance of Mirza Ghalib's poetry on the Urdu literary tradition.
- Compare and contrast the poetic styles and themes of Siraj Aurangabadi, Mir Taqi Mir, and Mirza Ghalib.
- Demonstrate an understanding of the historical and literary significance of these poets in the development of Urdu poetry.

Unit-III: (اردو نثر کا ارتقاء)

- Trace the evolution of Urdu prose, from its early forms to its contemporary manifestations.
- Analyze key works of Urdu prose writers, identifying their contributions to the development and enrichment of Urdu prose.
- Evaluate the impact of socio-political and cultural factors on the evolution of Urdu prose.
- Compare different genres of Urdu prose, such as novels, short stories, and essays, in terms of their themes, styles, and techniques.
- Appreciate the diversity and richness of Urdu prose and its role in expressing and reflecting the social and cultural realities of its time.

Unit-IV: (لال باغ، برکت ایک چھینک کی)

- Study the literary work "Lal Bagh," analyzing its themes, characters, and narrative techniques.
- Examine the short story "Barkat Ek Chheenk Ki," exploring its plot, characters, and underlying message.
- Evaluate the social, cultural, and political contexts depicted in "Lal Bagh" and "Barkat Ek Chheenk Ki."
- Analyze the literary techniques employed by the authors in conveying their ideas and engaging the readers.
- Interpret the symbolic elements and motifs present in the literary works, highlighting their significance and impact on the overall narrative.

Unit-V: (اظہار خیال سے متعلقہ مہارتیں، 1. مضمون نویسی، 2. خطوط نویسی)

- Develop proficiency in writing essays that critically analyze literary works, addressing their strengths, weaknesses, and socio-cultural implications.
- Enhance the ability to write effectively and coherently about various aspects of Urdu literature, employing appropriate language and style.
- Practice the art of letter writing, focusing on expressing opinions, offering constructive criticism, and engaging in intellectual discourse.
- Develop skills in articulating personal perspectives and viewpoints on literary texts, employing persuasive arguments and evidence.
- Demonstrate competency in writing reviews, commentaries, and literary analyses, showcasing the ability to express critical insights and interpretations effectively.

QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:

- 1) **Question No. 1:** There shall be **TWENTY** objective-type questions based on the prescribed units carrying 20 Marks.
- 2) **Question No. 2:** There shall be **TWO** long answers Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, and Comparative) out of **FOUR** based on Unit-I, carrying 12 marks. (6 Marks each)
- 3) **Question No. 3:** There shall be **FOUR** couplets for explanation out of **EIGHT** based on Unit-II, carrying 12 marks. (3 Marks each)
- 4) **Question No. 4:** There shall be **TWO** long answers Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, and Comparative) out of **FOUR** based on Unit-III, carrying 12 marks. (6 Marks each)
- 5) **Question No. 5:** There shall be **TWO** long answers Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, and Comparative) out of **FOUR** based on Unit-IV, carrying 12 marks. (6 Marks each)
- 6) **Question No. 6:** There shall be two sections in this question. Section A and Section B, based on Unit-V, carrying 12 marks.
 - **Section A)** This section is based on “Essay Writing”. Students will write an essay on one of the given topics. (6 marks for this section.)
 - **Section B)** This section is based on “Letter Writing”. Students will write a Letter on one of the given topics. (6 marks for this section.)

RECOMMENDED BOOKS:-

1. *Aaludgi: N. Seshagir*
2. *Kulliyat Siraj Aurangabadi: Siraj Aurangabadi (Edited :Abdul Qadir Sarvari)*
3. *Kulliyat Mir Taqi Mir : Mir Taqi Mir (Edited : Dr. Ibadat Barelvi)*
4. *Sharh-e-Deewan-e-Ghalib : Yusuf Salim Chishti*
5. *Achcha Khat Kaise Likhen: Raess Siddiqui*
6. *Tarikh-e-Adab-e-Urdu : Noor-ul-Hasan Naqvi*
7. *Mazmoon Navaisi: Ishrat Lakhnavi*
8. *Fankar Krishna Chandra: Mohammad Ghayasuddin*

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed under Choice-based Credit System (C.B.C.S.)

Faculty: Humanities

Subject: Urdu Compulsory (1014)

Programme: B.A. Part-II, SEMESTER-IV

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PART-A

PROGRAMME OUTCOMES (POs)

Upon completion of the course, students will be able to demonstrate the following program outcomes:

1. **Understanding the Importance of Communication Channels (Unit-I):** Students will develop an understanding of the significance of communication channels, exploring the various mediums of communication and their impact on society and individual lives.
2. **Awareness of Prejudice (Unit-I):** Students will gain awareness of prejudice, focusing on the work of Sir Syed Ahmed Khan and his insights into the detrimental effects of bias and discrimination in society.
3. **Appreciation of Urdu Poetry (Unit-II):** Students will develop an appreciation for Urdu poetry, specifically focusing on the works of Hasrat Mohani, Majrooh Sultanpuri, and Javed Akhtar, demonstrating an understanding of their poetic styles, themes, and contributions to Urdu literature.
4. **Examination of Symbolism (Unit-III):** Students will analyze and interpret symbols in literature, specifically exploring the use of symbolism in literary works and its role in conveying deeper meanings and messages.
5. **Understanding the Islamic Banking System (Unit-III):** Students will gain knowledge about the Islamic banking system, including its principles, practices, and ethical considerations, enabling them to understand the distinctive features of Islamic finance.
6. **Exploration of Foreign Travel (Unit-IV):** Students will explore the concept of foreign travel, focusing on the work "Sair-e-Farang" gaining insights into the experiences, cultural exchange, and personal growth associated with traveling abroad.
7. **Familiarity with Different Literary Genres: (Unit-IV):** Students will become familiar with different literary genres, specifically focusing on the humour genre through the works of Ahmed Jamal Pasha, gaining an understanding of the techniques and elements used in humorous writing.
8. **Development of Expressive Skills (Unit-V):** Students will acquire skills related to expressive writing, including essay writing (mazmoon navī) and calligraphy (khatūt navīsī), allowing them to effectively convey their thoughts and ideas through written Urdu expression.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

Unit I:

1. Recognize the significance of various communication channels and their role in effective information dissemination.

2. Evaluate the impact of biases in communication and develop strategies to overcome them.
3. Demonstrate the ability to use diverse communication channels to convey information accurately and objectively.

Unit II:

1. Analyze the poetic style, themes, and emotions expressed in the works of Hasrat Mohani, Majrooh Sultanpuri, and Javed Akhtar.
2. Interpret and evaluate the cultural and historical context of their ghazals.
3. Appreciate the contributions of these literary figures to the realm of Urdu poetry and understand their influence on contemporary literature.

Unit III:

1. Identify and interpret allusions used in Urdu literature and understand their symbolic meanings.
2. Examine the principles and functioning of the Islamic banking system and its significance in contemporary financial practices.
3. Analyze the ethical and moral aspects associated with Islamic banking and its impact on economic stability.

Unit IV:

1. Comprehend the genre of travelogues and analyze the travel experiences depicted in the work Sair-e-Farang.
2. Evaluate the significance of travelogues in literature and their role in portraying cultural diversity.
3. Identify and classify different categories of writers based on their literary humorous styles and contributions, with a focus on Ahmed Jamal Pasha.

Unit V:

1. Develop proficiency in Mazmoon Naweesi (essay writing) to express thoughts and ideas effectively.
2. Enhance skills in Khutoot Naweesi (letter writing) to communicate with clarity and coherence.
3. Acquire the ability to articulate and organize ideas through effective writing techniques in both formal and creative contexts.

EMPLOYMENT POTENTIAL

1. **Teaching:** Urdu B.A. graduates can pursue a career in teaching at schools, colleges, or universities, where they can teach Urdu language and literature to students at various levels.
2. **Journalism and Media:** Urdu B.A. students can work in the field of journalism and media as reporters, editors, content writers, or anchors, contributing to Urdu newspapers, magazines, television channels, or online platforms.
3. **Translation and Interpretation:** With their strong command of Urdu language, graduates can work as translators or interpreters, helping bridge the communication gap between Urdu-speaking individuals and those who speak other languages.
4. **Publishing:** Graduates can find employment in publishing houses as editors, proofreaders, or content developers, working on Urdu publications such as books, novels, poetry collections, or magazines.

5. **Advertising and Public Relations:** Urdu B.A. students can explore opportunities in the advertising and public relations industry, where they can contribute to Urdu language campaigns, copywriting, content creation, or client servicing.
6. **Content Writing and Blogging:** With the growth of digital platforms, there is a demand for Urdu content writers and bloggers who can create engaging content in Urdu for websites, blogs, social media, or online publications.
7. **Government Sector:** Graduates can find employment in various government departments, such as cultural organizations, language departments, or public service commissions, where their proficiency in Urdu language and literature is valuable.
8. **Research and Academia:** Urdu B.A. students can pursue higher studies and research in Urdu literature, language, or related fields, and build a career in academia as professors, researchers, or scholars.
9. **Cultural Organizations:** Graduates can work with cultural organizations, NGOs, or foundations that promote Urdu language and literature, organizing events, workshops, or exhibitions to preserve and promote Urdu heritage.
10. **Freelancing and Entrepreneurship:** Urdu B.A. graduates have the option to work as freelancers, offering services like Urdu content writing, translation, editing, or tutoring. They can also start their own ventures, such as Urdu language schools or publishing ventures, catering to the Urdu-speaking community.

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SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI

SYLLABUS

B.A. PART II, SEMESTER IV (CBCS)

Subject: Urdu Compulsory

(اردو لازمی)

TIME: THREE HOURS

MAX. MARKS: 80

COURSE DETAILS

B.A. PART II, SEMESTER IV (CBCS)			
Code of the Course / Subject	Title of the Course / Subject	Total number of Periods	Credits
1014	Urdu Compulsory	75	04
❖ Theory: Three Hours per week : (03 Credits)			
❖ Internal: One Hour per week : (01 Credit)			

UNIT-WISE SYLLABUS

Unit	Topic / Content	Periods
I	• ذرائع ابلاغ کی اہمیت • تعصب (سر سید احمد خان)	15
II	غزلیات • حسرت موہانی • مجروح سلطان پوری • جاوید اختر	15
III	• تعلیمات • اسلامی بینکاری نظام	15
IV	• سیر فرنگ (رومئے الکبریٰ) • ادیبوں کی قسمیں (احمد جمال پاشا)	15
V	اظہار خیال سے متعلقہ مہارتیں • 1. مضمون نویسی • 2. خطوط نویسی	15

INTERNAL ASSESSMENT BASED ON SYLLABUS

Sr. No.	Internal Assessment Marks Distribution	Marks
1	Oral Test : زبانی امتحان	10
2	Written Test: تحریری امتحان	10
	Total	20 Marks

COURSE SPECIFIC OUTCOMES (CSOs)

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

Course Overview:

This course aims to provide students with a comprehensive understanding of Urdu literature and its various aspects. It covers topics such as the importance of communication mediums, the concept of bias, prominent Urdu poets, literary devices, Islamic banking system, travelogues, and different types of writers. By the end of this course, students will be able to achieve the following Course Specific Outcomes (CSOs):

Unit-I: (ذرائع ابلاغ کی اہمیت، تعصب (سر سید احمد خان)

1. Understand the significance of communication mediums in transmitting information and ideas effectively.
2. Analyze the impact of various communication mediums, such as oral, written, and digital, on society and culture.
3. Evaluate the role of bias in communication, recognizing its influence on information dissemination and reception.
4. Critically assess the ethical dimensions of communication mediums and bias, considering their effects on individuals and communities.
5. Apply effective communication strategies and minimize bias in personal and professional interactions.

Unit-II: (غزلیات: حسرت موہانی، مجروح سلطان پوری، جاوید اختر)

1. Examine the works of renowned Urdu poet Hasrat Mohani, analyzing their themes, style, and contributions to Urdu literature.
2. Analyze the poetry of Majrooh Sultanpuri, exploring his poetic techniques, literary themes, and socio-cultural context.
3. Evaluate the impact and significance of Javed Akhtar's poetry on the Urdu literary tradition.
4. Compare and contrast the poetic styles and themes of Hasrat Mohani, Majrooh Sultanpuri, and Javed Akhtar.
5. Appreciate the historical and literary importance of these poets in the development of Urdu poetry.

Unit-III: (تلمیحات، اسلامی بینکاری نظام)

1. Study the literary device of "Talmihat" and its significance in Urdu literature, understanding its role in adding depth and layers of meaning to literary works.
2. Explore the concept of Islamic banking system, analyzing its principles, practices, and ethical dimensions.
3. Understand the relationship between Islamic banking and economic systems, evaluating the benefits and challenges associated with its implementation.
4. Critically assess the impact of Islamic banking on financial inclusion, social justice, and economic stability.
5. Discuss the role of literature in promoting awareness and understanding of Islamic banking and its principles.

Unit-IV: (سیر فرنگ (رومتہ اکبری)، ادیبوں کی قسمیں (احمد جمال پاشا)

1. Explore the genre of travelogues, focusing on the work "Seer-e-Farang"
2. Analyze the themes, narrative techniques, and cultural insights presented in "Seer-e-Farang."
3. Examine different types of writers, such as essayists, novelists, and poets, and their contributions to Urdu literature.
4. Evaluate the distinct characteristics and styles of different types of writers, considering their artistic choices and narrative approaches.
5. Appreciate the diversity of writing styles in humour and genres in Urdu literature and its impact on literary expression.

Unit-V: (مضمون نویسی، خطوط نویسی)

1. Develop proficiency in writing essays that express unique perspectives, ideas, and critical analysis.
2. Enhance the ability to write effectively and coherently, employing appropriate language, structure, and literary devices.
3. Practice the art of calligraphy, focusing on developing aesthetically pleasing and legible handwriting.
4. Demonstrate skills in writing articles, op-eds, and other forms of written expression, showcasing creativity and persuasive arguments.
5. Cultivate a personal writing style that effectively conveys thoughts and engages readers.

QUESTION PAPER PATTERN WITH DISTRIBUTION OF MARKING SCHEME:

- 1) **Question No. 1:** There shall be **TWENTY** objective-type questions based on the prescribed units carrying 20 Marks.
- 2) **Question No. 2:** There shall be **TWO** long answers Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, and Comparative) out of **FOUR** based on Unit-I, carrying 12 marks. (6 Marks each)
- 3) **Question No. 3:** There shall be **FOUR** couplets for explanation out of **EIGHT** based on Unit-II, carrying 12 marks. (3 Marks each)
- 4) **Question No. 4:** There shall be **TWO** long answers Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, and Comparative) out of **FOUR** based on Unit-III, carrying 12 marks. (6 Marks each)
- 5) **Question No. 5:** There shall be **TWO** long answers Type question (Critical, Analytical, Explanatory, Descriptive, Persuasive, Reflective, and Comparative) out of **FOUR** based on Unit-IV, carrying 12 marks. (6 Marks each)
- 6) **Question No. 6:** There shall be two sections in this question. Section A and Section B, based on Unit-V, carry 12 marks.
 - **Section A)** This section is based on "Essay Writing". Students will write an essay on one of the given topics. (6 marks for this section.)
 - **Section B)** This section is based on "Letter Writing". Students will write a Letter on one of the given topics. (6 marks for this section.)

RECOMMENDED BOOKS:-

1. *Urdu aur Awami Zara-e-Iblagh : Mohammed Shahid Hussain Izhar Usmani*
2. *Intekhab Mazameen-e-Sir Syed: Sir Syed Ahmad Khan*

3. *Kulliyat-e-Hasrat Muhani : Maulana Hasrat Muhani*
 4. *Kulliyat Majrooh Sultanpuri : Majrooh Sultanpuri (Editor: Taj Saeed)*
 5. *Bilasood Bankari-wa-Islami Maishat : Dr. Tahir-ul-Qadri*
 6. *Urdu Adab main Talmihat : Musahib Ali Siddiqui*
 7. *Achcha Khat Kaise Likhen: Raess Siddiqui*
 8. *Tarikh-e-Adab-e-Urdu : Noor-ul-Hasan Naqvi*
 9. *Mazmoon Navaisi: Ishrat Lakhnavi*
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