KANNUR UNIVERSITY

(Abstract)

FYUGP - Scheme and Syllabus of Urdu Courses - Prepared in tune with KUFYUGP Regulations - Approved & Implemented in Affiliated Colleges - Orders Issued

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ACADEMIC C SECTION

ACAD C/ACAD C5/22093/2024   Dated: 05.12.2024

Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024 & 06.08.2024

      2. E-mail dtd.09.05.2024 from the Chairperson, Board of Studies in Urdu(Cd)

      3. The Minutes of the Meeting of the Scrutiny Committee held on 15.06.2024

      4. The Minutes of the Meeting of the Academic Council, held on 25.06.2024

      5. Minutes of the meeting of the BoS in Urdu (cd) held on 30.10.2024

      6. E-mail dtd: 29/11/2024, received from Chairperson, BoS in Urdu (cd)

      7. The Orders of the Vice Chancellor dtd: 5.12.2024

ORDER

1. The Regulations of the Kannur University Four Year Under Graduate Programmes (KU-FYUGP) for Affiliated Colleges was implemented with effect from 2024 admission, and certain modifications were effected thereafter vide papers read (1) above

2. Subsequently, the Chairperson, Board of Studies (BoS) in Urdu (Cd) vide paper read as (2) above, submitted the Draft Scheme and syllabus of Urdu Courses (All semesters) prepared in tune with KU-FYUGP Regulations to implement w.e.f 2024 admission

3. The Scrutiny Committee, including Dean, Faculty of Language & Literature, scrutinized the Draft Syllabus of Urdu courses submitted by the Chairperson, Board of Studies in Urdu (cd) and recommended certain suggestions vide paper read (3) above.

4. Thereafter, the Syllabus was before the Academic Council for consideration.

5. The XXVIII th meeting of Academic Council vide paper read (4) above, approved the FYUGP Syllabi in principle, and permitted to publish the same, as and when ready, after making the necessary modifications.

6. The Minutes of the Academic Council was approved by the Vice Chancellor.

7. Further, on verification of the approved Syllabus of the Urdu Courses with the Regulations, certain errors were noticed in the Mark distribution pattern, duration of the End Semester Examination etc. and the matter was intimated the Chairperson, BoS.

8. Subsequently, the BoS meeting of Urdu (cd) held on 30/10/2024 vide paper read (5) considered the matter and rectified the errors and the Chairperson BoS in Urdu (cd) forwarded the modified Scheme and syllabus for approval, vide paper read (6).

9. The Vice Chancellor, after considering the matter and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **approved the modified Scheme and Syllabus of Urdu Courses (All Semesters) and accorded sanction to implement the same w.e.f. 2024 admission in Affiliated Colleges under the University, subject to reporting to the Academic Council.**

10. The Modified Scheme & syllabus of Urdu courses under FYUGP , implemented in Affiliated

colleges under the University, w.e.f. 2024 admission are appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.
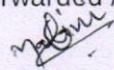
<div align="center">
Sd/-

ANIL CHANDRAN R

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR
</div>

To: The Principals of Arts and Science Colleges affiliated to Kannur University

Copy To: 1. The Examination Branch (through PA to CE)

2. The Chairperson, Board of Studies in Urdu (cd)

3. PS to VC/PA to R

4. EX CI/EG I/AR-I/AR-III/JR-2(EXAM)

5. DR/AR (Academic)

6. IT Cell/Computer Programmer

7. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KV

KANNUR UNIVERSITY

SYLLABUS

OF

FYUGP-URDU

2024 Admission Onwards

PREFACE

The Four-Year Undergraduate Program in Urdu for 2024 has been meticulously designed to provide a comprehensive, progressive, and modern curriculum that aligns with the evolving academic and professional needs of students. This syllabus is structured to nurture a deep understanding and appreciation of Urdu language, literature, and its cultural heritage while preparing students for diverse career pathways.

Over the course of four years, the program aims to build a strong foundation in Urdu, starting with the basics of language and grammar, and advancing to in-depth literary analysis, critical thinking, and research skills. The curriculum encompasses classical and contemporary texts, enabling students to explore a wide range of genres, historical periods, and thematic concerns. Moreover, it emphasizes both linguistic proficiency and cultural literacy, encouraging students to engage meaningfully with Urdu's rich literary tradition and its relevance in today's globalized world.

In crafting this syllabus, we have strived to make it inclusive, engaging, and intellectually stimulating, promoting not only academic growth but also the personal development of each student. We are confident that this curriculum will inspire a lifelong passion for learning and serve as a strong foundation for those aspiring to contribute to the field of Urdu language and literature.

Khairunnisa.N.P,
Chairperson,
Board of Studies Urdu,
Kannur University.

COURSE DETAILS OF FYUGP-URDU

SEMESTER	SL.NO	COURSE TYPE	COURSE CODE	COURSE TITLE	CREDIT L+P
1	1	DSC	KU1DSCURD101	**Drama Aur Khaka**	4+0=4
	2	DSC	KU1DSCURD102	**Shustha Urdu**	4+0=4
	3	DSC	KU1DSCURD111	**Study of Urdu Prose Genres**	4+0=4
	4	MDC	KU1MDCURD101	**Bunyadi Urdu (Basic Urdu)**	3+0=3
	5	AEC	KU1AECURD101	**Nasari Shanakhath (Arts Stream)**	2+1=3
	6	AEC	KU1AECURD102	**Nasari Muthala (Science Stream)**	2+1=3
	7	AEC	KU1AECURD103	**Communicative Urdu (Commerce Stream)**	2+1=3
2	8	DSC	KU2DSCURD103	**Masnavi,Marsiya aur Rubayi**	3+1=4
	9	DSC	KU2DSCURD112	**Contemporary Urdu Fiction**	4+0=4
	10	MDC	KU2MDCURD102	**Tharjama**	3+0=3
	11	MDC	KU2MDCURD103	**Urdu Prose and Poetry for Beginners**	3+0=3
	12	AEC	KU2AECURD104	**Urdu Shayari (Arts Stream)**	2+1=3
	13	AEC	KU2AECURD105	**Sheri Jamaliyath (Science Stream)**	2+1=3
	14	AEC	KU2AECURD106	**Urdu Nasar-o-Nazm (Commerce Stream)**	2+1=3

3	15	DSC	KU3DSCURD204	**Urdu & Information Technology**	3+1=4
	16	DSC	KU3DSCURD205	**Novel Aur Afsane**	3+1=4
	17	VAC	KU3VACURD201	**Thahzeeb Aur Saqafath**	3+0=3
	18	MDC	KU3MDCURD204	**Kerala ka Muthala**	3+0=3
	19	MDC	KU3MDCURD205	**Kerala Aur Urdu Zaban**	3+0=3
	20	MDC	KU3MDCURD206	**Rivayaath-e-Kerala**	3+0=3
4	21	DSC	KU4DSCURD206	**Qaseeda Aur Nazm**	3+1=4
	22	DSC	KU4DSCURD207	**Ghazal**	3+1=4
	23	SEC	KU4SECURD201	**Urdu Journalism**	2+1=3
	24	VAC	KU4VACURD202	**Adab Aur Aqdar**	3+0=3
	25	VAC	KU4VACURD203	**Adab Aur Insaniyath**	3+0=3
	26	VAC	KU4VACURD204	**Adab Aur Zindagi**	3+0=3
5	27	DSC	KU5DSCURD308	**Thareekh-e-Zaban-e-Urdu aur Lisaniyath**	4+0=4
	28	DSC	KU5DSCURD309	**Adabi Thanqeed**	4+0=4
	29	DSE	KU5DSEURD301	**Khusoosi Muthala: Meer Taqi Meer**	4+0=4
	30	DSE	KU5DSEURD302	**Khusoosi Muthala: Mirza Ghalib**	4+0=4
	31	DSE	KU5DSEURD303	**Khusoosi Muthala: Allama Iqbal**	4+0=4
	32	SEC	KU5SECURD302	**Urdu DTP**	2+1=3
6	33	DSC	KU6DSCURD310	**Thareekh-e-Adab-e-Urdu**	4+0=4
	34	DSE	KU6DSEURD304	**Inshaiya Aur Thanz-o-Miza**	4+0=4

	35	DSE	KU6DSEURD305	**Sawanih Aur Safar Nama**	4+0=4
	36	DSE	KU6DSEURD306	**Dasthan**	4+0=4
	37	SEC	KU6SECURD303	**Thakhleeqi Tahreer** **(Creative writing)**	2+1=3
	38	Internship	KU6INTURD300	**-**	2
7	39	DSC	KU7DSCURD411	**Adabi Thahqeeq**	4+0=4
	40	DSC	KU7DSCURD412	**Filmi Adab**	4+0=4
	41	DSC	KU7DSCURD413	**Jadeed Urdu Shayari**	4+0=4
8	42	DSC	KU8DSCURD414	**Deccani Adab**	4+0=4
	43	Project OR 3 DSC s	KU8RPHURD400	*	12
	44	DSC	KU8DSCURD415	**Tharaqi Pasand Urdu Adab**	4+0=4
	45	DSC	KU8DSCURD416	**Ahad-e-Hazir ka Urdu Adab**	4+0=4
	46	DSC	KU8DSCURD417	**Adabi Thahreekath.**	4+0=4

Programme Specific Outcomes (PSOs) – FYUGP URDU

1. Effective communication.
*Communicate effectively in both written and oral forms, demonstrating clarity and coherence in expressing ideas through Urdu.
*Able to analyse, synthesis, and evaluate different ideologies, philosophical thoughts and various movements that enriched the social and cultural environments of Urdu language and literature.

2. Critical thinking.
*Cultivate critical thinking skills to evaluate and critique literary works in Urdu, fostering independent thought.
*Apply critical thinking to explore themes, motives and socio cultural implications within the Urdu literary tradition.
*Develop self critical abilities to comprehend the individuality and cultural plurality intricacies of the Urdu language.

3**. Effective Citizenship**.
*Uphold the values of sovereignty of the nation socialism, secularism, democracy through importing appropriate literary pieces related to these values.
*Develop gender equality environmental awareness, in discrimination and non marginalization among the students through the study of Urdu literature.

4. Inter disciplinary understanding.
*Connect Urdu literature with other disciplines, fostering and inter disciplinary approach to broaden perspectives and enhance holistic learning.
*Integrating knowledge from related disciplines, such as linguistics,history and philosophy to enhance the understanding of Urdu literature.

5. Creativity and expression.
*Cultivate creative expression in Urdu whether through original writing, literary criticism or other forms of artistic engagement.
*Criticize social evils through effective utilization of creative skills.

6. Professional development.
*Develop skills that can be applied in various professional settings, including teaching, Journalism, publishing ,translation , cultural representation.

7. **Cultural Appreciation**.
*Demonstrate an appreciation for the rich cultural heritage embedded in Urdu literature understanding its historical social and philosophical aspects.
*Develop a deep understanding of the Indian cultural unity in diversity through Urdu literary works.

KU1AECURD101: NASARI SHANAKHATH(Arts Stream)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
First	AEC	100-199	KU1AECURD101	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
2	2	-	15+10=25	35+15=50	75	1Hour.30 Minutes

Course Description:

This Foundation Level Ability Enhancement Course makes to experience the rich narrative of Urdu prose. Discover the greatness of Urdu literature while honing the language skills. With the unique learning experience, it provides the secrets of Urdu writing and realizes the full potential, regardless of the level of experience.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall basic Urdu vocabulary and grammatical structures used in Short stories and Essays	R
2	Interpret the meaning and themes of Urdu prose passages.	U
3	Analyse the humanitarian and social aspects in Urdu Literature and break down Urdu prose passages to identify literary devices and techniques used by author	An
4	Apply comprehension skills to analyse and summarize Urdu prose texts.	A
5	Compose original Urdu prose pieces demonstrating understanding of narrative techniques and language usage.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2		✔					
CO 3			✔				
CO 4					✔		
CO 5					✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Thanz o Miza**	
	1.	QissaDaadke Dard ka-Mujthaba Hussain	8
	2.	Hostel MeyPadna-Pathras Bukhari	7
2		**Mazaameen**	
	1.	AakhriQadam-Dr.Zakir Hussain	5
	2.	Gulbanu –Khwaja Hasan Nizami	10
3		**Afsane**	
	1.	Bade GharkiBeti –Prem Chand	8
	2.	Khudkushi-Sadath Hasan Manto	7
4		**Practicum**	
	1.	ChoteChoteAfsaneLikhne ka Mashq	5
	2.	Musannifom ka Profile Thayyar Karna	5
5		**Teacher Specific Module**	5

1. **Vocabulary Building**: Focusing on vocabulary acquisition by introducing new words and phrases within the context of the prose being studied. Encouraging students to use these words in their own writing and discussions.
2. **Comprehension Activities**: Employing various comprehension activities such as reading comprehension questions, summarizing passages, and discussing key themes and ideas in the prose.
3. **Grammar Instruction**: Integrating grammar instruction within the context of the prose being studied. This could involve identifying grammatical structures, analyzing sentence patterns, and practicing grammar exercises related to the text...
4. **Writing Assignments**: Assigning writing tasks that require students to express their thoughts and ideas in Urdu prose. This could include writing summaries, responses, essays, or creative pieces inspired by the text.
5. **Cultural Context**: Providing background information about the cultural and historical context of the prose to enhance students' understanding and appreciation of the text.
6. **Technology Integration**: Incorporating technology tools such as multimedia resources, online texts, and language learning apps to supplement classroom instruction and provide additional practice opportunities.

Essential Readings:

1. JahaneAdab -Dr.SaleemPulsarakath&Shihabudheen.P

2. Mujthaba Hussain kiBehathareenThahreerai- Hasan Chishthi

3. PathraskeMazaameen-Ahmmed Shah Bukhari

Reference Distribution:

Module	Unit	Reference
1	**1**	Mujthaba Hussain BehthareenThahreerai-Murathib:HasanChishthi
	2	PathraskeMazaameen-Ahmmed Shah Bukhari

2	1	JahaneAdab - Dr.SaleemPulsarakath&Shihabudheen.P
	2	JahaneAdab - Dr.SaleemPulsarakath&Shihabudheen.P
3	1	Prem Chand keMunthakhibAfsane-Murathib :Shameem Hanafi
	2	JahaneAdab - Dr.SaleemPulsarakath&Shihabudheen.P
4	1	Urdu ke Thera Afsane- Athar Parves
	2	Thareekh e Adab e Urdu-Noorul Hasan Naqwi

Suggested Readings:

1. Prem Chand keMunthakhibAfsane-Murathib :Shameem Hanafi
2. Thareekh e Adab e Urdu-Noorul Hasan Naqwi
3. MantokeNumayindaAfsane: Dr.AtharParwez.

Assessment Rubrics

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

KU1AECURD102: NASARI MUTHALA (Science Stream)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
First	AEC	100-199	KU1AECURD102	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
2	2	-	25	50	75	1 Hour.30Minutes

Course Description:

      This Foundation Level Ability Enhancement Course makes to experience the rich narrative of Urdu prose .Discover the greatness of Urdu literature while honing the language skills. With the unique learning experience, it provides the secrets of Urdu writing and realize the full potential, regardless of the level of experience.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand read and write Urdu	U
2	Understand the major prose genres like Thanz o Miza,Mazmoon and Afsana	U
3	Analyse the humanitarian and social aspects in Urdu Literature	An
4	Apply the theoretical and Practical level to create Afsana	A
5	Compose original Urdu prose pieces demonstrating understanding of narrative techniques and language usage.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔						
CO 3			✔				
CO 4					✔		
CO 5	✔				✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Thanz o MizaAurAfsane**	
	1.	Director ka kutha-Mujthaba Hussain	8
	2.	Aapa- MumthazMufthi	7
2		**Mazaameen**	
	1.	Cinema ka ishq-Pathras Bukhari	5
	2.	EkYadgarWasiyyath-Jawaharlal Nehru	10
3		**Drama**	
	1.	DarwazeKholdo-KrishanChandr .Page No1-25	8
	2.	DarwazeKholdo-KrishanChandr .Page No 26-End	7
4		**Practicum**	
	1.	ChoteChoteMukalimethayyarkarne ka Mashq	5
	2.	Role Play	5

5	1. **Teacher Specific Module**	5
	1.Pre-Reading Activities: Designing activities to activate students' prior knowledge and build anticipation for the text. This could involve discussing the author, the historical context, or key themes of the prose.	
	2. **Close Reading**: Teaching students close reading strategies to analyze the nuances of the prose, such as identifying literary devices, understanding figurative language, and dissecting complex sentences.	
	3. **Annotation**: Encouraging students to annotate the text as they read, highlighting important passages, making notes about unfamiliar vocabulary or cultural references, and asking questions for clarification..	
	4. **Writing Reflections**: Assigning writing tasks that require students to reflect on their reading experience, analyze the themes and characters, and make connections between the text and their own lives or other texts they've read.	
	5. **Literary Analysis Essays**: Guiding students through the process of writing literary analysis essays on selected Urdu prose texts. Providing support with thesis development, textual evidence, and critical analysis skills.	
	6. **Cultural Exploration**: Exploring the cultural and historical context of the Urdu prose texts, including discussions about social issues, traditions, and cultural values reflected in the literature.	
	7. **Assessment**: Using a variety of assessment methods such as quizzes, essays, presentations, and projects to evaluate students' comprehension, critical thinking, and writing skills related to Urdu prose readings.	

Essential Readings:

4. Urdu ketheraAfsane –Athar Parwes
5. Mujthaba Hussain kiBehathareenThahreerai- Hasan Chishthi
6. PathraskeMazaameen-Ahmmed Shah Bukhari
7. Drama DarwazeKholdo –Krishan Chandr

Reference Distribution:

Module	Unit	Reference
1	1	Mujthaba Hussain BehthareenThahreerai-Murathib:HasanChishthi
	2	Urdu ketheraAfsane –Athar Parwes
2	1	PathraskeMazaameen-Ahmmed Shah Bukhari
	2	NayaAdabeeNisab
3	1	Drama DarwazeKholdo-KrishanChandr
	2	DramaDarwazeKholdo-KrishanChandr
4	1	Qaree se Makalima-Shameem Hanafi
	2	Urdu me Drama Nigari-Sayyed Badsha Hussain

Suggested Readings:1.Jahane AdabDr.SaleemPulsarakath&Shihabudheen.P

2. Urdu me Drama Nigari-Sayyed Badsha Hussain

3.Qaree se Mukalima-S hameem Hanafi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

KU1AECURD103: COMMUNICATIVE URDU (Commerce Stream)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KU1AECURD103	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
2	2	-	25	50	75	1Hour30 Minutes

Course Description:

The foundation level Ability Enhancement Course of communicative Urdu focuses on building fundamental skills in spoken and written Urdu. Through interactive exercises and practical scenarios, students develop vocabulary, grammar, and pronunciation skills essential for effective communication. Emphasis is placed on real-life situations and business conversations enabling learners to engage confidently in everyday conversations. It comprehend basic written texts. This course serves as a solid platform for further proficiency in Urdu language and culture.

Course Prerequisite: NIL

CourseOutcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall Urdu vocabulary and phrases, Remember basic Urdu grammar rules, and recognize Urdu scripts and letters.	R
2	Comprehend spoken Urdu conversations, Understand simple Urdu texts and dialogues and interpret the meaning of Urdu expressions and idioms.	U
3	Use Urdu language skills in everyday situations (e.g., greetings, ordering food). Apply grammar rules to construct simple sentences and employ appropriate Urdu expressions in various contexts.	A

4	Break down complex Urdu sentences to understand their structure. Analyse differences between formal and informal Urdu language usage. Identify cultural nuances in Urdu communication	An
5	Generate original sentences and dialogues in Urdu and design and deliver presentations or speeches in Urdu on familiar topics.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔				✔		
CO 3	✔				✔		
CO 4	✔						✔
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Huroof**	10
	1.	Huroof e Thahjee	
	2.	Huroof e ThahjeekeeMukhthalifShaklei-Ibthidayi,Darmiyani,Aakhree	
		Alfaaz	
	3	AlfazSazi-Do Hurfi,Se Hurfi aur Char Hurfi	
	4	RozmarraZindagi se MuthalluqAlfaz,ism aur fi'l	
	5	Ahdad aur ginthi-ek se Sau thak	
2		**JumleaurIbarath**	10
	1.	Rozmarra Zindagee se Mutha'llukSadajumle	
	2.	MurakkabJumle	
	3.	Ibrathkithahreer-Apna tha'ruf,college,gaav,bazaar,Thehwaar,Keral,Hindusthanvaghera	

		Hasbe Zel Nazmo Aur Shayarom ka Muthala	10
3	1	Akbar Alahabadi	
	2	Dr.Allama Muhammed Iqbal	
	3.	Sab Janthe he ilm se he Zindagi ki rooh-Akbar Alahabadi	
	4.	Parinde ki Faryad-Dr.Allama Muhammed Iqbal	
4		Hasbe zel Drame ka Muthala	10
	1	Mamtha ki Chori- Sadath Hasan Manto	
		Practicum-Iblagheemashq	
	2	Apna tha'rufkarwana,HidayaththalabkarnaaurAasanhidayathdenavaghera.	
	3	Sargarmiyaabayaankarna-Rozzmarrakema'loomaathaurSargarmiyomke bare me baathkarna	
	4	Karoobariaurdeegarmukhthalifmozooa'th par gehraayee se gufthagookarna	

		5
5	**Teacher Specific Module** 1. **Functional Language Teaching**: Teaching language that is directly applicable to everyday situations, such as greetings, introductions, making requests, and conducting transactions. 2. **Role-plays and Simulations**: Organizing role-plays and simulations where students can practice using Urdu in various communicative contexts, such as ordering food at a restaurant, negotiating prices at a market, or making phone calls. 3. **Pair and Group Activities**: Providing opportunities for students to engage in pair and group activities that encourage communication in Urdu. This could include discussions, debates, problem-solving tasks, and collaborative projects. 4. **Authentic Materials**: Incorporating authentic materials such as advertisements, newspaper articles, audio recordings, and videos in Urdu to expose students to real-life language use and cultural contexts. 5. **Task-Based Learning**: Structuring lessons around communicative tasks that require students to use Urdu to achieve a specific goal or complete a task. This could involve activities like planning a trip, organizing an event, or solving a problem. 6. **Interactive Multimedia Resources**: Integrating interactive multimedia resources such as language learning apps, online exercises, and virtual language exchanges to supplement classroom instruction and provide additional practice	

		opportunities.
	7. **Feedback and Correction**: Providing timely and constructive feedback on students' spoken and written communication in Urdu, focusing on accuracy, fluency, pronunciation, and appropriateness of language use.	
	8. **Cultural Competence**: Helping students develop cultural competence by discussing cultural norms, values, customs, and etiquette related to communication in Urdu-speaking contexts.	

Employability For the Course

1. **Translation and Interpretation**: Working as a translator or interpreter for government agencies, businesses, international organizations, or media outlets that require Urdu language skills.
2. **Education**: Teaching Urdu as a second language or foreign language at schools, language institutes, or universities.
3. **Tourism and Hospitality**: Working in tourism-related industries where knowledge of Urdu can be valuable for interacting with Urdu-speaking tourists or clients.
4. **International Business**: Pursuing careers in international business, trade, or diplomacy where Urdu language skills can facilitate communication with Urdu-speaking clients, partners, or stakeholders.
5. **Media and Journalism**: Working as a journalist, correspondent, or content creator for Urdu-language media outlets, newspapers, radio stations, or websites.
6. **Non profit and Development Organizations**: Working for nonprofit organizations, NGOs, or development agencies that operate in Urdu-speaking regions, where language skills are essential for effective communication and project implementation.

Essential Readings:

1. Urdu for All Part I & Part II –NCPUL
2. AlfazkiDuniya-Dr.HaleemaFirdouse
3. Aasan Urdu-Murathib-AbdussubhanIshaathi
4. Urdu:ThematicVocabularyand short text for reading-Lingvora Books
5. Gulzar e Urdu

Reference Distribution:

Module	Unit	Reference
1	1	AlfazkiDuniya-Dr.HaleemaFirdouse
	2	AlfazkiDuniya-Dr.HaleemaFirdouse
2	1	Gulzare Urdu
	2	Gulzare Urdu

	1	AasanUrdu-Murathib-AbdussubhanIsha'athi
	2	AasanUrdu-Murathib-AbdussubhanIshaathi
3	1	Qulliyath e Akbar Allahabadi
	2	Bang e Dara
4	1	Rekhta Books
	2	Urdu for All Part I & Part II –NCPUL
	3	Urdu for All Part I & Part II –NCPUL

Suggested Readings:

1.Urdu: Real life Conversations for beginners

2.Acha Khathkaiselikhai- RayeesSidheeqi

3.Urdu: Thematic Vocabulary and short text for reading-Lingvora Books

4. Qulliyath e Akbar Allahabadi

5. Bang e Dara

6.Drama Mamatha ki Chori Akbar Alahabadi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

KU1MDCURD101: BUNYADI URDU (Basic Urdu)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
First	MDC	100-199	KU1MDCURD101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1 Hour3o Minutes

Course Description:

The foundation level course of Basic Urdu introduces learners to the fundamentals of the Urdu language, focusing on building essential vocabulary, grammar, and conversational skills. Students will learn to read, write, speak, and comprehend Urdu through structured lessons covering topics such as greetings, numbers, family, food, and everyday expressions. The course typically includes interactive activities, exercises, and audiovisual aids to enhance learning and retention. By the end of the course, students should be able to engage in simple conversations, understand basic written texts, and express themselves in Urdu with confidence at a beginner level.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognize and recall basic Urdu vocabulary, alphabet, and simple phrases.	R
2	Understand spoken and written Urdu at a basic level, including greetings, introductions, and simple instructions.	U
3	Use Urdu language skills in everyday situations (e.g., greetings, ordering food). Apply grammar rules to construct simple sentences and employ appropriate Urdu expressions in various contexts.	A
4	Assess personal progress in learning Urdu by self-assessment and feedback from instructors or peers	E

		Create simple written and spoken sentences in Urdu using learned vocabulary and grammar rules.	
5			C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2				✔			
CO 3	✔						
CO 4				✔			
CO 5	✔				✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**HuroofAurAlfaz**	
	1.	a) Huroof e Thahjee	3
		bHuroof e ThahjeekeeMukhthalifShaklei-Ibthidayi,Darmiyani,Aakhree	3
		c)Urdu Ahdadaurginthee	3
	2	a) AlfazSazi-Do lafzi,Selafziaur Char lafz	3
		b)RozmarraZindagee se MuthalluqAlfaz,ismaurfi'l	3
2		**JumleaurIbarath**	
	1.	a)RozmarraZindagee se Mutha'llukSadajumle	3
		b)MurakkabJumle	4
	2	a)Ibrathkithahreer-Apna tha'ruf,college,gaav,bazaar,Thehwaar,Keral,Hindusthanvaghera	4
		b)Ibarathkeethahreer;UrduZaban,Shayaree,AdabVaghera	4
3		**MazmoonAurNazm**	
	1.	EkyadgarWasiyyth –Jawaharlal Nehru	5
	2.	EkAarzoo – Allama Muhammed Iqbal	5

	3.	Roteenama –Nazeer Akbar Aabadee	**5**
		Teacher Specific Module	**5**

1. **Multisensory Learning**: Incorporating a variety of teaching methods and resources to cater to different learning styles, including visual aids, auditory materials and interactive exercises.
2. **Contextualized Learning**: Providing context-rich learning experiences that connect Urdu language learning to real-life situations, cultural contexts, and practical applications.
3. **Repetition and Reinforcement**: Employing techniques such as spaced repetition, drills, and review activities to reinforce key language concepts and vocabulary regularly.
4. **Scaffolded Instruction**: Breaking down complex language concepts into smaller, manageable tasks and providing scaffolding support to help students gradually build their understanding and proficiency in Urdu.
5. **Authentic Materials**: Using authentic Urdu texts, audio recordings, videos, and other materials that reflect everyday language use and cultural contexts, making the learning experience more relevant and engaging for students.
6. **Interactive Activities**: Incorporating interactive activities such as games, role-plays, pair work, and group discussions to promote active participation and communication in Urdu.
7. **Feedback and Error Correction**: Providing constructive feedback on students' language production, including pronunciation, grammar, vocabulary usage, and sentence structure, and offering guidance for improvement.
8. **Technology Integration**: Incorporating technology tools such as language learning apps, online resources, multimedia materials, and interactive exercises to enhance instruction and provide additional practice opportunities.

Essential Readings:

1. Urdu for All Part I & Part II –NCPUL

2. Aasan Urdu –AbdussubhanIsha'athee

3. Gulzar e Urdu

4.Naya AdabeeNisab – AzeemulHaqJunaidee

5.Jahan e Adab-Dr.SaleemPulsarakath&Shihabudheen.P

Reference Distribution:

Module	Unit	Reference
1	1	Aasan Urdu – AbdussubhanIsha'athee
	2	Aasan Urdu – AbdussubhanIsha'athee
2	1	Gulzare Urdu
	2	Gulzare Urdu
3	1	NayaAdabeeNisab – AzeemulHaqJunaidee
	2	NayaAdabeeNisab – AzeemulHaqJunaidee
	3	Jahan e Adab-Dr.SaleemPulsarakath&Shihabudheen.P

Suggested Readings:

1.AllamaIqbal:Bachomkeliyenazmai

2.Bang e Dara-Dr.Allama Iqbal

3. Urdu:ThematicVocabularyand short text for reading-Lingvora Books

4. AlfazkiDuniya -Dr.Haleema Firdous

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**75**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

KU1DSCURD101: DRAMA AUR KHAKA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
First	DSC	100-199	KU1DSCURD101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course is specific to understanding and imparting knowledge of Urdu Drama and Khaka. The course will cover the history, style, and aesthetics of Urdu Drama. In addition, various principles, styles, and arts of Khaka will be explained. Through this course, students will better understand their artistic dreams and hone their skills.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key elements of Urdu Drama and Khaka history, styles, and influential figures.	R
2	Explain the themes, symbolism, and cultural significance portrayed in Urdu Dramas and Khake.	U
3	Demonstrate the ability to analyze and interpret Urdu dramas and Khake, applying critical thinking skills to understand character motivations and plot developments	A
4	Critically evaluate the techniques used in Urdu dramas and Khake, such as dialogue, staging, and narrative structure.	An
5	Develop original Urdu sketches or adapt existing works, showcasing understanding of dramatic techniques and cultural contexts	C

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔		✔				
CO 2	✔		✔				
CO 3		✔					
CO 4		✔					
CO 5					✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Khake ka thaaruf**	**10**
	1	Khakeka fan	
		a)Khakekeaqsaam	
	2	khaka nigari kaAagaz-o irthiqa	
	3	Khakeaurdoosreasnafmaifarq,	
		a) KhakaaurInshayiya,	
		b) khakaaurSawanih Nigari	
	4	Urdu keahamkhakanigaronkathaaruf	
		a) MoulaviAabdulHaq	
		b) Rasheed AhmmadSidheeqi	
		c) a) Mirza FarhathullaBegh	

		Hasb e ZelKhakomkaMuthala	
2	1	Naam Dev Maali by Moulavi Abdul haq	**7**
	2	Do zukhi by IsmathChughthayi	8

		Drame ka Tharuf	
3	1	Dramekithareef	4
	2	Fan aurAjzaayeTarkeebi	4
		Urdu Drame ka Aaagaz o Irthiqaa	4
		Urdu keaham Drama nigarom ka tha'aruf	3

		Hasb e zel Drama aurDramnigarkaMuthala	
4	1	Krishan Chander ka tha'aruf	3
	2	Krishanchanderki Drama nigari	2
	3	DramaBhikari by Krishan Chander	10
5		**Teacher Specific Module**. 1. **Close Reading and Analysis**: Guiding students through close reading and analysis of Urdu dramas and sketches, focusing on elements such as plot, characterization, dialogue, themes, and dramatic techniques. 2. **Historical and Cultural Context**: Providing background information about the historical, cultural, and socio-political contexts in which the selected dramas and sketches were written and performed, helping students understand their significance and relevance. 3. **Performance Workshops**: Organizing performance workshops where students can read, rehearse, and perform scenes from the studied dramas and sketches, helping them develop acting skills, expressiveness, and stage presence. 4. **Character Studies**: Encouraging students to analyze and interpret the characters in the dramas and sketches, exploring their motivations, conflicts, relationships, and character development throughout the narrative. 5. **Writing and Script Development**: Assigning writing tasks that require students to write their own short sketches or scenes inspired by the themes, styles, or techniques of the studied dramas, fostering creativity and literary	5

| | | expression. | |
| | | 6. **Comparative Analysis**: Facilitating comparative analysis between different Urdu dramas and sketches, examining similarities, differences, influences, and innovations in terms of narrative structure, dramatic conventions, and thematic concerns.

6.Multimedia Resources: Incorporating multimedia resources such as video clips, audio recordings, and online performances of Urdu dramas and sketches to supplement classroom instruction and provide visual and auditory stimuli.

. | |

Essential Readings:

1. Urdu Adab me Khaka nigari by Dr.SabiraSayeedi
2. Urdu Nasar ka ThanqeediMuthala by SunbulNigar
3. Drama Bhikari by Krishan Chander.

Suggested Readings:

1. Chand Humasar –Moulavi Abdul Haq
2. Urdu me Drama Nigari – Sayyed Badsha Hussain

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU1DSCURD102: SHUSTHA URDU

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
First	DSC	100-199	KU1DSCURD102	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2

Course Description:

This is a comprehensive Urdu 'Grammar course' designed to delve into the intricate structure and rules governing the Urdu language. From foundational concepts like verb conjugation and noun declension to advanced topics .This course provides a systematic approach to understanding and mastering Urdu grammar. Through a combination of lectures, exercises, and practical applications, students will develop a solid grasp of the language's grammar, enabling them to communicate effectively and express themselves with clarity and precision in Urdu

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Memorize commonly used Urdu vocabulary related to grammar concepts.	R
2	Explain the fundamental principles of Urdu grammar, including sentence structure and word order.	U
3	Demonstrate the application of Urdu grammar rules in writing exercises and compositions. Utilize grammar concepts to edit and revise written texts for accuracy and clarity.	A

4	Break down complex Urdu sentences into their grammatical components to identify errors and Compare and contrast different grammatical structures in Urdu with those of other languages to understand linguistic similarities and differences	An
5	Generate original sentences and compositions in Urdu that effectively utilize advanced grammar concepts and design creative exercises and activities to teach specific aspects of Urdu grammar, fostering student engagement and expression.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔						
CO 3					✔		
CO 4	✔			✔			
CO 5	✔				✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	**KALIMA**		
	1	Kalima- Ism, Harf, Aqsaam-e-Ism, Fa'il	2
	2	Fi'el (Masdar) kiqismen-Mazi, Hal, Mustaqbil	2
	3	Huroof ka bayan aur un keqismen	2
	4	Aqsam e Izafat	2
	5	Zameer ki Tareefaurus ki qismen	3

	6	Sifataur us keaqsam	3

		TAZKEER O TANEES	
2	1	Tazkeer o Tanees (HaqeeqiaurGhairHaqeeqi)	10
	2	Wahid, Jama aurJammuljama	
	3	MutradifAlfazaurMutazadAlfaz	
		TASHBEEH, ISTEA'ARA AUR TALMEEHAT	
3	1	TashbeehaurIstea'ara	4
	2	Rozmarra, MuhavireaurZarbulAmsal	4
	3	Talmeehat (AdabiwaMazhabi) aur un keNamoone	4
	4	Rumooz e Auqaf	3

		URDU NAHV	
4	1	Jumle me 'Ne' ka Istemal	3
	2	Jumle me 'Ko' ka Istemal	3
	3	Jumle ka Ajza	3
	4	JumlekiQismen: Mufrad, Murakkab, Mutlaq, Multaffwagaira	3
	5	Tarkeeb e SarfiaurTarkeeb e Nahvi	3
5		**Teacher Specific Module**. 1. **Visual Aids**: Utilize visual aids such as charts, diagrams, and infographics to illustrate grammatical rules, sentence structures, verb conjugations, and other key concepts. 2. **Contextual Learning**: Integrate grammar instruction into meaningful contexts by using authentic texts, dialogues, and passages from Urdu literature or everyday communication. 3. **Interactive Discussions**: Foster interactive discussions where students can ask questions, share their insights, and clarify doubts related to Urdu grammar concepts. 4. **Peer Collaboration**: Encourage peer collaboration and cooperative learning	5

| | | activities where students can work together to practice grammar exercises, provide feedback to each other, and engage in peer teaching...
 5. **Real-life Applications**: Emphasize the practical application of Urdu grammar rules in real-life communication situations, such as writing emails, composing essays, or participating in conversations. | |

Essential Readings:

1. Urdu Zabaan o Qawaid by ShafiAhammed Siddiqi, Vol.II
2. UrrduNahv by Muhammed Ansarulla, EBH, Aligarh
3. Urdu Sarf o Nahv by MaulaviAbdul Haq, AnjumanTarqi Urdu, Delhi

Suggested Readings:

1. Islahi Urdu Qawaid-M A H Qasmi, EBH, Aligarh
2. JadeedTarzNigarish by Prof.M A Zahid
3. Nayi Urdu Qawaid by Rahman Qadiri, AnjumanTarqi Urdu, New Delhi
4. Qawaid-e-Urdu by Moulavi Abdul Haq, AnjumanTarqi Urdu, Delhi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
f)	Viva-Voce	5
Total		**100**

STUDY OF URDU PROSE GENRES: KU1DSCURD111

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCURD111	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: The course " Study of Urdu Prose Genres'' offers a concise exploration of key Urdu literary forms, including Dastan, Afsana, Novel, Sawaneh, Khaka, and Drama. It focuses on their unique characteristics, historical evolution, and contributions to Urdu literature, providing students with an understanding of these genres' impact on cultural and literary expression.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Recall** key definitions, characteristics, and examples of Urdu prose genres such as Dastan, Afsana, Novel, Sawaneh, Khaka, and Drama	R
2	**Explain** the historical development, cultural contexts, and thematic concerns of Urdu prose genres in their own words.	U
3	**Apply** their knowledge by identifying and classifying prose works from different genres, demonstrating their understanding of genre-specific features.	A
4	**Analyze** the narrative structures, character development, and themes of selected Urdu prose works, distinguishing between different styles and techniques.	An
5	**Critically evaluate** the literary merit and cultural significance of key Urdu prose texts, providing reasoned judgments about their contributions to Urdu literature.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1	✔					
CO 2	✔					✔
CO 3	✔	✔				
CO 4		✔		✔		
CO 5		✔				

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**MODULE TITLE: SINF DASTHAN**	**15**
		Urdu keMashhoordasthanoKaTharoof{Nasri]	
		1] Dasthan Ameer Hamza---Khaleel Ali Khan	
		2] Baagh-o Bahar---- Meer Amman Dahlavi	
		3] Fasana-E-Ajayib---Rajab Ali BaigSuroor	
2		**MODULE TITLE : NOVEL AUR AFSANA**	**15**
		1]SINF NOVEL AUR AFSANA KA THARUF	
		2] NOVEL AUR AFSANE KA BUNYADI FARQ	
		"EakBaapBikav Hai"---RajendarsinghBedi	
3		**MODULE TITLE:KHAKA NIGARI AUR INSHAYIYA**	**10**
		KHAKA NIGARI AUR INSHAYIYA KI THAREEF	
		1] GULSHAN-E-UMMEED KI BAHAR—[INSHAYIYA] MUHAMMED HUSSAIN AZAD	
		2] DR MUHAMMED IQBAL [KHAKA] --- MOULVI ABDUL HAQ	
4		**MODULE TITLE:SAVANEH NIGARI**	**15**
		SAVANEH NIGARI KA THARUF	
		1] ALTHAF HUSSAIN HALI KI SAVANEH NIGARI	

		A] HAYATH-E- JAVEED KA THARUF	
		B] HAYATH-E- SAADI KA THARUF	
		DRAMA NIGARI – EAK MUQTHASAR THARUF	
5		**Teacher Specific Module**	**5**
		Directions	
		1)Organize workshops where students compare and contrast different genres, such as comparing Afsana with Dastan or Novel with Drama. Have students highlight differences in narrative techniques, themes, and style.	
		2) Assign readings of selected works from each genre. Conduct class discussions to analyze themes, characters, and narrative structures, encouraging students to apply their understanding by identifying genre-specific features in the texts	
		3) Use multimedia tools (film adaptations, audio recordings, dramatic readings) to demonstrate the adaptation of prose genres into other media. Assign role-play activities where students dramatize excerpts from dramas or novels.	

Essential Readings:1.INSHAYIYAAUR INSHAYIYE-------SAYED MUHAMMED HUSSAIN

2.CHAND HAM ASAR------MOULVI ABDUL HAQ

3.URDU   KI   NASRI   DASTHA   NE--------GYAN   CHAND-----REEKHTHA

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU2AECURD104: URDU SHAYARI (Arts Stream)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Second	AEC	100-199	KU2AECURD104	3	60
Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
2	2	-	25	50	75	1Hour 30minutes

Course Description:

This course helps to understand the concepts of meter, rhyme, and metaphor while delving into the writings of renowned poets. Immerse in the rich tradition of poetic expression. This course offers a thorough introduction to the numerous styles and themes of Urdu Ghazal, Nazm and Rubayi .It also develop a passion for language's artistic quality and enhance the poetic sensitivities in a supportive and stimulating environment. This course is the entrance to a world of Urdu poem and creative expression.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall basic facts about Urdu poetry, such as prominent poets, forms, and themes	R
2	Demonstrate comprehension of Urdu poetic forms, literary devices, and cultural contexts.	U
3	Apply knowledge of Urdu poetry to analyze and interpret selected poems.	A
4	Critically assess the effectiveness and significance of Urdu poems in conveying emotions and ideas.	E
5	Produce original Urdu poetry or creatively interpret existing works in the context of personal expression or cultural exploration	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔						✔
CO 3	✔	✔			✔		
CO 4	✔	✔			✔		
CO 5	✔	✔			✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Hasb e zel nazmo ka Muthala**	
	1.	Chand Aur Thare –Dr.Allama Muhammed Iqbal	8
	2.	Aurath –Kaifi Aa'zmi	7
	3.	Aye Ishq hame barbaad na kar –Akhthar Sheerani	
2		**Hasbe zel Ghazalom ka Muthala**	
	1.	Hasthi apni hubab ki see he-Meer Taqi Meer	5
	2.	Ibne Mariyam huva kare koyi –Mirza Ghalib	10
	3.	Dil dadakne ka sabab yad Aaya –Nasir Kazmi	
	4.	Ranjish hee sahee-Ahammed Faraz	
3		**Hasbe zel Rubyiyom ka Muthala**	
	1.	Dil he seene me dil me eeman nahi-Akbar Ala'badi	8
	2.	Kyat hum se bathaye umr fani-Firaq Gorakhpuri	7
	3.	Le le ke Khuda ka nam-Amjad Hyderabadi	
	4	Ghunche theri zindagee pe-Josh Maleh Aabadi	
4		**Practicum**	
	1.	Chotee Chotee Nazm likhne ka Mashq	5
	2.	Ghazal aur Nazm tharannum ke sath gane ka mashq	5
5		**Teacher Specific Module** 5 1. **Language Proficiency Building**: Since Urdu poetry relies heavily on the beauty and richness of the language, teachers may focus on building students' Urdu language proficiency. This can include vocabulary building, understanding of poetic devices, and grammatical structures specific to Urdu poetry.	

2. **Close Reading and Analysis**: Encourage students to engage in close reading of poems, focusing on literary devices, themes, imagery, and symbolism. Analyzing the intricacies of the poetry helps students develop critical thinking skills and a deeper understanding of the text.
3. **Comparative Analysis**: Compare and contrast different poets, poetic forms, and themes within Urdu poetry. This comparative approach helps students identify patterns, similarities, and differences across various works, leading to a richer understanding of the tradition..
4. **Creative Expression**: Provide opportunities for students to express themselves creatively through writing poetry inspired by the works they study. This could involve writing original poems or composing responses to existing ones, allowing them to explore their own poetic voices.
5. **Multimedia Resources**: Incorporate multimedia resources such as audio recordings, videos, and visual aids to supplement the teaching of Urdu poetry. Hearing recitations of the poems or viewing related artwork can enhance students' appreciation and understanding of the poetry.
6. **Performance and Recitation**: Organize poetry recitation sessions where students have the opportunity to perform and recite the poems aloud. This not only helps improve their pronunciation and fluency in Urdu but also allows them to experience the rhythmic and musical qualities of the poetry firsthand.

Essential Readings:

6. Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
7. Kulliyath e Akhathar Sheerani-Khan Publishers,New Delhi
8. Deewane Nasir Kazmi

Reference Distribution:

Module	Unit	Reference
1	1	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	3	Kulliyath e Akhathar Sheerani-Khan Publishers,New Delhi-Page No.63
2	1	Jahane Adab-Dr.Muhammed Saleem

		Pulsarakath & Shihabudheen.P
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	3	Deewane Nasir Kazmi
3	1	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	3	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
4	1	Bachom ke liye Mazedr Nazme-Muzafar Hanafi
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P

Suggested Readings:

1. Bachom ke liye Mazedr Nazme-Muzafar Hanafi

2.Kulliyathe Haali

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
Total (ESE+CE)		**75**

KU2AECURD105: SHERI JAMALIYATH (Science Stream)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Second	AEC	100-199	KU2AECURD105	3	60
Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
2	2	-	25	50	75	1 Hour30 minutes

Course Description:

This course helps to understand the concepts of meter, rhyme, and metaphor while delving into the writings of renowned poets. Immerse in the rich tradition of poetic expression. This course offers a thorough introduction to the numerous styles and themes of Urdu Ghazal, Nazm and Rubayi..It also develop a passion for language's artistic quality and enhance the poetic sensitivities in a supportive and stimulating environment. This course is the entrance to a world of Urdu poem and creative expression

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall basic facts about Urdu poetry, such as prominent poets, forms, and themes	R
2	Demonstrate comprehension of Urdu poetic forms, literary devices, and cultural contexts.	U
3	Apply knowledge of Urdu poetry to analyze and interpret selected poems.	A
4	Critically assess the effectiveness and significance of Urdu poems in conveying emotions and ideas.	E
5	Produce original Urdu poetry or creatively interpret existing works in the context of personal expression or cultural exploration	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔						✔
CO 3	✔				✔		
CO 4	✔	✔			✔		
CO 5	✔	✔			✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Hasb e zel nazmo ka Muthala**	
	1.	Jugnoo –Dr.Allama Muhammed Iqbal	5
	2.	Husn Aur Mazdoori –Josh Maleeh Aabadi	5
	3.	Mujh se Pehalee see Mohabbath –Faiz Ahammed Faiz	5
2		**Hasbe zel Ghazalom ka Muthala**	
	1.	Patha Patha Boota Boota Haal Hmara Jane-Meer Taqi Meer	4
	2.	Dil hee tho he na sang va khishth–Mirza Ghalib	4
	3.	Hangama e kyom barpa –Akbar Alahabadi	4
	4.	Zindagee insane ke ek dam ke siwa kuch bhi nahi-Dr.Allama Muhammed Iqbal	3
3		**Hasbe zel Rubyiyom ka Muthala**	
	1.	Ruthba jise duniya me Khuda detha he-Meer Anees	4
	2.	He jahal me Aalim va jahil hamsar –Althaf Hussain Hali	4
	3.	Mar mar ke lehad me jaapayee he-Amjad Hyderabadi	4
	4	Kythum se Bathai umr fani kya thee-Firaq Gorakhpuri	3
4		**Practicum**	
	1.	Chotee Chotee Nazm likhne ka Mashq	5
	2.	Ghazal aur Nazm tharannum ke sath gane ka mashq	5

			5
5		1. **Teacher Specific Module** 2. **Historical and Cultural Context**: Provide background information about the history and cultural significance of Urdu Shayari. Explain the evolution of Shayari as a literary form in Urdu literature, highlighting prominent poets, movements, and influences. 3. **Study of Poetic Forms**: Introduce students to different forms of Urdu Shayari, such as Ghazal, Nazm, and Rubaiyat. Teach them the distinctive features, structures, and rules associated with each form, and provide examples to illustrate these concepts. 4. **Appreciation of Aesthetics**: Cultivate an appreciation for the aesthetic aspects of Urdu Shayari, including its rhythmic patterns, musicality, and linguistic beauty. Expose students to the melodic recitation of Shayari and discuss the role of sound and rhythm in enhancing its impact. 5. **Exploration of Themes**: Explore recurring themes in Urdu Shayari, such as love, longing, nature, spirituality, and social commentary. Encourage students to analyze how these themes are expressed and interpreted by different poets across different contexts. 6. **Creative Writing Exercises**: Provide opportunities for students to engage in creative writing exercises inspired by Urdu Shayari. Encourage them to write their own poems in the style of their favorite poets or to compose responses to existing Shayari verses..	

Essential Readings:

1. Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P

   2. Naya Adabee Nisab –Azeemul Haq Junaidi

   3. Kulliyathe Akbar Alahabadi –Jild Awwal-Ghazaliyath

Reference Distribution:

Module	Unit	Reference
1	**1**	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	2	Naya Adabee Nisab –Azeemul Haq Junaidi
	3	Jahane Adab-Dr.Muhammed Saleem

		Pulsarakath & Shihabudheen.P
2	**1**	Kulliyathe Meer
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	3	Kulliyathe Akbar Alahabadi –Jild Awwal-Ghazaliyath
	4	Bange Dara-Allama Iqbal
3	**1**	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	2	Kulliyathe Hali
	3	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
4	**1.**	Bachom ke liye Mazedr Nazme-Muzafar Hanafi
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P

Suggested Readings:

1. Bang e Dara –Allama Iqbal

2.Kulliyathe Meer

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

KU2AECURD106: URDU NASAR O NAZM (Commerce Stream)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Second	AEC	100-199	KU2AECURD106	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
2	2	-	25	50	75	1 Hour30 minutes

Course Description:

The Ability Enhancement Foundation level course 'Nasar o Nazm (Prose and Poetry) aims to develop students' proficiency in understanding and analyzing Urdu literature. Through a blend of theoretical concepts and practical exercises, students explore various genres of Urdu prose and poetry, enhancing their linguistic skills, critical thinking, and cultural appreciation. The course emphasizes textual interpretation, historical context, and literary techniques to deepen students' understanding and appreciation of Urdu literature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognize and recall key elements of Urdu prose and poetry such as themes, literary devices, and significant works.	R
2	Interpret the meanings, messages, and cultural contexts embedded in Urdu prose and poetry through analysis and explanation	U
3	Apply knowledge of Urdu prose and poetry to analyze and evaluate literary texts, identify literary techniques, and comprehend the author's intentions.	A
4	Break down Urdu prose and poetry into its constituent parts, such as themes, characters, plot structures, and poetic devices, to understand their significance and impact.	An

5	Generate original interpretations, analyses, and creative responses to Urdu prose and poetry through writing, discussion, and artistic expression	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔						✔
CO 3	✔	✔			✔		
CO 4	✔	✔					
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Thanz o Miza Aur Inshaiya**	
	1.	Hamare ghar par chapa –Mujthaba Hussain	10
	2.	Do ko ladana –Kanahyalal Kapoor	5
2		**Mazaameen**	
	1.	Hathim kee Sakhavath -	5
	2.	Guzrahuwa zamana –Sir Syed Ahmed Khan	10
3		**Nazmai**	10
	1.	Himala– Dr.Allama Muhmmed Iqbal	
	2.	Mufth kee Kaman – Akbar Alahabadi	
	3.	Thaj Mehal –Sahir Ludhiyanavi	
4		**Practicum**	
	1.	Chotee Chotee Nazm aur Mazmoon likhne ka Mashq	10
	2.	Nazm tharannum ke sath gane ka mashq	5
5		**Teacher Specific Module** 1. **Integration of Genres**: Design lessons that integrate the study of Urdu prose and poetry,	5

| | | emphasizing their similarities, differences, and complementary aspects. Explore how themes, motifs, and literary devices manifest differently in each genre.
2. **Comparative Studies**: Encourage comparative studies between Urdu prose and poetry, as well as between different prose and poetry works. Compare the narrative techniques in prose with the lyrical elements in poetry, and discuss how these contribute to the overall impact of the literary works.
3. **Language Proficiency Building**: Emphasize language proficiency in Urdu, focusing on vocabulary, grammar, and stylistic elements specific to prose and poetry. Provide opportunities for students to practice writing in both genres and to develop their expressive and analytical skills in Urdu.
4. **Close Reading and Interpretation**: Guide students in close reading and interpretation of both prose and poetry texts. Encourage them to analyze the nuances of language, imagery, and symbolism, and to interpret the deeper meanings embedded within the texts.
5. **Creative Expression**: Foster creative expression through writing exercises inspired by the prose and poetry studied in the course. Encourage students to write their own short stories, essays, and poems, drawing inspiration from the literary works discussed in class.
6. **Multimedia Resources**: Incorporate multimedia resources such as audio recordings, videos, and visual aids to enhance students' understanding and appreciation of Urdu prose and poetry. Use these resources to provide context, illustrate key concepts, and bring the literary works to life. | |

Essential Readings:

1. Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P

   2. Naya Adabee Nisab –Azeemul Haq Junaidi

   3. Kulliyathe Akbar Alahabadi –

   4. Mujthaba Hussain ki Behathareen Thahreerai- Hasan Chishthi

Reference Distribution:

Module	Unit	Reference

1	1	Mujthaba Hussain ki Behathareen Thahreerai- Hasan Chishthi
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
2	1	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
3	1	Bang e Dara – Allama Iqbal
	2	Kulliyathe Akbar Alahabadi
	3	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
4	1.	Bachom ke liye Mazedr Nazme-Muzafar Hanafi
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P

Suggested Readings:

1. Bang e Dara –Allama Iqbal

2. Bachom ke liye Mazedr Nazme-Muzafar Hanafi

3.Naya Adabee Nisab –Azeemul Haq Junaidi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

KU2MDCURD102: THARJAMA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Second	MDC	100-199	KU2MDCURD102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour30minutes

Course Description:

This course provides an in-depth study of the principles, techniques, and challenges of Urdu translation. Students will explore various genres and styles of texts, developing their translation skills while considering linguistic, cultural, and contextual factors.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key translation theories and principles relevant to Urdu translation	R
2	Explain the linguistic and cultural challenges involved in translating Urdu texts into other languages and vice versa	U
3	Demonstrate the ability to translate various types of Urdu texts (prose, poetry, specialized content) into target languages while maintaining fidelity and readability.	A
4	Critically evaluate translated texts to identify linguistic, cultural, and stylistic nuances and assess the effectiveness of translation strategies employed.	An
5	Produce high-quality translations of Urdu texts that reflect an understanding of linguistic subtleties, cultural contexts, and stylistic features, demonstrating creativity and proficiency in translation.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔			✔			✔
CO 3	✔			✔			
CO 4	✔	✔			✔		✔
CO 5	✔				✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Tharjama ki Thareef**	15
	1.	Tharjama kee Thareef	
	2	Tarjama ki qismein	
		a)MataniTarjama	
		b)Azad Tarjuma	
		c)Takhleeqi Tharjama	
	3	Tarjume ki Zarurat Aur Ahmiyath	
	4	Urdu mein Fun e Tarjume ka Agaz o Irtiqa	
2		**Pasmanzar Aur Masayil**	10
	1.	Tarjame ka Saqafathipasmanzer	
	2	ManzoomT arjumon k emasail	
	3	Lafzi aur azad nasri Tarjumon ke masail	
3	1.	Shayari ka Tarjama-Bunyadi ma'loomath	5
4		**Tharjame ki Amalee Mashq**	10
	1	Urdu Ibarath ka Angrezee ya Malayalm me Tharjam karna	
	2	Angrezee ya Malayalam Ibarath ka Urdu me Tharjama karna	
	5	**Teacher Specific Module**	

	1.	**Translation Exercises**: Provide students with a variety of texts in Urdu and have them translate them into English, Malayalam or vice versa. This could include literary texts, news articles, advertisements, etc. This helps students practice their translation skills and develop their vocabulary.
	2.	**Grammar and Syntax**: Focus on teaching the grammatical structures and syntax of both Urdu and English. Understanding the grammatical differences between the two languages is crucial for accurate translation.
	3.	**Vocabulary Building**: Help students build their vocabulary in both Urdu and English, with a focus on words and expressions commonly used in the types of texts they will be translating.
	4.	**Peer Review**: Incorporate peer review sessions where students can review and provide feedback on each other's translations. This can help them learn from each other's strengths and weaknesses and improve their own translation skills.
	5.	**Use of Technology**: Introduce students to translation tools and software that can aid in the translation process. However, emphasize the importance of using such tools as aids rather than relying on them completely.
	6.	**Feedback and Revision**: Provide constructive feedback on students' translations and encourage them to revise and improve their work based on feedback received.

Essential Readings:

1. Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo

2. Fane Tarjuma nigari by Khaleeq Anjum

3.Urdu for All Part I & Part II –NCPUL

Reference Distribution:

Module	Unit	Reference
1	**1**	Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo
	2	Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo

	3	Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo
	4	Tarjume ka fun aur Riwayat by Qamar Raees
2	1	Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo
	2	Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo
	3	Tarjume ka fun aur Tarseel ke tareeqe by Dr,M .Assoo
3	1	Fune tarjama nigari-Khaleeq Anjum.Page.No-132
4	1	Urdu for All Part I & Part II –NCPUL
	2	Urdu for All Part I & Part II –NCPUL

Suggested Readings:

1.Muthalia e faneTarjuma aur munthakhabMazameen by Basheer Badar

2.Tarjume ka fun aur Riwayat   by Qamar Raees

3.Jab khet jag uten by Krishn Chandr

4..Vayalukalunarumbol by Mathruboomi books

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

KU2MDCURD103: URDU PROSE AND POETRY FOR BEGINNERS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Second	MDC	100-199	KU2MDCURD103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour30 Minutes

Course Description:

This is a comprehensive Course that explores Urdu literature through the lens of National integration, Patriotism, Honesty and the importance of helping others. It includes a rich selection of Poems, Short stories, and Drama that highlight these values, fostering a deeper understanding and appreciation for the cultural and social fabric of the nation. Through engaging with these literary works, students not only enhance their Urdu language skills but also develop a sense of civic responsibility and empathy towards others.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the concept of Patriotism, National Integration, Religious Tolerance, and Empathy	U
2	Analyze Urdu poetry, Short stories, and Drama as mediums for promoting these values.	An
3	Apply critical thinking skills to interpret and evaluate literary works..	A
4	Synthesize knowledge to create original responses to the literature studied.	C

5	Evaluate the role of Literature and Drama in shaping societal values and fostering empathy.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✔			✔
CO 2	✔	✔					
CO 3	✔	✔					
CO 4	✔	✔			✔		
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Hasb e zel afsane ka Muthala**	
	1.	Boodi Kakee – Prem Chand	**8**
	2.	Adhoo –Jeelani Bano	**7**
	3.		
2		**Hasbe zel Shayarom ka Thar'ruf**	**5**
	1.	Dr.Allama Muhmmed Iqbal	
	2.	Althaf Hussain Hali	
	3.	Brij Narayan Chakbasth	
	4.	Ahammed Faraz	
3		**Hasbe zel Nazmo ka Muthala**	10
	1	Naya Shiwala- Dr.Allama Muhmmed Iqbal	
	2	Mittee ka Diya-Althaf Hussain Hali	
	3	Khake Hind-Brij Narayan Chakbast	
	4	Sarhadai-Ahammed Faraz	
4		**Hasb e zel Drame Ka Muthala**	**10**
	1.	Muhalle ki Holi – Ather Parwez	

	Teacher Specific Module Multimedia	**5**
	1. **Presentations:** Teachers can utilize multimedia tools to present Urdu prose and poetry and Drama in a visually engaging manner. This could include slideshows, videos, audio recordings, and interactive presentations to bring the literature to life. 2. **Discussion-based Learning:** Encouraging class discussions allows students to analyze and interpret Urdu prose and poetry collectively. Teachers can pose open-ended questions, facilitate debates, and encourage students to share their perspectives, fostering critical thinking skills... 3. **Creative Writing:** Encouraging students to engage in creative writing activities allows them to apply their understanding of Urdu literature. This could involve writing their own prose or poetry inspired by classic Urdu works or experimenting with different literary styles. 4. **Performance-based Activities:** Organizing poetry recitation sessions, skits, or dramatic readings enables students to actively engage with Urdu literature. Such activities help students develop public speaking skills and deepen their connection with the text through performance. 5. **Cultural Context Exploration:** Providing historical and cultural context is crucial for understanding Urdu literature. Teachers can integrate discussions on the socio-political environment, religious influences, and literary movements relevant to the time period in which the works were written.	

Essential Readings

1. Jahane Adab edt.by Dr.Md Saleem Pulsarakath & Shihabuddin.P
2. Naya Adabi Nisab by Azeemul Haq Junaidi
3. Miyare Adab by Dr Mohammed Sharafudheen Sahil
4. Prem Chand ke sau Afsane-Prem Gopal Mathal

Reference Distribution:

Module	Unit	Reference
1	**1**	Prem Chand ke sau Afsane-Prem Gopal Mathal
	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
2	**1**	Baang e Dara –Allama Iqbal

	2	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P
	3	Naya Adabi Nisab by Azeemul Haq Junaidi
	4	Naya Adabi Nisab by Azeemul Haq Junaidi
3	1,2,3 &4	Tareekh-e-Adab-e-Urdu-Noorul Hasan Naqwi
4	1	Jahane Adab-Dr.Muhammed Saleem Pulsarakath & Shihabudheen.P

Suggested Readings:

1.Kulliyathe Haali

2. Adabi Namoone by Noorul Hasan Naqvi

3.Miyare Adab by Dr Mohammed Sharafudheen Sahil

4.Thareekh e Adab e Urdu by Noorul Hasan Naqvi

5 .Thareekh e Adab e Urdu by Jameel Jalibi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

MASNAVI, MARSIYA AUR RUBAYI

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Second Semester	DSC	100-199	KU2DSCURD103	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	25+10=35	50+15=65	100	2

Course Description:

This course provides three significant poetic forms in Urdu literature. Students delve into the intricate structures, themes, and historical contexts of Masnavi (a form of narrative poetry), Marsiya (elegiac poetry) typically lamenting the martyrdom of Imam Hussain), and Rubayi (quatrains). Through analysis and discussion, learners gain insight into the richness and diversity of Urdu poetic traditions.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	. Recall basic facts about Masnavi, Marsiya and Rubayi	R
2	Demonstrate comprehension of Urdu poetic forms, literary devices, and cultural contexts.	U
3	Apply knowledge of poetic genres to analyze and interpret selected Masnavi ,Marsiya &Rubayi.	A

4	Critically assess the effectiveness and significance of Masnavi,Marsiya and Rubayi in conveying emotions and ideas.	E
5	Analyse and comprehend the text with regard its style and content	An

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						✔
CO 2	✔						✔
CO 3	✔				✔		
CO 4	✔	✔			✔		
CO 5	✔				✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		MASNAVI	
	1	Masnavi ki Tareef aur fann	2
	2	Masnavi ke Aqsam	2
	3	Masnavi ka Aagaz-o-Irtiqa	2
1	4	Hasb e zel Masnavi go Shuraka Muthala a)Wajhi b) Mirza Shouq Lakhnavi, c)Mir Hasan, d)Daya Shankar Naseem.	3
2		**HASB E ZEL MASNAVIYO KA MATANI MUTALA**	

	1	Masnavi Gulzar e Naseem-Daya Shankar Naseem (Aavara hona Bakavli ka Thajul mulook gulcheen ki talash mein)	5
	2	Masnavi Sehrul Bayan -Meer Hasan Dehlavi (DastanThayarime Bagh ki)	6
3		**MARSIYA**	
	1	Marsiya ki Tareef, Fann, Aqsaam aur Ajzaye Tarkeebi	3
	2	Marsiya kea Aagaz-o-Irtiqa	3
	3	Mathani Muthala Marsiya Hazrath Imam Hussain –Meer Anees	4
	4	Mathani Muthala Marsiya Hali – Safi Lakhnavi	5

		RUBAYI	
	1	Rubayi ki Tareef aur fann	2
	2	Rubayi ka Aagaz-o-Irthiqa	2
	3	Hasbe zel Rubayi go shuara aur Rubayiyom ka Muthala	

4		a) Meer Anees-
		     1.Gobar ko sadaf me Aabroo detha he
		
		     2 .Kis Muh se Kahoo layake thahseen me hoo
			2

		b) Amjad Hyderabadi:
		     1.Nahaq phir phir ke sar phiraya me ne
		
		     2.Banda he magar khuda ka dam bhartha he
			2

		c) Josh:
		     1. Afsos ke koi kaam hota hi nahin…
		     2. Hasna bhi ajb she he rona bhi
			2

		d) Firaq Gorahpuri:
		     1. Soyi huyi thaqdeer ko bedar kare
		     2. Jab jalwa numa chand labe bam huwa
			2

		e) Althaf Husain Hali:
		     1. Hindu ne sanam me jalwa paya thera
		     2. Jab Mayoosi dilom pe Chathee he…
			2

		f) Jagath Mohanlal Rawa	
		1.Aflas achanafikr e daulathachee	
		2.Kuch waqt agar kushi me katjatahai…	
		PRACTICUM (Amali Hissa)	
		1.Mashoor Masnavi,Marsiya aur Rubayiyath ko thalafuz,lahja aur jazbathi izhar par thawajja dethe huwe pesh karein	10
		2. Masnavi, Marsiya ya rubayi ke riwayathi Andaz aur sakhth ke muthabiq khud likhne ki Mash karein.	
		3.Mash'ur Masnavi,Marsiya aur Ribayi go Shu'ara ka Profile thayyar kar ke Pesh karna.	
		Teacher Specific Module 1. **Close Reading and Literary Analysis:** Guiding students through close reading exercises helps them analyze masnavi, marsiya, and rubayi poems in depth. Teachers can teach students how to identify literary devices, such as metaphor, simile, imagery, and symbolism, and analyze their usage within the poems. Literary analysis sessions can focus on exploring themes, character development, narrative structure, and poetic techniques specific to each form. 2. **Comparative Studies:** Encouraging students to compare and contrast different masnavi, marsiya, and rubayi poems enhances their understanding of the unique characteristics and styles associated with each form. Teachers can facilitate discussions on the similarities and differences in themes, narrative techniques, and linguistic features across various works, fostering critical thinking and literary appreciation. 3. **Performance-based Activities:** Organizing performances of masnavi recitations, marsiya recitals, and rubayi readings allows students to engage with the rhythmic and melodic aspects of Urdu poetry. Teachers can encourage students to explore the oral traditions associated with these forms and develop their skills in pronunciation, intonation, and rhythm. Performance-based activities also help students develop confidence in expressing themselves creatively. 4. **Guest Speakers and Expert Sessions:** Inviting guest speakers, such as scholars, poets, or experts in Urdu literature, to share their insights and experiences can enrich students' learning experience.	5

Essential Readings

1.Masnavi Gulzar e Naseem – Diya Shankar Naseem

2 Masnavi Sehrul Bayan by Mir Hasan.

3 Rubayiyath e Amjad-Hisse Awwal-Moulavi Sayyed Ahammed Hussain Sahib

4.Munthakhabat e Jami'a Urdu

5 Urdu Shairi

6. Muqaddama Sinf e Rubai by Fareed parbati

7.Rubayiyath e Hali-Nuhammed Rahmathulla Rahad

Suggested Readings:

1. Urdu Masnavi ka irtiqa by syed Muhammed Aqeel Rizwi
2. Thareekh e Adab e Urdu by Jameel Jalibi
3. Urdu Marsiya nigari by Dr.Umme Hani Ashraf
4. Roop- Rubayiyathe Firaq
5. Junoon va hiqmath-Rubayiyath-Josh Maleeh Abadi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**(Thoery)50+(Practical)15=65**
Continuous Evaluation		**Theory(25)+Practical(10)=35**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	10
d)	Practical	10
	Total (ESE+CE)	**100**

CONTEMPORARY URDU FICTION: KU2DSCURD112

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCURD112	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This Course explores modern trends, themes, and techniques in Urdu literature. It delves into short stories and narratives from the late 20th century to the present, examining social, cultural, and political issues reflected in contemporary works**.**

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify key authors, themes, and movements in contemporary Urdu fiction.	R
2	Explain the social, cultural, and political contexts influencing modern Urdu literary works.	U
3	Analyze selected contemporary Urdu fiction to apply literary theories and critical approaches.	A
4	Compare and contrast different narrative techniques and themes in modern Urdu short stories and novels.	An
5	Critically evaluate the role of contemporary Urdu fiction in addressing societal issues and challenges.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1		✔					
CO 2	✔	✔					
CO 3		✔			✔		
CO 4	✔	✔		✔			
CO 5		✔	✔		✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**FICTION KI THAREEF**	**15**
		Fiction Ki Thareef	
		a) Urdu Fiction kiMuqtasarTareekh	
		b) Fiction kiAhmiyathAurZarurath	
2		**Ahd-E HazirKeMashoor Fiction Nigar**	**10**
		1]Gulam Abbas	
		2] BanuQudsiya	
		3] Ibn Kaval	
		4] QudaijaMasthur	
3		**AFSANEY**	**15**
		Qavatheen Fiction NigaroN key Afsaney	
		1] SehRa-----QudaijaMasthur	
		b) YehRisHta-o-Peyvand------BanuQudsiya	
4		**Qavatheen Fiction NigaroN key Afsaney**	**15**
		1] EakDardmandDil----Gulam Abbas	
		2] AaqariKoshish------Ibn Kaval	
5		**Teacher Specific Module**	**5**
		• **Textual Analysis**: Encourage deep textual analysis focusing on language, themes, symbolism, and narrative style in each work.	

| | • **Interactive Discussions**: Facilitate classroom discussions on themes like identity, class, gender, and politics, fostering critical thinking and engagement.

• **Assignments and Projects**: Assign reflective essays, group projects, and presentations that allow students to connect contemporary issues with fiction.

• **Use of Multimedia**: Incorporate films, documentaries, or audio recordings related to the texts to enrich the learning experience. | |

Essential Readings:

1. Urdu Fiction ThanqeedAurThaziya---SageerAfraheem

2 Urdu Fiction KiMuQtasarRhareekh----Dr Farman FatheyPuri

3. BanuQudsiyakeAfsane----reekhta

4. Ibn kaval keAfsane---Reekhta

5. Gulam Abbas ki Fiction Nigari-------Reekhta

6. QudaijaMasthurkiThahreeren--------Reekhta

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU3DSCURD204

URDU AND INFORMATION TECHNOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Third	DSC	200-299	KU3DSCURD204	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	2	-	25+10=35	50+15=65	100	2

Course Description:

This course combines Urdu language proficiency with IT skills. Students learn Urdu grammar, syntax, literature, and computer basics. Through interactive lessons, collaborative projects, and hands-on activities, they develop language fluency, practical IT skills, and a deeper appreciation for Urdu culture and literature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall fundamental concepts and terminology related to information technology.	R
2	Explain the principles behind various IT concepts and technologies in Urdu.	U
3	Utilize IT tools and software effectively for tasks like word processing, data entry, and basic programming, all conducted in Urdu.	A
4	Analyze Urdu literature and digital content for themes, motifs, and cultural implications.	An

5	Evaluate the reliability and validity of information obtained through digital sources and platforms.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✔		✔	✔		
CO 2				✔	✔		
CO 3		✔		✔	✔		
CO 4	✔			✔			✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Urdu aur Information Technology**	
	1.	Urdu aur jadeed technology	5
	2.	Urdu me internet ka isthimal	5
	3.	Ikeeswi sadee me elecronic media ke taqaze aur Urdu	5
2		**Bunyadi Maloomath**	
	1	Computer ke bunyadi usool va zawabith	4
	2	Hardware se mutha'aluk buyadi maloomath	3
	3	Software se Mutha'aluk bunyadi maloomath	3
3		**Urdu typing aur peshkash**	
	1.	Microsoft word	3
	2.	Inpage Urdu	4
	3	Excel	4
	4	Power point	4
4		**Zarayiye Tharseel**	

	1.	Social Media aur Urdu	3
	2.	Email aur Blog Nigari	3
	3	Urdu Akhbarath aur rasayil ke aham websites	3
	4	Amalee Mashq a)Urdu typing in Word,Inpage and Excel b)Blog Nigari aur Email bhejna c)Power point peshkash	6
5		**Teacher Specific Module**	
		• Integrate Urdu literature and IT concepts using multimedia presentations, incorporating videos, audio recordings, and visual aids in Urdu. • Invite guest speakers from the fields of Urdu literature and Information Technology to provide real-world insights and career guidance to students. • Organize field trips to cultural sites and IT companies, immersing students in Urdu-speaking environments and showcasing practical applications of IT in various industries	5

Essential Readings:

1.Urdu zaban ke naye thakneekee vasayil aur imkanath-Dr.Khwaja Akram

2.Urdu Software –NCPUL

3.Introduction to ICT Resources-NCPUL-Delhi

Reference Distribution:

Module	Unit	Reference
1	1,2,3	Urdu zaban ke naye thakneekee vasayil aur imkanath-Dr.Khwaja Akram
2	1,2,3	Urdu Saft Ware –NCPUL
3	1,3,4	Introduction to ICT Resources-NCPUL-Delhi

	2	Urdu Software –NCPUL
4	**1,2,3, 4**	Urdu zaban ke naye thakneekee vasayil aur imkanath-Dr.Khwaja Akram Urdu Saft Ware –NCPUL

Suggested Readings:

1.Computer Course-EBH

2.Information Technology -NCPUL

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**(Thoery)50+(Practical)15=65**
Continuous Evaluation		**Theory(25)+Practical(10)=35**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Practical	10
	Total (ESE+CE)	**100**

KU3DSCURD205

NOVEL AUR AFSANE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Third Semester	DSC	200-299	KU3DSCURD205	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	25+10=35	50+15=65	100	2

Course Description:

The course **Novel aur Afsane** explores the rich literary traditions of Urdu literature, focusing on the development and evolution of the novel and short story forms within the Urdu language. Students delve into influential works, study prominent authors, and analyze themes, styles, and narrative techniques unique to Urdu literature. The course aims to deepen understanding of Urdu literary heritage and its cultural significance while fostering critical thinking and appreciation for the diversity of storytelling in Urdu.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key literary works, authors, and historical contexts within Urdu novel and short story tradition and identify significant themes characters, and plot elements from selected Urdu novels and short stories.	R
2	Explain the cultural, social, and historical influences shaping Urdu literature and interpret the meanings, symbols, and motifs employed in Urdu novels and short stories.	U

3	Apply literary analysis skills to analyze and critique Urdu novels and short stories, and also utilize appropriate terminology and concepts to discuss and write about Urdu literature effectively.	A
4	Analyze the structure, character development, and narrative arcs of Urdu novels and short stories. Evaluate the socio-political themes and ideologies presented in Urdu literature.	An
5	Generate original insights and interpretations of Urdu literary works through independent research and analysis, and also create written analyses, essays, or presentations that demonstrate a deep understanding of Urdu novel and short story tradition.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔						✔
CO 3	✔	✔					
CO 4	✔		✔				
CO 5	✔	✔					✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
	URDU NOVEL		
1	1	Novel ka Tharuff	
	2	Novel ke Ajza e Tarkeebi	4
	3	Urdu Novel nigari ka Agaz o Irthika	4
	4	Urdu ke Aham Novel Nigar – a) Nazeer Ahamed b) Mirza Hadi Ruswa c) Prem Chand d) Qurrathul Ain Hyder e) Jeelani Banu	7

2		MATANI MUTALA	
	1	Novel Umrao Jan Ada by Mirza Hadi Ruswa	11
3		URDU AFSANA	
	1	Afsane ki Tareef	1
	2	Afsane ki Ajza e Tarkeebi	1
	3	Urdu Afsana nigari ka Agaz o Irthika	1
	4	Urdu ke Aham Afsane Nigar a) Munshi Prem Chand b) Krishen Chander c) Qurrathul Ain Hyder d) Sadath Hasan Mantoo,	4

4		MATANI MUTALA	
	1	Afsana Kafan by Munshi Prem Chand	4
	2	Afsana Nazara Darmiyan he by Qurrathul Ain Hyder	4
	3	Afsana Mahalakshmi ka Phul by Krishen Chander	4
		PRACTICUM (Amali Hissa)	
	1	Do Urdu novelom aur afsanom ka taqabli tajziya karthehuye Tanqeedi Mazameen Thahreer Karein.	10
	2.	Muthala shuda afsanom se muthasir hokar khud Mukhthasir afsane likhne ka mashq karei.	
	3.	Novel Nigarom aur Afsana Nigarom ka Profile Thayyar karke Pesh Karein	
5		**Teacher Specific Module**	
		1. Incorporate multimedia resources such as audio recordings, video clips, and visual aids to enhance students' understanding of Urdu literature. **2**. Invite guest speakers such as Urdu scholars, authors, or literary critics to share their insights and experiences with the class. **3**. Include quizzes, exams, essays, presentations, and creative projects to evaluate students' comprehension and critical thinking skills.	5

Essential Readings:

1. Urdu ka Thera afsana by Dr.Ather Parvez

2. Novel Umra o Jan Ada by Mirza Hadi Ruswa

3. Fane e Afsana Nigari by Waqar Azeem

Suggested Readings:

1. Thareekh e Adab e Urdu by Noorul Hasan Naqvi
2. Thareekh e Adab e Urdu by Jameel Jalibi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**(Thoery)50+(Practical)15=65**
Continuous Evaluation		**Theory(25)+Practical(10)=35**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	10
d)	Practical	10
	Total (ESE+CE)	**100**

KU3VACURD201

THAHZEEB AUR SAQAFATH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC	200-299	KU3VACURD201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour30 minutes

Course Description:

This Course explores the history, traditions, and societal dynamics of Urdu-speaking societies through a multidisciplinary approach. It delves into art, literature, music, cuisine, and socio-political landscapes, providing insights into identity, religion, and ethnicity within these communities**.**

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify key historical events, figures, and cultural milestones in Urdu civilization and recall significant literary works, art forms, and cultural practices associated with Urdu culture	R
2	Explain the socio-cultural significance of Urdu language and its impact on regional identities. Interpret the cultural and historical contexts shaping Urdu literary works.	U
3	Apply literary theories and critical approaches to analyze Urdu literary texts and create original literary interpretations or adaptations informed by Urdu literary traditions	A
4	Analyze the complexities of Urdu culture, including its intersections with religion, politics, and globalization.	An

		Create original literary interpretations or adaptations informed by Urdu literary traditions.	
5		Synthesize diverse cultural perspectives to propose solutions for contemporary challenges facing Urdu-speaking societies.	C
		Create original works (such as essays, artworks, or digital media) that reflect an understanding of Urdu culture's nuances and complexities.	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✔		✔			✓
CO 2	✓	✔		✔			✔
CO 3	✔	✓			✔		
CO 4						✓	✓
CO 5	✔		✓	✔			✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
		DESCRIPTION	
1	1	Thahzeeb ki thareef aur us ke anasir	3
	2	Mushtariqa Hindustani thahzeeb	3
	3	Hindustani thahzeeb ka aagaz o irtiqa	4
2	1	Urdu shayiri mei Hindusthani Tahzeeb	4
		Mathani Muthala	
	2	Nazm-Jalwa e subah – Chakbasth	3
	3	Nazm-.Diwali - Nazeer Akbarabadi	3
3		**Hasb e zel shuara ka muthala**	

	1	Muhammed Quli Quthub Shah	3
	2	Nazeer Akbar Abadi	4
	3	Chakbasth	3
4	1	Urdu Nasar me Hindusthani Thahzeeb o saqafath	3
	2	Premchand ke thahreer me Hindusthani Thahzeeb o Siqafath	3
		Mathani Muthala	
	3	Afsana-Eid Gah-Premchand	4
5		**Teacher Specific Module**	
		• Reading assignments and quizzes to reinforce factual understanding. • Role-playing exercises to simulate cross-cultural interactions. • Comparative studies with other cultures to encourage nuanced analysis. • Peer review sessions to encourage constructive feedback and critical evaluation.	5

Essential Readings:

1. HindusthaniThahzeebaururdu by shabnamsubhani
2. Urdu shayirimeinTahzeeb o zaqafath by Dr Nadim Ahmad
3. Subah e watan by chakbasth
4. Urdu AdabmeinHindusthaniThahzeeb O Zaqafath by Qazihabeebahmad
5. Munthakhib Afsane - Premchand

Reference Distribution:

Module	Unit	Reference No.
1	1	HindusthaniThahzeebaururdu by shabnamsubhani
	2	HindusthaniThahzeebaururdu by shabnam ssubhani
	3	HindusthaniThahzeebaururdu by shabnamsubhani

1	1	Urdu shayirimeinTahzeeb o zaqafath by Dr Nadim Ahmad
	2	Subah e watan by chakbasth
	3	Inthikab e kalam e Nazeerakbaraabadi by Farooq argali
3	1,2&3	Thareekhe Adabe Urdu-Noorul Hasan Naqwi
4	1	Urdu AdabmeinHindusthaniThahzeeb O Zaqafath by Qazihabeebahmad
	2	Eid Gaah by Premchand

Suggested Readings:

1. Urdu AdabmeinHindusthaniThahzeeb O Zaqafath by Qazihabeebahmad
2. Urdu aurMushtariqahindusthaniThahzeeb by Dr Kamilquraishi.
3. Inthikab e kalam e Nazeerakbaraabadi by Farooq argali
4. Thareekhe Adabe Urdu by Noorul Hasan Naqvi

Assessment Rubrics:

Evaluation Type			Marks
End Semester Evaluation			**50**
Continuous Evaluation			**25**
	a)	Test Paper- 1	10
	b)	Test Paper-2	10
	c)	Assignment	5
Total			**75**

KU3MDCURD204

KERALA KA MUTHALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Third	MDC	200-299	KU3MDCURD204	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour 30 minutes

Course Description:

This course explores Kerala's cultural heritage, geography, religious practices, and social reformers. It delves into the origins of the Urdu language, Urdu poets, and Malayalam-Urdu translations. The course covers various literary genres, highlighting the diversity of Urdu literary expression. It also explores the intersections between Urdu literature and Kerala's unique cultural landscape. The course aims to foster appreciation for the cultural pluralism and linguistic diversity in Kerala's literary heritage, highlighting the interconnectedness of language, culture, and identity.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall basic facts about the history, culture, and language of Kerala and memorize key dates, events, and figures related to Kerala's history and Urdu literature.	R
2	Explain the cultural significance of Urdu in Kerala society and interpret the impact of historical events on the development of Kerala and Urdu language.	U
3	Utilize knowledge of Kerala's history and Urdu language to analyze contemporary issues in Kerala society and apply Urdu language skills in practical situations, such as communication or translation tasks.	A

4	Analyze the role of Urdu literature in shaping cultural identities within Kerala and examine the influence of external factors on the development and preservation of Urdu language in Kerala.	An
5	Critically evaluate different perspectives on the relationship between Kerala's culture and Urdu language and assess the effectiveness of various strategies for promoting Urdu language and culture in Kerala.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✔			✔
CO 2		✔		✔			✔
CO 3	✔	✔	✔		✔		✔
CO 4				✔			✔
CO 5	✔	✔	✔	✔			✔

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Kerala ka Muthala**	
	1.	Kerala ka Muthala :Sar saree jayiza –Muhammed Zakriya.P.C a) Jaghrafiya b) Kashthkari c)Mazhab, Thahzeeb aur Rivayath e Zindagee	**5**
	2.	Kerala ke Aham Samajee Musliheen-Muhammed Zakariya.P.C a)Sree Narayana Guru b)Vakkam Abdul Khader Maulavi c) V. T. Bhattathirippad d)Sahodaran Ayyappan	**5**

		e) Chattambi Swamikal	
2		**Urdu Zaban kee Thareekh**	
	1.	Kerala me Urdu Zaban ki Aamad ki rahai-Mukhthasir Tha'aruf- Khairunnisa .N.P (Hisse Awwal) a)Kachi Meman b)Soofiya e kiram c)Aadil Shahi Salthanath	**5**
	2	Kerala me Urdu Zaban ki Aamad ki rahai-Mukhthasir Tha'aruf- Khairunnisa .N.P (Hisse Duvam) a)Salaatheen e Mysore b)Aarkad Nawab c)East India Company	**5**
3		**Mazmoon aur Nazme**	
	1.	Zulaikha Hussain:Kerla kee wahid Urdu Novel Nigar -Dr.Shamsudhen Thiroorkkad	4
	2.	Nazm-Kerala –S.M Sarwar	2
	3	Nazm-Salam Kerala –Dr.N.Moideen Kutty	2
	4	Nazm-Khuda ki Apni Basthi Kerala –Hameed Karassery	2
4		**Malayalam se Tharjuma Shuda Flash Fiction ka Muthala** **Badal ka Saya –Elizabeth Kurian Mona(Malayalam-P.K Parakkadavu)**	
	1.	Kerala	1
	2.	Aadam	3
	3.	Pehalee Raath	3
	4.	Chor	3
		Teacher Specific Module	
5		• Organize cultural events, guest lectures, or field trips to relevant sites to provide contextual understanding of the material.	5

- Facilitate opportunities for students to practice Urdu language skills through conversation groups, language labs, and interactive exercises.

- Using e-learning platforms to share materials, conduct discussions, and collect assignments.

- Incorporating multimedia tools such as videos, podcasts, and interactive websites to enhance learning.

- Gathering feedback from students through surveys and course evaluations to identify areas for improvement.

- Create a rich, engaging, and effective learning environment that helps students deeply understand and appreciate the literature and linguistic heritage of Kerala and Urdu.

Essential Readings:

9. Kerla me Urdu Zaban o Adab –Dr.K.P Shamsudheen Thiroorkkad

10. Jahane Adab -Dr.Saleem Pulsarakath&Shihabudheen.P

3. Badal ka Saya – Dr.Elizabath Kurian   Mona(Mal.P.K.Parakkadavu)

4. Yadom ke Ujale- Dr.N.Moideenkutty

5. Nairang e Sukhan – Hameed Karassery

Reference Distribution:

Module	Unit	Reference
1	1&2	Maidan e Amal
2	1&2	Kerala me Urdu Zaban o Adab - Dr.K.PShamsudheen Thiroorkkad
3	1	Kerala me Urdu Zaban o Adab - Dr.K.PShamsudheen Thiroorkkad
	2	JahaneAdab-Dr.Saleem Pulsarakath&Shihabudheen.P
	3	YadomkeUjale-Dr.N.Moideenkutty

	4	Nairange Sukhan.Hameed Karassery
4	**1,2,3, 4**	BadalkaSaya–Dr.Elizabath Kurian Mona (Malayalam-P.K.Parakkdavu)

Suggested Readings:

        1.Islamika Vignjana Kosham-IPH.Kozhikkod

        2.Brahmanjanaya Sreenarayana Guru-Dr.T.Bhaskaran

        3.Sarwa Vijnana Kosham-State Institute of Encyclopedic Publications

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

KU3MDCURD205

KERALA AUR URDU ZABAN

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Third	MDC	200-299	KU3MDCURD205	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour 30 Minutes

Course Description:

This course explores the history of Kerala and the history of Urdu language and literature in Kerala, Kerala's poets of the Urdu language, and translations from Malayalam to Urdu. The course emphasizes the richness of Urdu literary expression by covering a range of literary genres. It also looks at the connections between Kerala's distinct cultural environment and Urdu literature. The goal of the course is to emphasize the connections between language, culture, and identity while fostering an awareness of the linguistic diversity and cultural heterogeneity found in Kerala's literary legacy.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall significant events in the history of Kerala, including key dates, figures, and developments. Memorize important works of Urdu literature originating from Kerala.	R
2	Utilize historical knowledge of Kerala to analyze the socio-economic factors influencing the development of Urdu literature in the region. Apply critical thinking skills to interpret the impact of Kerala's history on the evolution of Urdu language and literary traditions within the state.	A

3	Compare and contrast the historical narratives of Kerala with the development of Urdu literature, identifying intersections and divergences. Analyze primary sources related to Kerala's history and Urdu literature to evaluate their reliability and relevance.	An
4	Assess the significance of Urdu literature within Kerala's cultural landscape, considering its role in shaping identity and fostering intercultural dialogue. Critically evaluate historical interpretations of Kerala's past and their implications for understanding the region's linguistic and literary heritage.	E
5	Design educational materials or initiatives that promote awareness and appreciation of Kerala's historical and literary heritage, particularly within the context of Urdu language and literature.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✔		✔			
CO 2		✔		✔	✔		
CO 3		✔		✔			
CO 4	✔	✔		✔			✔
CO 5	✔				✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Kerala ki Thareekh**	
	1.	Riyasath e Kerala ki thashkeel aur mukhthasir thareekh – Muhammed Zakariya.P.C	5
	2.	Kerala me Media ki thareekh-Muhammed Zakariya.P.C a)Akhbar	5

		b)Risale	
		c)Radio	
		d)Television	
2		**Kerala me Urdu Zaban ka Irthiqa**	
	1.	Kerala me Urdu Zaban ke Furoogh –Thahreekai aur Thanzeemai –Khairunnisa.N.P (Hisse Awwal) a)Thahreek e Khilfath b)Anjuman Islahullisan c)Anjuman tharaqi Urdu d)Anjuman Isha'ath e Urdu	5
	2	Kerala me Urdu Zaban ke Furoogh- Aham Thahreekai aur Thanzeeme –Khairunnisa.N.P (Hisse Duvam) a)Urdu Prachar Sabha b)Urdu Development Association c)Urdu lover's forum d)KUTA e)All Kerala Urdu College Teacher	5
3		**Mazmoon aur Nazme**	
	1.	Moosa Nasih :Kerala ka gosha nasheen Urdu shayar-Dr.Shamsudheen Thiroorkkad	4
	2.	Nazm- Kerala –S.M .Sarwar	3
	3	Nazm- Bemisal he Kerala –Dr.N.Moideen Kutty	2
	4	Ghafoor Master ki yaad me –Hameed Karassery	1
4		**Malayalam se Tharjuma Shuda Flash Fiction ka Muthala** **Badal ka Saya –Elizabeth Kurian Mona(Malayalam-P.K Parakkadavu)**	

	1.	Mehaboob	3
	2.	Ek Purana Qarz	3
	3.	Ghar	3
	4.	Khawateen ki Thareer	1
5		**Teacher Specific Module**	
		• Encourage students to visit local historical sites and cultural centres in Kerala for practical understanding. • Organize optional field trips to museums, libraries, and literary festivals. • Facilitate workshops with local Urdu poets and scholars to provide real-world insights • Interviews with contemporary Urdu writers (pre-recorded or live session)	5

Essential Readings:

1. Kerla me Urdu Zaban o Adab –Dr.K.P Shamsudheen Thiroorkkad

2. Jahane Adab -Dr.Saleem Pulsarakath&Shihabudheen.P

3. Badal ka Saya – Dr.Elizabath Mona Kurian

4. Yadom ke Ujale- Dr.N.Moideenkutty

5. Nairang e Sukhan – Hameed Karassery

Reference Distribution:

Module	Unit	Reference
1	**1&2**	Maidane Amal
2	**1&2**	Sabaqe Urdu
3	**1**	Kerala me Urdu Zaban o Adab - Dr.K.PShamsudheen Thiroorkkad

	2	JahaneAdab-Dr.Saleem Pulsarakath&Shihabudheen.P
	3	YadomkeUjale Dr.N.Moideenkutty
	4	Nairang e Sukhan – Hameed Karassery
4	1,2,3, 4	BadalkaSaya–Dr.Elizabath Kurian Mona

Suggested Readings:

1.Armughane Kerala – S.M.Sarwar

2.Islamika Vignjana Kosham-IPH.Kozhikkod

3.Risale Maidane Amal-Uthar Pradesh

4.Risale Sabaqe Urdu-Uthar Prdesh

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

KU3MDCURD206

RIVAYAATH E KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Third	MDC	200-299	KU3MDCURD206	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1 Hour 30Minutes

Course Description:.

      This course explores Kerala's cultural heritage, religious practices, and social reformers. It delves into the origins of the Urdu language, Urdu poets, and Malayalam-Urdu translations. The course covers various literary genres, highlighting the diversity of Urdu literary expression. It also explores the intersections between Urdu literature and Kerala's unique cultural landscape. The course aims to foster appreciation for the cultural pluralism and linguistic diversity in Kerala's literary heritage, highlighting the interconnectedness of language, culture, and identity.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Memorize important works of Urdu literature originating from Kerala.	R
2	Explain the cultural significance of Urdu in Kerala society and interpret the impact of historical events on the development of Kerala and Urdu language.	U

3	Compare and contrast the historical narratives of Kerala with the development of Urdu literature, identifying intersections and divergences. Analyze primary sources related to Kerala's history and Urdu literature to evaluate their reliability and relevance.	An
4	Assess the significance of Urdu literature within Kerala's cultural landscape, considering its role in shaping identity and fostering intercultural dialogue. Critically evaluate historical interpretations of Kerala's past and their implications for understanding the region's linguistic and literary heritage.	E
5	Design educational materials or initiatives that promote awareness and appreciation of Kerala's historical and literary heritage, particularly within the context of Urdu language and literature.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✔		✔			
CO 2				✔			✔
CO 3		✔		✔			
CO 4	✔	✔		✔			✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1	1	Kerala ka mazhab,thahzeeb aur rivayaath e Zindagee –Muhammed Zkariya.P.C	3
	2	Kerala ke aham Saamaajee Musliheen – Muhammed Zakariya.P.C a)Sree Narayana Guru b)Vakkam Abdul Khader Maulavi	4

		c) V. T. Bhattathirippad d)Sahodaran Ayyappan e) Chattambi Swamikal	
	3	Kerala ke thaleemi Maidan me Eesaayi Mishanariyom ka den -Khairunnisa.N.P	**3**
2		**Kerala me Urdu Zaban Ka Aaghaz o Irthiqa**	
	1.	Kerala me Urdu ki Amad –Dr.K.P Shamsudheen Thiroorkkad	**5**
	2	Malayalam Zaban par Urdu ke lisani aur Thahzeebi Asarath – Dr.K.P.Shamsudheen	**5**
3		**Mazmoon aur Nazme**	
	1.	Sayyed Muhammed Sarwar-Kerala ke ek goshanasheen Urdu Shayar- Dr.Saleem Pulsarakath	3
	2.	Nazm- Kerala –S.M .Sarwar	3
	3	Nazm-Mera Keral Pyara he,(Kerala) – Dr.N.Moideen Kutty	2
	4	Ye Dharthee Hamaree he–Hameed Karassery	2
4		**Malayalam se Tharjuma Shuda Flash Fiction ka Muthala** **Badal ka Saya –Elizabeth Kurian Mona(Malayalam-P.K Parakkadavu)**	
	1.	Thotha	3
	2.	Na beena Shakhs	3
	3.	Chahath ke Pathe	2
	4.	Andaroone pyaz o zindagee	2
		Teacher Specific Module	
		• Field trips to cultural sites or interactions with local artists and performers • Utilize multimedia resources such as documentaries,	5

| | | films, audio recordings, and online archives to supplement classroom instruction

• Invite guest speakers, scholars, and experts in Kerala culture and Urdu language/history to deliver lectures or conduct workshops.

• Explore opportunities for cultural exchange programs with Urdu-speaking communities or educational institutions outside of Kerala.

• Foster interactive discussions and debates on various aspects of Kerala culture and Urdu history. | |

Essential Readings:

1. Kerla me Urdu Zaban o Adab –Dr.K.P Shamsudheen Thiroorkkad

2.Jahane Adab -Dr.Saleem Pulsarakath&Shihabudheen.P

3. Badal ka Saya – Dr.Elizabath Kurian Mona

4.Yadom ke Ujale- Dr.N.Moideenkutty

5..Nairang e Sukhan – Hameed Karassery

Reference Distribution:

Module	**Unit**	**Reference**
1	**1&2**	Maidane Amal
	3	Sabaqe Urdu
2	1&2	Kerala me Urdu Zaban o Adab - Dr.K.PShamsudheen Thiroorkkad
3	**1&2**	JahaneAdab-Dr.Saleem Pulsarakath&Shihabudheen.P
	3	Yadom ke Ujale-Dr.N.Moideenkutty
	4	Nairange Sukhan-Hameed Karassery
4	**1,2,3, 4**	BadalkaSaya– Dr.Elizabath Mona Kurian

Suggested Readings:

       1.Armughane Kerala .S.M.Sarwar

       2.Risale Maidane Amal

       3.Risale Sabaqe Urdu

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

FYUGP-URDU

KU4DSCURD206: QASEEDA AUR NAZM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fourth	DSC	200-299	KU4DSCURD206	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	25+10=35	50+15=65	100	2

Course Description:

This course offers a comprehensive study of two significant genres in Urdu poetry: Qaseeda (Panegyric) and Nazm (Poem).This course aims to familiarize students with the historical, literary, and technical aspects of these genres. The curriculum includes the evolutionary history contributions of notable poets.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key poets, themes, and historical contexts of Urdu Qaseeda and Nazm	R
2	Explain the distinguishing features of Qaseeda and Nazm, and their evolution over time.	U
3	Apply literary theories to analyze selected Qaseeda and Nazm poems.	A
4	Differentiate between various styles and techniques used in Qaseeda and Nazm	An
5	Critique the contributions of major poets to the genres of Qaseeda and Nazm	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C

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Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2		✔			✔		
CO 3	✔	✔			✔		
CO 4		✔			✔		
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		Nazm ka thaaruf	
1	1	Nazm kee ta'reef	2
	2	Nazm ka fan	2
	3	Urdu me Nazm nigari ka Aagaz –o-irthiqa	2
2		**Hasbe zel Nazm go shua'ra ka tha'aruf**	
	1	Nazeer Akbar Aabadi	1
	2	Althaf Hussin Hali	1
	3	Akbar Alahabadi	1
	4	Dr.Allama Muhammed Iqbal	2

	5	Brij Narayan	1
	6	Faiz Ahammed Faiz	1
3		**Hazbe zel Nazmo ka muthala**	
	1	Bahaar-Nazeer Akbar Aabadi	3
	2	Shuaye Ummeed- Dr.Allama Muhammed Iqbal	3
	3	Subahe Aazadi - Faiz Ahammed Faiz	2
	4	Ek ladka- Akhtharul Eeman	2
4	**Qaseeda ki taruf**		
	1	Qaseeda ki tareef	3
	2	Qaseede ka fan	2
	3	Qaseede ka Aaghaz o Irthiqa	5
	4	Hasbe zel qaseeda go shuara ka tha'aruf a) Muhammed Rafeeh Sauda b)Shaikh Muhammed Ebrahim Zauq c) Muhsin Kakoravi	4
	5	Mathani Muthala	
		a) Qaseeda-Dar Madah Bahadur Shah Zafar-Zauq	4
		a) Qaseeda -Madahe khairulmursaleen - Muhsin kakkoravi	4
5	1 2. 3.	Amali Juzu (PRACTICUM) Nazm Aur Qaseeda Tharannum se Pesh karne ka Mashq Mukhthasir Qaseede Aur Nazm likhne ka Mashq Mash'oor Qaseeda go aur Nazm go Shu'ara ka Profile thayyar karke Pesh karna	10
	Teacher Specific Module		
	Directions		
	• Conduct group activities where students compare and contrast poems, identifying key stylistic elements and techniques. • Organize peer reviews and debates, encouraging students to support their critiques with evidence from the texts. • Provide creative writing workshops and peer feedback		5

		sessions to help students refine their own poetry.	
	•	Use engaging introductory sessions and multimedia presentations to capture students' interest.	
	•	Encourage students to participate in poetry clubs, publish their work in literary magazines, or organize poetry reading events.	

Essential Readings:

1. Urdu shahiri ka thanqeedi muthaliya:Sunbul Nigar

2. Urdu qaseeda nigari:Dr.Ummu Hani Ashraf

3. Bayaze sukhan: P.K Aboobackar

4. Thareek –e- adabe urdu :Noorul Hasan Naqvi

Reference Distribution:

Module	Unit	Reference No.
1	Unit 1	Urdu shahiri ka thanqeedi muthaliya.Page.No.216
	Unit 2	Urdu shahiri ka thanqeedi muthaliya.Page.No.220
2	Unit 1,2,3,4,5	Tareekhe Adabe Urdu-Noorul Hasan Naqwi.
3	Unit 1	Kulliyathe Nazeer Akbar Aabadi.Page.No.517
	Unit 2	Bange Dara-Allama Iqbal
	Unit 3	Kulliyathe Faiz Ahammed Faiz
	Unit 4	Kulliyathe Akhtharul Eeman
4	Unit 1	Urdu qaseeda nigari.Page.No.17
	Unit 2	Urdu qaseeda nigari.Page No.35
	Unit 3	Bayaze sukhan .Page No.12
	Unit 4	Tareekhe Adabe Urdu

Suggested Readings:

1. Urdu shahir kav tanqeedi jayiza :Idrees sidhiqee
2. Azaadi ke baad urdu shahiri :shahzaad anjum

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**(Thoery)50+(Practical)15=65**
Continuous Evaluation		**Theory(25)+Practical(10)=35**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	10
d)	Practical	10
	Total (ESE+CE)	**100**

KU4DSCURD207: GHAZAL

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fourth	DSC	200-299	KU4DSCURD207	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	25+10=35	50+15=65	100	2

Course Description:

This course explores the Ghazal form, an ancient Persian poetic form. It delves into its historical evolution, structural elements, and poetic devices. Students will analyze works by famous poets like Mir Taqi Mir, Ghalib, and Faiz Ahmed Faiz, analyzing love, longing, mysticism, and societal commentary. This transformative journey is suitable for scholars, enthusiasts, and aspiring poets.

Course Prerequisite:

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall facts, terminology, and historical contexts related to Urdu Ghazal poetry. Memorize key poets, their works, and significant literary periods.	R
2	Analyze the meaning behind poetic verses, decipher metaphors and symbols, and grasp the cultural significance of the form.	U
3	Dissect Urdu Ghazal poetry in more depth. Evaluate the effectiveness of poetic techniques, compare and contrast different poets and their works, and explore the socio-political contexts influencing the creation of Ghazal.	An
4	Critically assess Urdu Ghazal poetry, forming opinions based on evidence and personal interpretation. Debate the relevance of Ghazal in contemporary society, discuss its role in cultural identity, and evaluate	E

	the enduring significance of particular works.	
5	Engage in creative expression by composing Urdu Ghazals experimenting with the form. Apply their knowledge of poetic conventions to craft original verses, demonstrating mastery of the art form.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔					✔
CO 3	✔		✔	✔			
CO 4	✔	✔	✔	✔		✔	✔
CO 5	✔	✔	✔		✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Ghazal ka thaaruf**	**10**
	1	Ghazal ka fan	
	2	Ghazal ki Khusoosiyaath	
	3	Ghazal ke Ajzaye tharkeebi	
		a) Radeef	
		b) Qafiya	

		c) Mathla		
		d) Maqtha		
		e) Husne Mathla		
		f)Shahe Baith		
	4	Ghazal ka Aagaz-o irthiqa		
	5	Urdu ke Mashoor Ghazal go Shayar ka thaaruf		
	5	Mashoor Ghazal galoogarom ka thaaruf		
2		**Hasb e zel Shayarom ka tharuf aur Ghazalom ka muthala**		**15**
	1	a) Wali Deccani ki Ghazal ki khusoosiyath		
		b) Wali ki hasb e zel ghazal ka muthaala 1) Muflisi sab bahar khothi he…		
	2	a) Meer taqee meer ki Ghazal goyi ki khusoosiyath		
		b) Meer ki hasb e zel ghazalom ka muthaala 1) Ashk aankhom mem kab nahim aatha… 2) Ilaahi kaham muh chupaaya he thu ne?		
	3	a) Ghazal goyi me Mirza Ghalib ki infiradiyath		
		b) Mirza Ghalib ki hasb e zel ghazalom ka muthaala 1) Aah ko chahiye ik umr asar hone thak 2) Baazeechaye athfal he duniya mere aage		
3		**Hasb e zel Shayarom ka tharuf aur Ghazalom ka muthala**		**10**
	1	a)Bahaisiyath Ghazal go Faiz ahammed faiz ka maqam		

			b)Faiz ki hasb e zel Ghazalom ka muthaala	
			1) Aaye kuch ubar,kuch sharaab aaye	
			2) ghuloom mem rangh bhare ,bade nou bahaar chalee..	
	2.		a) Jigar Murad Aabadi ki Ghazal goyi ki Khusoosiyath	
			c) Jigar ki hasbe zel Ghazalom ka Muthala	
			1)Duniya ke sitham yad na apne hee wafayad 2)Sihr wa naghma rang va nighath,jam va sahba hogaya	
4			**Hasb e zel Shayarom ka thaaruf Ghazalom ka muthala**	**10**
		1	Ahammed faraz: a) Ghazal ki khusoosiyath b) Hasb e Zel ghazaom kal muthaala 1) Aankhom sithare tho kayi sham se uthare … 2) Har koyi dil ki hatheyli pe he sahra rakhe….	
		2	Shahriyaar: c) Ghazal ki khusoosiyath d) Hasb e zel ghazaomol ka muthaala 1) Jaham pe their kami bhi na ho sake mahsoos 2) Kis kis tharah se muj ko na ruswa kiya ghaya …	
		3	**Amalee Juzu** A)Ghazal tharannum ke saath pesh karne ka mashq B)Ghazal ke Asha'r likhne ka Mashq C)Mash'ur Ghazal Galu karom ka Profile Thayyar Karke Pesh karna	10
5			**Teacher Specific Module**	**5**
			Directions • **Interactive Lectures**: Engage students through multimedia presentations, discussions, and storytelling to make the historical and cultural context of Urdu Ghazal come alive.	

- **Close Reading**: Guide students in analyzing individual poems, focusing on language, imagery, and themes to deepen their understanding.

- **Group Activities**: Facilitate group discussions and collaborative projects where students can share interpretations, analyze poems collectively, and learn from each other's perspectives.

- **Creative Assignments**: Encourage students to express their understanding through creative assignments like writing Ghazals, composing musical adaptations, or creating visual art inspired by the poetry.

- **Guest Speakers and Performances:** Invite guest speakers, poets, or Ghazal Singers to provide firsthand insights into the world of Urdu Ghazal, enhancing students' appreciation for the art form

Essential Readings:

5. Urdu shahiri ka thanqeedi muthala : sunbul nighar
6. Munthakhib ghazlen:utta Pradesh academy ,lucknow
7. Thareeke e adabe urdu :prof Noorul hasan naqvi
8. Ghazal aur muthaliye ghazal: Dr.Ibadath bareelavi

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	Unit I	1.urdu shahiri ka tanqeedi muthala	Page :10
	Unit II	2. Tharee ke adabe urdu	Page:33
	Unit III	3. urdu shahiri ka tanqeedi muthala	
2	Unit I	Munthkhib ghazlen	Page :7&9
	Unit II	Munthkhib ghazlen	Page:23&32
	Unit III	Munthkhib ghazlen	Page:92&104
3	Unit I	Munthkhib ghazlen	Page:194&196
	UnitII	Kulliyathe jigar	Page :31&40
4	Unit I	Kulliyathe ahammed faraz	Page 156&159

	Unit II	Kulliyathe saharyaar	Page:200&201

Suggested Readings:

3. Urdu shahiri ka fanni irthiqa:Dr.farman fathpoori
4. Shahiri ki tanqeed :abulkalam qasimi
5. Ghazal tanqeed : asloob ansaari
6. Urdu ghazal :Dr.yosuf husain khan

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**(Thoery)50+(Practical)15=65**
Continuous Evaluation		Theory(25)+Practical(10)=35
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	10
d)	Practical	10
	Total (ESE+CE)	**100**

FYUGP-URDU

KU4SECURD201: URDU JOURNALISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fourth	SEC	200-299	KU4SECURD201	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	-	15+10=25	35+15=50	75	1Hour30 Minutes

Course Description:

The course is designed to provide students with a comprehensive understanding of journalism principles and practices, specifically tailored to the Urdu language. It aims to equip students with the necessary skills and knowledge to excel in the field of Urdu journalism, whether in print, broadcast, or digital media.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the principles and ethics of journalism in the Urdu language	U
2	Demonstrate the ability to write news articles, features, and editorials in Urdu.	A
3	Analyze and critique Urdu media content and identify bias, propaganda, and misinformation.	An
4	Evaluate the impact of Urdu journalism on society and its role in shaping public opinion.	E

	5	Create comprehensive journalistic pieces, including multimedia content, in Urdu	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2	✔	✔			✔		
CO 3	✔	✔	✔	✔	✔		
CO 4	✔	✔	✔	✔	✔		
CO 5	✔	✔		✔☐			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Sahafath ki Tareef**	
	1	Sahafath ki Ta'reef	2
	2	Sahafath ki Tareekh Urdu sahafath ka Agaz-o-irtiqa	6
	3	Sahafath ki ifadiyath	
	4	Jamhuri nizam mein sahafath ka maqam	
2		**Sakhafath ki Tareekh**	
	1	Urdu Sahafath ki Tareekh –Aaghaz o irthiqa	15
	2	Urdu ke Chand aham sahafiyon ka Taaruf	
	3	Sir Syd Ahmed Khan Urdu	
	4	Moulana Abul Kalam Azad	
	5	Moulana Muhammed Ali Jouhar	
3		**Urdu Akhbarath o Rasayil**	
	1	Ahade Hazir ke chand akhbarath aur rasail	8

		a) Siyasath b) Salar c) Urdu duniya d) Aajkal .	
	2	Risale Thahzeebul Akhlaq ki Ahammiyath	
4		**Nashariyath**	
	1	Hindusthan mein nashariath ki thareekh	
		a) Radio	
		b) TV	
	2	Chand channelon ki taaruf	
		a) online visual medias	
	3	Amalee Mashq (PRACTICAL) a)Akhbar ya Social Media ke liye Urdu khabrai thayyar karne ka Mashq b)Maqami bazaar ya awami jalse ki Report thayyar karne ka Mashq c) Chota Video Project thayyar karne ka Mashq	
		Teacher Specific Module	**5**
		Directions	
		- Use lectures, reading assignments, and quizzes to reinforce knowledge - Conduct discussions, provide case studies, and use multimedia presentations. Assign reflective essays on ethical dilemmas. - Provide writing workshops, practical exercises, and peer review sessions. Use real-world scenarios for writing assignments. - Organize group discussions and debates, assign content analysis projects, and use examples from current Urdu media. - Guide students in developing projects, facilitate workshops on multimedia tools, and provide opportunities for publishing student work on platforms or class blogs.	5

Essential Readings:

1.Urdu Sahafath :Edited by Shihabudheen P

Reference Distribution:

Module	Unit	Page Nos.
1	Sahafath ki Taareef	2 -4
	Sahafath ki tareekh	5 -11
2	Urdu sahafath ki thareekh(Agaz-o-irtiqa)	12-15
	Urdu ke Chand aham sahafiyon ka Taaruf	15-32
3	Jadeed Daur mein urdu akhbarath	33-37
4	Hindusthan mein nashariath ki thareekh	38-45

Suggested Readings:

1. Urdu Sahafath ka irtiqa –Maasoom Muradabadi

2. Urdu Sahafath ka Muthaala-Ahmed Ibrahim Alvi ,Islamic Services Rafaath Manzil Dali Ganj

3. Urdu Sahafath ka irtiqa –Maasoom Muradabadi

4. Urdu Sahafath ka Muthaala-Ahmed Ibrahim Alvi ,Islamic Services Rafaath Manzil Dali Ganj

5.Fan E Sahafath –Choudhary Raham Ali Al Hashmi ,Aligrah Muslim University

6.Urdu Sahafath aur Sir Syed Ahmed Khan :Abdul Hay EBH Delhi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Book/Article Review	5
d)	Practical	10
Total (ESE+CE)		**75**

Employability for the Course

1. **Media Organizations**: Traditional media outlets such as newspapers, magazines, radio, and television stations may have positions for Urdu journalists. These could include roles such as reporters, correspondents, editors, or anchors specializing in Urdu-language content.
2. **Online Publications**: With the growth of digital media, there are opportunities in online Urdu news websites, blogs, and social media platforms. These platforms often require content creators, journalists, and editors who can produce and curate content in Urdu.
3. **Freelancing**: Freelancing is a viable option for Urdu journalists, especially in regions with a significant Urdu-speaking population. Freelancers may write articles, create multimedia content, or offer translation services to various clients, including media outlets, businesses, and organizations.
4. **Government and NGOs**: Government agencies, NGOs, and advocacy groups may need Urdu journalists for communication and outreach purposes. These roles could involve writing press releases, creating awareness campaigns, or producing reports in Urdu.
5. **Education and Training**: Some individuals with expertise in Urdu journalism may find opportunities in academia or training institutions. They could teach journalism courses, conduct research, or develop educational materials related to Urdu journalism.
6. **Translation and localization**: Urdu journalists with strong language skills may find work in translation and localization services. They could translate news articles, documents, or multimedia content from Urdu to other languages or vice versa.
7. **Content Creation**: Urdu journalists may explore content creation opportunities beyond traditional journalism. They could create podcasts, video blogs, or digital storytelling projects in Urdu on various topics of interest.
8. **Specialized Fields**: Depending on their interests and expertise, Urdu journalists may specialize in specific fields such as politics, culture, business, sports, or entertainment. Specialization can open up niche opportunities w
9. Within the journalism industry.

KU4VACURD202: ADAB AUR AQDAR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fourth	VAC	200-299	KU4VACURD202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour 30 Minutes

Course Description:

      This course explores the Urdu language's literary heritage, examining genres like poetry, prose, drama, and fiction. It provides critical analysis and insights into societal norms, ethical dilemmas, and human experiences, fostering appreciation and reflection.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Memorize key themes, motifs, and literary techniques used in Urdu literature.	R
2	Explain the cultural and historical contexts of Urdu literature	U
3	Apply literary theories to analyze Urdu texts.	A
4	Compare and contrast different genres and periods in Urdu literature.	An
5	Produce original literary works in Urdu, inspired by traditional and contemporary themes.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔					✔
CO 3	✔				✔		
CO 4	✔	✔			✔		✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Adab Aur Aqdaar**	
	1.	Adab ma'na aur mafoom	3
	2.	Adab me aqdaar ki ahammiyath	3
	3.	Urdu Adab ki tareef	4
2		**Hasb e zel Shayarom ka Taaruf aur Nazmo ka Muhtala**	
	1.	Akbar Ala'abadi	2
	2.	Dr.Allama Muhammed Iqbal ka Taaruf	2
	3.	Nazm Sab janthe hai ilm se he zindagee kee rooh - Akbar Ala'abadi	3
	4.	Nazm – Hizr e raah -Dr.Allama Muhammed Iqbal ka Taaruf	3
3		**Habe zel Afsana nigarom ka Taaruf aur Afsanom ka Mutala**	
	1.	Sadath Hasan Manto	1
	2.	Jeelni Bano	1
	3.	Afsana- Aankhai - Sadath Hasan Manto	4
	4.	Afsana-Jannath kee thalash - Jeelni Bano	4
4		**Malayalam se tharjamashuda Afsne ka Muthala**	
	1.	Raadha Mera- Mutharajjim-Dr.Shaik Apseer Basha (Source- Kuttanadu Kadhakal)	3
		Amalee Mashq	
	2.	Chotee Chootee Nazmai likhna	3

	3.	Chote Chote Afsane likhna	4
5		**Teacher Specific Module**	5
		- Engage in Socratic seminars, group discussions, and peer-led activities to facilitate critical dialogue and perspective-sharing. - Integrate multimedia resources such as audio recordings, video clips, and visual presentations to enhance students' engagement with Urdu literature. - Provide opportunities for journaling, blogging, or creative writing assignments to deepen students' understanding and appreciation of the course material. - Encourage students to seek clarification, engage in revision, and take ownership of their learning journey.	

Essential Readings:

     1.Hamare behatareen Afsane-Rekhta Books

    2.Bang e dara

     3.Tareekhae adabe Urdu –Noorul Hasan Naqwi

Reference Distribution:

Module	Unit	Reference
1	1,2,3	Zindgee ek Afsana- Rekhta Books
2	1,2	TareekheAdabeUrduNoorulHasan Naqwi
	3	Kulliyathe Akbar Ala'abadi
	4	Bange Dara-Allama Iqbal
3	1,2	TareekheAdabeUrduNoorulHasan Naqwi
	3,4	Hamare behatareen Afsane-Rekhta Books
4	1,3	Afsar ke Afsane-Dr.Shaik Apseer Basha

Suggested Readings:

1. Kulliyathe Akbar Al'aabadi

3.Jahane Adab –Dr.Saleem Pulsarakath & Shihabudheen.P

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

KU4VACURD203: ADAB AUR INSANIYTH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fourth	VAC	200-299	KU4VACURD203	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour 30 Minutes

Course Description:

This course explores the relationship between Urdu literature and human values, examining ethical, moral, and philosophical aspects in various genres like poetry, prose, and drama. Through critical analysis, students gain appreciation for Urdu literature's cultural and societal significance.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall significant literary works and their authors in Urdu literature. Memorize key themes and motifs present in Urdu literary texts. Identify historical and cultural contexts relevant to Urdu literature.	R
2	Interpret the meanings and messages conveyed in Urdu literary works. Explain the relationship between Urdu literature and human values. Summarize complex literary concepts and theories related to Urdu literature.	U

3	Apply critical analysis skills to evaluate the ethical dilemmas presented in Urdu literary works.	A
	Utilize literary devices and techniques to analyze the representation of human values in Urdu literature.	
	Relate themes from Urdu literature to contemporary issues and societal challenges.	
4	Analyze the socio-political implications of Urdu literary texts on human values.	An
	Compare and contrast different perspectives within Urdu literature regarding moral and ethical questions.	
	Deconstruct the cultural biases and prejudices embedded in Urdu literary works.	
5	Assess the effectiveness of Urdu literature in promoting ethical awareness and moral consciousness.	E
	Critique the portrayal of human values in selected Urdu literary texts.	
	Formulate reasoned judgments about the relevance and significance of Urdu literature in shaping human values.	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔		✔			✔
CO 2	✔	✔		✔			
CO 3	✔				✔		
CO 4	✔	✔	✔	✔			✔
CO 5	✔	✔	✔	✔	✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Adab Aur Insaniyath**	
	1.	Adab ka taaruf	3
	2.	Adab aur Insan ka rishta	3
	3.	Urdu Adab ki tareef	4
2		**Hasb e zel Shayarom ka Taaruf aur Nazmo ka Muhtala**	
	1.	Dr.Allama Muhammed Iqbal ka Taaruf	2
	2.	Akhtharul Eeman	2
	3.	Nazm – Hamdardee- Dr.Allama Muhammed Iqbal ka Taaruf	3
	4.	Aakhree Mulaaqath- Akhtharul Eeman	3
3		**Habe zel Afsana nigarom ka Taaruf aur Afsanom ka Mutala**	
	1.	Jeelni Bano	1
	2.	Thahira Shaikh	1
	3.	Afsana- Jannath kee Thalash- Jeelni Bano	4
	4.	Afsana - Dard ka rishtha Thahira Shaikh	4
4		**Hasbe zel Drame ka Muthala**	
	1.	Khudawand e Misr - Sayyed Aale Rasool Quthubi	4
		Amalee Mashq	
	2.	Gufthagu thayyar karna	3
	3.	Chotee Chotee Nazm likhna	3
5		**Teacher Specific Module**	5
		Interactive Lectures: Engage students in discussions and debates to encourage active participation and critical thinking. **Literary Analysis Workshops**: Conduct workshops to help students develop analytical skills for interpreting Urdu literary texts. **Guest Speakers**: Invite guest speakers, such as authors or scholars, to provide insights into specific literary works and their relevance to human values. **Field Trips**: Organize visits to cultural institutions or literary events to immerse students in the rich heritage of Urdu literature. **Online Resources**: Curate online resources such as articles, videos, and podcasts to supplement course materials and encourage independent learning.	

Essential Readings:

    1.Rekhta Books

    2.Zindgee ek afsana-EBH

    3.Munthakhib Drame – Moulavi M.A Jmeel &N.H.Najmee

Reference Distribution:

Module	Unit	Reference
1	1,2,3	Zindgee ek Afsana- Rekhta Books
2	1,2	TareekheAdabeUrduNoorulHasan Naqwi
	3	Bange Dara-Allama Iqbal
	4	Kulliyathe Akhtharul Eeman
3	1,2	TareekheAdabeUrduNoorulHasan Naqwi
	3,4	Zingee ek Afsana
4		Munthakhib Drame – Moulavi M.A Jmeel &N.H.Najmee

Suggested Readings:

1. Kulliyathe Akhtharul Eeman

2.Bange Dara-Dr.Allama Muhammed Iqbal

3.Jahane Adab - Dr.Muhammed Saleem Pulsarakath&Shihbudheen.P

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**75**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**75**

KU4VACURD204: ADAB AUR ZINDAGI

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fourth	VAC	200-299	KU4VACURD204	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1Hour 30 Minutes

Course Description:

This course explores the intricate relationship between Urdu literature and life, focusing on its impact on society, culture, politics, and identity. It uses literary theory, historical context, and critical analysis to explore themes like love, loss, social justice, spirituality, and existentialism. The course equips students with analytical tools to interpret the complexities of human existence as reflected in literature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key literary works and their authors from Urdu literature.	R
2	Interpret and explain the cultural and societal context of Urdu literary works.	U
3	Employ Urdu literary works as a basis for understanding broader social and cultural issues.	A
4	Examine the impact of Urdu literature on shaping cultural identities and perspectives.	An
5	Produce creative responses to Urdu literature through writing, discussion, or artistic expression.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔				✔		✔
CO 3	✔			✔			✔
CO 4	✔		✔	✔			✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Adab Aur Zindagee**	
	1.	Adab ma'na aur mafoom	3
	2.	Adab aur zindagee ka rishta	3
	3.	Urdu Adab ki tareef	4
2		**Hasb e zel Shayarom ka Taaruf aur Nazmo ka Muhtala**	
	1.	Dr.Allama Muhammed Iqbal ka Taaruf	2
	2.	Akhtharul Eeman ka Taaruf	2
	3.	Nazm-Thasweer e dard –Dr.Allama Muhammed Iqbal	3
	4.	Nazm –Goongee Aurath –Akhtharul Eeman	3
3		**Habe zel Afsana nigarom ka Taaruf aur Afsanom ka Mutala**	
	1.	Zahira Shaikh	1
	2.	Nasreen Sayyed	1
	3.	Afsana-Roshnee ka safar-Zahira Shaikh	4
	4.	Afsana-Naya Savera – Nasreen Sayyed	4
4		**Khuthooth nigari**	
	1.	Khutooth Nigari-Tareef	4
		Amalee Mashq	

	2.	Chotee Chootee Nazmai likhna	2
	3.	Chote Chote Afsane likhna	2
	4.	Mukhtalif Qisam ke Khuthooth thayyar karna	2
5		**Teacher Specific Module**	5
		• Organize close reading sessions where students dissect literary works. Encourage discussions and debates to deepen comprehension. • Organize role-playing activities, group discussions, and writing exercises. Provide feedback and corrective guidance to improve fluency and accuracy. • Facilitate creative writing workshops where students can experiment with various literary forms such as poetry, short stories, or essays inspired by Urdu literary traditions. • Administer regular assessments, including written exams, oral presentations, and cultural projects, to assess students' language proficiency and cultural awareness.	

Essential Readings:

11. Afsanwi majmooa- Shaikh Zahira Abdushukoor-EBH

12. Zindgee ek Afsana- Rekhta Books

Reference Distribution:

Module	Unit	Reference
1	**1,2,3**	Zindgee ek Afsana- Rekhta Books
2	**1,2**	TareekheAdabeUrduNoorulHasan Naqwi
	3	Bange Dara-Allama Iqbal
	4	Kulliyathe Akhtharul Eeman
3	**1,2,3, 4**	Afsanwi majmooa- Shaikh Zahira Abdushukoor-EBH
4	**1,4**	Urdu Makthoob nigari- Shadab Thabassum

Suggested Readings:

1. Bang e Dara –Dr.Allama Muhammed iqbal

2. Kulliyathe Akhtharul Eeman

3.Urdu Makthoob nigari- Shadab Thabassum

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**75**
Continuous Evaluation		**25**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
Total		**75**

KU5DSCURD308: THAREEKH-E-ZABAN-E- URDU AUR LISANIYATH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fifth	DSC	300-399	KU5DSCURD308	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

The "Tareekhe Adab-e-Urdu aur Lisaniyat" course explores the history of Urdu literature and linguistics, examining key literary movements, influential writers, and socio-cultural contexts. It provides students with insights into Urdu's role in artistic expression, cultural identity, and intellectual discourse.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall significant events, periods, and personalities in the history of Urdu literature and linguistics.	R
2	Explain the major literary and linguistic developments in Urdu over different time periods.	U
3	Apply literary and linguistic theories to analyze Urdu texts and language structures.	A
4	Analyze the impact of Urdu literature and linguistics on broader cultural and intellectual trends.	An
5	Critique the contributions of major Urdu literary figures and linguistic scholars.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔	✔					
CO 3	✔	✔			✔		
CO 4	✔	✔					✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**LISANIYATH KI TAREEF**	
	1	Lisaniyath ki tareef	3
	2	Lisaniyath ki Ahmiyath aur zarurath	3
	3	Lisani khandanom ke thasavur	4
2		**URDU ZABAN KA AGAZ O IRTIQA**	
	1	Urdu zaban ka agaz o irtiqa	4
	2	Dilli o navah Dilli mein Urdu ka agaz o irtiqa	3
	3	Aryonn k dakhil e Hind aur Hind Aryayizaban ka Irtiqa	4
	4	Urdu zaban ka hind aryayi pasmanzer	4
3		**URDU ZABAN KE AGAZ O IRTIQA KE NAZARIYATH**	
	1	Vadi Sindh me paida hone ka nazariya	3
	2	Decan me Urdu paida hone ka nazariya	3
	3	Punjab mein Urdu paida hone ka nazariya	3
	4	Urdu ke Brij bhasha se paida hone ka nazariya	2
	5	Urdu ke Khadiboli se paida hone ka nazariya	2
	6	Urdu ke aghazke sab se qabile qubool nazariye	2

4	1	**ZABAN AUR BOLI**	
		a)Madrizaban	2
		b)Qaumizaban	2
		c)Meeyaarizaban	3
		d)Ilaqaizaban	3
	2	Zaban aur Ilme Zaban	3
	3	Lisaniyath ka doosare uloom o funoon se taaluq	2
5		**Teacher Specific Modules**	
			5
		• Use mnemonic devices, timelines, and frequent quizzes to reinforce memory recall. Encourage students to create flashcards or mind maps to organize information for better retention.	
		• Engage students in discussions, debates, and case studies to delve deeper into the socio-cultural, political, and historical contexts of Urdu literature and linguistics. Encourage them to relate historical events to contemporary issues.	
		• Facilitate critical discussions and debates on the cultural, social, and intellectual significance of Urdu literature and linguistics. Encourage students to compare and contrast Urdu with other literary traditions and languages to deepen their analytical skills.	
		• Organize panel discussions or presentations where students assess the contributions of different Urdu literary and linguistic figures. Encourage them to articulate their opinions based on evidence and reasoned arguments.	

Essential Readings

1. Urdu ki LisaniThashkeel-Khaleel Ahmed Beg
2. MuqaddimaeThareekheZabaneUrdu -Masud Husain Khan

Reference Distribution:

Module	Unit	Reference
1	1	**Lisaniyath aur Urdu –Sayyed Mahmoodul Hasan Rizwi**
	2	**Lisaniyath aur Urdu –Sayyed Mahmoodul**

		Hasan Rizwi
	3	Lisaniyath aur Urdu –Sayyed Mahmoodul Hasan Rizwi
2	1	Lisaniyath aur Urdu –Sayyed Mahmoodul Hasan Rizwi
	2	Urdu ki lisaniThashkeel—Khaleel Ahmed Beg
	3	Urdu ki lisaniThashkeel—Khaleel Ahmed Beg
	4	Lisaniyath aur Urdu –Sayyed Mahmoodul Hasan Rizwi
3	1	Punjab mein Urdu—Hafiz Mahmood khan Sheerani
	2	MuqaddimaeThareekh-e Zaban-e-Urdu - Prof.Masud Husain Khan
	3	Urdu ki LisaniThashkeel –Khaleel Ahmed Beg
	4	Punjab mein Urdu—Hafiz Mahmood khan Sheerani
	5	MuqaddimaeThareekh-e Zaban-e-Urdu - Prof.Masud Husain Khan
	6	Urdu ki LisaniThashkeel -Khaleel Ahmed Beg
4	1	Hindusthanilisaniyath---Dr.Mohi-Ud-Din Qadiri Zor
	2	Hindusthanilisaniyath---Dr.Mohi-Ud-Din Qadiri Zor
	3	Hindusthanilisaniyath---Dr.Mohi-Ud-Din Qadiri Zor

Suggested Readings:

1 Lisaniyath aur Zaban ki Thashkeel—Muhammed Ashraf Kamal

2Urdu saakhtkebuniyadianasir   ---Naseer Ahmed Khan

3Lisaniyat aur urdu-- Mahmood Hasan Rizwi

4 Lisaniyath Kya hai—Devid Kristel

5 Urdu lisaniyath----Dr.ShoukathSabzwai

6 Urdu Lisaniyath—Dr.Mohi-Ud-Din Qadri Zor

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper	10
b)	Test Paper	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU5DSCURD309: ADABI THANQEED

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fifth	DSC	300-399	KU5DSCURD309	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

Adabi Tanqeed (Literary Criticism):This course explores various theoretical frameworks and methodologies used in analyzing literature and cultural texts. It delves into the critique of literary works, examining themes, styles, cultural contexts, and socio-political implications. Students engage with diverse literary genres, from poetry to prose, and develop skills in deconstructing texts through a critical lens.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall literary terms, theories, and historical contexts relevant to literary criticism.	R
2	Comprehend the significance of different critical approaches and apply them to analyze texts.	U
3	Utilize critical frameworks to dissect literary works, identifying themes, symbols, and narrative technique	A
4	Assess the effectiveness of various critical perspectives and articulate informed opinions about literary works.	E
5	Synthesize insights gained from literary analysis to produce original critiques or interpretations.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔						
CO 2	✔	✔		✔			
CO 3	✔	✔					
CO 4	✔	✔			✔		
CO 5	✔	✔		✔		✔	

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**TANQEED KI TAREEF**	
	1	Tanqeed ki Taaruf	3
	2	Tanqeedki Zarura taur Ahmiyath	3
	3	Urdu Tanqeed ka agaz o irtiqa	3
	4	Tazkiron ki Tanqeedi Ahmiyath	3
	5	Adabi Tanqeed Ke Maqasid	3
		URDU KE AHAM NAQAD	
	1	a) Ihthisham Hussain	2
		b) Aal Ahmed Suroor	2
		c)Kaleemudheen Ahmed	2
	2	Naqad ke aham faraiz	2
	3	Tanqeed aur Tahqeeq ka bahmi rishtha	2
3		**TANQEED KE MUKHTALIF DABISTAN**	
		a)Tasurati Tanqeed	3
		b)Jamaliyati Tanqeed	4
		c)Nafsiyati Tanqeed	4

		d)Markisi Tanqeed	4
4		**DETAILED STUDY OF MUQADDIMAE SHEIR O SHAIRI**	
	1	Hali ki Tanqeedi Nazariyath	4
	2	She'rki khoobiyaan	3
	3	She'rke lie zaroori cheezein	3
	4	Amali Tanqeed	5
5		**Teacher Specific Module**	5
		Socratic Seminars: Encourage dialogue and debate among students, fostering deeper understanding and critical thinking. **Close Reading Exercises**: Guide students in analyzing literary texts meticulously, paying attention to language, structure, and subtext. **Comparative Analysis**: Prompt students to compare and contrast different critical approaches, enhancing their analytical skills. **Peer Review Workshops**: Facilitate collaborative learning environments where students provide feedback on each other's analyses, promoting constructive critique and refinement of ideas. **Creative Projects**: Encourage students to express their understanding of literary criticism through creative mediums such as presentations, essays, or multimedia presentations.	

Essential Readings:

1..UrduTanqeed ka Irtiqa   --Dr.IbadathBarelvi

 2.Muqaddima she'r o shairi – Moulana AlthafHuasin Hali

Reference Distribution:

Module	Unit	Reference
1	1	Fune Tanqeed aur Tanqeed Nigari ---Noorul Hasan Naqvi
	2	Urdu Tanqeed ka Irtiqa **--**Dr.Ibadath Barelvi
	3	Fune Tanqeed aur Tanqeed Nigari –Noorul Hasan

		Naqvi
	4	Fune TanqeedaurTanqeed Nigari ---Noorul Hasan Naqvi
	5	Fune TanqeedaurTanqeed Nigari ---Noorul Hasan Naqvi
2	**1**	Fune TanqeedaurTanqeed Nigari ---Noorul Hasan Naqvi
	2	Urdu Tanqeed ka Irtiqa **--**Dr.IbadathBarelvi
	3	Urdu Tanqeed ka Irtiqa ----Dr.Ibadath Barelvi
3	1	Urdu Tanqeed ka Irtiqa ----Dr.Ibadath Barelvi
4	1	Urdu Tanqeed ka Irtiqa ----Dr.Ibadath Barelvi
	2	Muqaddima Sher o Shairi –Moulana Althaf Husain Hali
	3	Muqaddima Sher o Shairi –Moulana Althaf Husain Hali
	4	Urdu Tanqeed ka Irtiqa ----Dr.Ibadath Barelvi

Suggested Readings:

1. Fune Tanqeedaur UrduTanqeed Nigari –Noorul Hasan Naqvi

2.Tanqeed aur AdabiTanqeed---Kaleemudheen Ahmed

3.Nayi Tanqeed –Jameel Jalibi

4. Urdu Tanqeed –Zaheer Ahmed Siddiqui

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU5DSEURD301: Khusoosi Muthala: Meer Taqi Meer

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fifth	DSE	300-399	KU5DSEURD301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course offers a focused study of Meer Taqi Meer, one of the most prominent poets of Urdu literature. Through an exploration of his life, works, and literary legacy, students delve into the rich tapestry of Urdu poetry and its cultural significance. The course examines Meer Taqi Meer's poetic themes, stylistic innovations, and socio-political context, providing students with a comprehensive understanding of his enduring influence on Urdu literature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall life and personality-implied facts about Urdu poets. Meer, the critical thinking art of writing poetry with special reference to Ghazal.	R
2	Demonstrate comprehension of Meer's Urdu Ghazal, literary devices, and cultural contexts.	U
3	Apply knowledge of Urdu poetry to analyze and interpret selected Ghazals of Meer	A
4	Critically assess the effectiveness and significance of Urdu Ghazal with reference to Meer in conveying emotions and ideas	E
5	Produce original Urdu Ghazals or creatively interpret existing works in the context of personal expression or cultural exploration in view of Meer's Ghazals.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2		✔			✔		✔
CO 3	✔	✔					
CO 4	✔	✔					
CO 5	✔	✔			✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Meer Ki HayathAurShaksiyat**	
	1.	Meer KeAjdad, Bachpan, Niji Zindagi Unke Ahad Ke Halath	5
	2.	Meer Ki Shairi Ka Aagaaz, Kalam-e-Meer Ki Saadgi -o-Purkaari	5
	3.	Meer Ka Shaairaana Lab-o-Lahja, Kalam-e-Meer Mein SanayeeBadayee, Arooz o Ahang	5
2		**Meer Ki Shairi Ka FunniAurUslubiyatiMuthala**	
	1.	Meer Ki InfiradiatKeAsbaab	5
	2.	Meer Ka Tasawwur-e-Gham	3
	3.	Meer Ka Tasawwur-e-Husn-o-Ishq	2
	4.	Meer Ki Masnawi Nigari	5
3		**Meer Ki MuntakhabGhazlon Ka Muthala**	
	1.	FaqeeranaAayeSada Kar Chale	4
	2.	Ulti Hogayein Sab TadbeereinKuch Na DawaneKaamKiya	4
	3.	Junun Mein Ab Ki KaamAayi Na KuchTadbeerBhiAakhir	4

	4	Kare Kya KeDilBhiTohMajboor Hai	3
4		**Meer Ki Shairi Ka TanqeediJaiza**	
	1.	Meer Ki Ghazlon Ka TanqeediJaiza	2
	2.	Meer Ki Masnawion Ka TanqeediJaiza	2
	3	Amalee Mashq a)Meer ki Ghazalom ko tarannum ke saat pesh karna ka mashq	6
		Teacher Specific Module	5
5		- Engaging students in interactive discussions and debates on key themes and motifs in Meer Taqi Meer's poetry. - Organizing gues lectures or field trips to places of historical significance related to Meer Taqi Meer's life and work. - Incorporating multimedia resources such as audio recordings, videos, and visual presentations to enhance understanding and appreciation of Meer Taqi Meer's poetry. - Encouraging students to participate in creative writing exercises inspired by Meer Taqi Meer's style and themes. - Providing opportunities for independent research and projects that allow students to explore specific aspects of Meer Taqi Meer's poetry in depth.	

Essential Readings:

1. Kulliyat-e-Meer – Meer Taqi Meer

2. Sher-e-ShoarAngez – Shamsur Rahman Farooqi

3. Naqd-e-Meer -Dr Syed Abdulla

4. Zikre Meer – Dr. Nisar Ahmed Farooqi

5. Waqt Ki Ragini – Md Hussain Askari

6. Intekhab -e- Kalaam-e-Meer – Maulvi Abdul Haq

Reference Distribution:

Module	Unit	Reference
1	1	Zikre Meer – Dr. Nisar Ahmed Farooqi
	2	Zikre Meer – Dr. Nisar Ahmed Farooqi
	3	Zikre Meer – Dr. Nisar Ahmed Farooqi
2	1	Naqd-e-Meer -Dr Syed Abdulla
	2	Naqd-e-Meer -Dr Syed Abdulla
	3	Naqd-e-Meer -Dr Syed Abdulla
	4	Naqd-e-Meer -Dr Syed Abdulla
3	1	Intekhab -e- Kalaam-e-Meer – Maulvi Abdul Haq Sher-e-ShoarAngez – Shamsur Rahman Farooqi
	2	Kulliyat-e-Meer– Meer Taqi Meer Sher-e-ShoarAngez – Shamsur Rahman Farooqi
	3	Kulliyat-e-Meer– Meer Taqi Meer Sher-e-ShoarAngez – Shamsur Rahman Farooqi
	4	Intekhab -e- Kalaam-e-Meer – Maulvi Abdul Haq Sher-e-ShoarAngez – Shamsur Rahman Farooqi
4	1	Kulliyat-e-Meer– Meer Taqi Meer Sher-e-ShoarAngez – Shamsur Rahman Farooqi Naqd-e-Meer -Dr Syed Abdulla
	2	Kulliyat-e-Meer– Meer Taqi Meer Sher-e-ShoarAngez – Shamsur Rahman Farooqi Naqd-e-Meer -Dr Syed Abdulla Waqt Ki Ragini – Md Hussain Askari

Suggested Readings:

1.Urdu Shairi Ka Mizaj – Dr.Wazeer Agha

2.Urdu Shaairi Par EkNazar – Kaleemuddin Ahmed

3.Muhammad Taqi Meer – Dr. Jameel Jalebi

4. Urdu Shairi Ka SiyasiAurSamajiPasmanzar – Dr. Ghulam Hsain Zulfiqar

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d	Seminar	5
Total		**100**

KU5DSEURD302: KHUSOOSI MUTHALA: MIRZA GHALIB

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fifth	DSE	300-399	KU5DSEURD302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course explores Mirza Ghalib, a revered poet in Urdu literature, through lectures, discussions, and readings. Students analyze Ghalib's poetry, analyzing its themes, linguistic brilliance, and timeless relevance. Through scholarly inquiry, students gain insights into Ghalib's poetic vision.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall life and personality-implied facts about Urdu poet Mirza Ghalib, the critical thinking art of writing Ghazal.	R
2	Demonstrate comprehension of Ghalib's Urdu Ghazal, literary devices, and cultural contexts.	U
3	Apply knowledge of Urdu poetry to analyze and interpret selected Ghazals of Ghalib.	A
4	Critically assess the effectiveness and significance of Urdu Ghazal with reference to Ghalib in conveying emotions and ideas.	E
5	Produce original Urdu Ghazal or creatively interpret existing works in the context of personal expression or cultural exploration in view of Ghalib's Ghazals.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔					✔
CO 3	✔	✔					✔
CO 4	✔	✔				✔	
CO 5	✔	✔		✔		✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Ghalib Ki HayathAurShaksiyat**	
	1.	Ghalib KeAjdad, Bachpan, Taleem	5
	2.	Ghalib Ki Shairi Ka Aagaaz, IshqiyaZindagi	5
	3.	Ghalib Ki MaashiZindagi, MaaliMushkilat, AakhiriAiyaam	5
2		**Ghalib Ki Shairi Ka FunniAurUslubiyatiMuthala**	
	1.	Ghalib KiZarafat	5
	2.	Ghalib KiJiddatPasandi	3
	3.	Ghalib Ki QaseedaGoi	2
	4.	Makateeb-e-Ghalib Ki Khususiyat	5
3		**Ghalib Ki MuntakhabGhazlon Ka Muthala**	
	1.	NaqshFaryadi Hai KiskiShukhi-e-Tehreerka	4
	2.	IshrathQatra Hai Darya Mein FanaHojana	4
	3.	BaskeDushwaar Hai HarKaam ka AasanHona	4
	4	PhirMujheDeeda-e-Ter YaadAaya	3
4		**Ghalib Ki Shairi Ka TanqeediMuthala**	
	1.	Ghalib Ki Ghazlon Ka TanqeediMuthala	3
	2.	Khutoot-e-Ghalib Ka TanqeediMuthala	2

	3.	Amalee Mashq	5
		a) Ghalib ki Ghazlom ko tarannum ke saath pesh karne ka mashq	
5		**Teacher Specific Module**	5

Interactive Lectures: Utilize multimedia presentations, audio recordings of Ghalib's poetry, and visual aids to enhance lectures and discussions.

Close Reading Sessions: Conduct guided analysis sessions where students closely examine selected poems to understand their intricate meanings, linguistic nuances, and cultural references.

Literary Circles: Organize small group discussions where students explore different aspects of Ghalib's poetry and share their interpretations with peers.

Guest Speakers: Invite scholars or experts in Urdu literature to provide insights into Ghalib's life, works, and legacy, enriching students' understanding with diverse perspectives.

Creative Projects: Encourage students to express their understanding of Ghalib's poetry through creative projects such as artistic interpretations, musical compositions, or multimedia presentation.

Essential Readings:

7. Ghalib ShaksAurShaayar – Rasheed Ahmed Siddiqui

8. Irfaan-e-Ghalib – Aale Ahmed Suroor

9. Deewane Ghalib

10. Mahaasin-e-Kalaam-e-Ghalib – Abdur Rahman Bijnori

11. Zikre Ghalib – Malik Ram

12. Yaadgaar-e-Ghalib – Althaaf Husain Hali

Reference Distribution:

Module	Unit	Reference
1	1	Yaadgaar-e-Ghalib – Althaaf Husain Hali Ghalib ShaksAurShaayar – Rasheed Ahmed Siddiqui
	2	Yaadgaar-e-Ghalib – Althaaf Husain Hali Ghalib ShaksAurShaayar – Rasheed Ahmed Siddiqui

	3	Zikre Ghalib – Malik Ram
2	**1**	Irfaan-e-Ghalib – Aale Ahmed Suroor
	2	Mahaasin-e-Kalaam-e-Ghalib – Abdur Rahman Bijnori
	3	Ghalib ShaksAurShaayar – Rasheed Ahmed Siddiqui
	4	Mahaasin-e-Kalaam-e-Ghalib – Abdur Rahman Bijnori
3	**1**	Deewane Ghalib
	2	Deewane Ghalib
	3	Deewane Ghalib
	4	Deewane Ghalib
4	**1**	SharahDeewane Ghalib
	2	Deewane Ghalib

 Suggested Readings:
1.Deewane Ghalib Kamil – Kalidas Gupta Raza

2.GHALIB AUR MUTALA-E-GHALIB – IbadatBarelwi

3.GHALIB EK MUTALA – Mumtaz Husain

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
	seminar	5
	Total	100

KU5DSEURD303 KHUSOOSI MUTHALA: ALLAMA IQBAL

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fifth	DSE	300-399	KU5DSEURD303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course likely aims to delve deeply into the life, works, and philosophical contributions of the renowned poet-philosopher Allama Muhammad Iqbal.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall facts about Iqbal's life, major works, and key philosophical concepts presented in his poetry and prose.	R
2	Demonstrate comprehension of Iqbal's ideas, including his thoughts on selfhood, spirituality, nationalism, and the reconstruction of Islamic thought.	U
3	Apply Iqbal's philosophical principles to analyze contemporary issues or interpret his poetry within historical and cultural contexts.	A
4	Assess the impact of Iqbal's ideas on society, culture, and intellectual discourse, considering both their strengths and limitations	E
5	Engage in creative projects such as writing essays, poems, or scholarly papers inspired by Iqbal's philosophy and poetry.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔			✔		
CO 2		✔		✔	✔		
CO 3	✔	✔	✔				✔
CO 4	✔	✔	✔				✔
CO 5	✔	✔		✔		✔	✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**AllIama Iqbal ki Khayalath aur Kaarname**	
	1	Halathe Zindagi	3
	2	Taleem o tarbiyath	3
	3	Allama Iqbalbahaisiyath Mufakkir	3
	4	Allama Iqbal bahaisiyath Nasar nigar	2
	5	Allama Iqbal bahaisiyath muhibbe vathan	2
	6	Allama Iqbal bahaisiyath shaire athfal	2
2		**Allama Iqbal ki Ghazal goyi**	
	1	Allama Iqbal ki gazalon ki khususiyath	3
	2	Hasbe zel gazalon ka tanqeedi muthala	3
		a)Na tuzameenkelie(Bal-e- Jibreel)	3
		b) Chamak teri ayan Bijli mein,Aatish mein,sharare mein(Bang-e- Dara)	3
		c)Sitharon se age jaha aur bhi hai(Bal-e-jibreel)	3
3		**Allama Iqbal ki Nazm Nigari**	
	1	Allma Iqbql ki nazm nigari ki khusoosiyath	2
	2	Hasbe zel nazmo ka thajziyathee muthala	4
		a)Ilm o Ishq(Bang-e-Dara)	2

		b) Haqeeqathe husn(Bang-e-Dara)	**2**
	3	Hasbe zel nazmo ka tanqeedi muthala	**5**
		a)Validamarhooma ki yaadmein	
		b) zauq o shouq	
		c) Majid-e-Qurthuba	
4	**1**	**Allama Iqbal Ke Aham Thasavuraath**	**3**
		a) Thasavure khudi	
		b) Thasavure Ishq	
		c) Thasavure Shaheen	
		d) Thasavure Aurat	
	2	Allama Iqbal ke aham Nasari karname	**2**
	3	Amalee Mash a) Allam Iqbal ki Nazmo ko tharannum ke sath pesh karna b) Allama Iqbal ki Ghazalom ko tharannum ke saath pesh karna	**5**
5		**Teacher Specific Module**	5
		Lectures: The instructor may deliver informative lectures providing historical context, analyzing key texts, and facilitating discussions on Iqbal's ideas. **Textual Analysis**: Encouraging students to engage in close reading and textual analysis of Allama Iqbal's poetry and prose to uncover layers of meaning and symbolism. **Discussions:** Facilitating group discussions and debates to encourage critical thinking and foster a deeper understanding of Iqbal's philosophy and its relevance to contemporary issues. **Multimedia Resources**: Incorporating multimedia resources such as documentaries, interviews, and audio recordings of Iqbal's poetry recitations to enhance learning experiences.	

Essential Readings:

1. KulliyatheIqbql---Dr.Allama Muhammed Iqbal
2. Iqbql Shair o Mufakkir---Noorul Hasa Naqvi

Reference Distribution:

Module	Unit	Reference
1	1	Iqbal Shair o mufakkir---Noorul Hasan Naqvi
	2	Iqbal Shair o mufakkir---Noorul Hasan Naqvi
	3	Iqbal Shair o Mufakkir—Noorul Hasan Naqvi
	4	Iqbal ki Urdu Nasar—Ibadat Barelvi
	5	Iqbqlkefuni aur fikri Aafaq—Iftikhar-uz-Zaman
	6	Bachon ka Iqbal---Athar Parvez
2	1	Bang-e -Dara—Dr.Allama Muhammed Iqbal
	2	Bang-e Dara---Dr.Allama Muhammed Iqbal
3	1	Iqbqlkefuni aur fikri Aafaq—Iftikhar-uz-Zaman
	2	Bang-e Dara—Dr.Allama Muhammed Iqbal
	3	Bal-e Jibreel—Dr.Allama Muhammed Iqbal
4	1	Iqbal Shair o mufakkir---Noorul Hasan Naqvi
	2	Iqbql ki Urdu Nasar-Ibadat Barelvi

Suggested Readings:

1 Iqbal fun aur falsafe---Noorul Hassan

2.Kulliyahe Iqbal   Dr.Allama Muhammed Iqbal

3. Bang-e-Dara maa shara

4. Bachon ka Iqbal—Athar Parvez

5 Iqbqlkefuni aur fikri Aafaq—Iftikhar-uz-Zaman

6 Iqbal ki Urdu Nasar----Ibadat Barelvi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
	Total	**100**

EMLOYABILITY FOR THE COURSE:

- **Academic Research**: Opportunities to pursue further studies or research in fields related to literature, philosophy, Islamic studies, or South Asian studies.

- **Teaching and Education**: Employment as educators in schools, colleges, or universities, teaching courses on literature, philosophy, or cultural studies.

- **Cultural and Creative Industries**: Roles in cultural institutions, museums, publishing houses, or media organizations, involving the promotion and dissemination of literature and cultural heritage.

- **Public Service**: Positions in government agencies, NGOs, or international organizations where knowledge of literature, philosophy, and cultural heritage is valued for promoting intercultural understanding and social cohesion.

KU5SECURD302: URDU DTP

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Fifth	SEC	300-399	KU5SECURD302	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	-	15+10=25	35+15=50	75	1Hour30 Minutes

Course Description:

      This course is designed to teach students the fundamentals of desktop publishing using the Urdu language. The course covers various software tools and techniques specific to publishing documents, graphics, and designs in Urdu script. It aims to equip students with the skills necessary to create professional-quality publications including flyers, brochures, posters, and newsletters in Urdu.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall the basic principles of Urdu typography and layout design. Identify different Urdu fonts and their usage in desktop publishing.	R
2	Explain the significance of cultural context in Urdu desktop publishing. Summarize the steps involved in creating and formatting Urdu documents.	U

3	Utilize desktop publishing software to design and layout Urdu documents effectively. Apply design principles to enhance the visual appeal of Urdu publications.	A
4	Critically evaluate Urdu publications for design errors and readability. Analyze the impact of different layout choices on the overall message of Urdu documents.	An
5	Generate original Urdu designs for various publication purposes. Combine text and graphics creatively to produce compelling Urdu publications.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔	✔		
CO 2		✔			✔		✔
CO 3	✔	✔			✔		
CO 4	✔	✔			✔		
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
		MODULE TITLE: Soft wares	**10**
1	1	Application of Urdu Software Installation	
	2	Application of Urdu Soft wares	
		a)Nigar	
		b)Inpage- Urdu-Interface and opening software	

	3	Tools-Key board setting-Layout setting	
2		**MODULE TITLE :Typing (Practical)**	**10**
	1	Typing	
	2	Exporting files and importing of Pictures	
	3	Gazal layout	
	4	Usage of Style sheet	
	5	insert page Number Merits and demerits of Inpage urdu	
	6	Export file as PDF-PDF Exporting software	
3		**MODULE TITLE :Photoshop**	**10**
	1	Application of Photoshop	
	2	Introduction to Photoshop	
	3	Menu bar-Drawing canvas-Tool box pallets-choosing colour-Fundamental tools.	
4		**MODULE TITLE:Softwares (Practical)**	**10**
	1	working with images-Copy and Paste	
	2	Image Adjustment-working with text.	
	3	working with layers	
5		**Teacher Specific Module**	**5**
		Hands-on Training: Provide ample opportunities for students to practice using Urdu desktop publishing software through guided exercises and projects. **Real-world Examples:** Incorporate real-world examples of Urdu publications to illustrate design principles and cultural considerations. **Feedback and Revision:** Offer constructive feedback on student projects and encourage them to revise and improve their designs iteratively. **Collaborative Projects:** Facilitate group projects where students can collaborate on creating Urdu publications, fostering teamwork and peer learning. **Guest Speakers:** Invite professionals from the publishing industry to share insights and best practices in Urdu desktop publishing.	

Essential Readings:

1. Urdu Software, NCPUL , New Delhi,

2. Multilingual Desktop Publishing (DTP) by NCPUL. Chapter 8 Only. (Module 4 unit 3)

. 3. www.urducouncil.nic.in

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	Application of Urdu Software Installation	1	1-6	
	Application of Urdu Soft wares : 1)Nigar	1	7-8	
	Inpage Urdu-Interface and opening software	1	27-36	
	Tools-Key board setting-Layout setting	1	13-16 37-42	
2	Typing -	1	27	
	-Exporting files and importing of Pictures	1	28-36	
	Ghazal layout-	1	108-111	
	Usage of style sheet 23	1	72-73	
	insert page Number Merits and demerits of Inpage urdu	s		
	Export file as PDF-PDF Exporting software			
3	Application of Photoshop	2		Chapter 8
	Introduction to Photoshop	2		Chapter 8
	Menu bar-Drawing canvas-Tool box pallets-choosing colour-Fundamental tools.	2		Chapter 8
4	working with images-Copy and Paste	2		Chapter 8
	Image Adjustment-working with text.	2		Chapter 8
	working with layers	2		Chapter 8

Suggested Readings:

1 .Information Technology NCPUL Module

2. Ibtidayee Computer Training Course, EBH

3. Computer Application; NCPUL

4. Computer Inpage Guide - Nazeer Dahlavi

5. Computer Course-EBH

6. www.urducouncil.nic.in

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

Employability for the Course:

The course enhances students' employability by providing them with practical skills highly sought after in various sectors, such as publishing houses, advertising agencies, media organizations, and government departments. Graduates of this course can pursue careers as Urdu desktop publishers, graphic designers specializing in Urdu content, layout artists, or freelancers offering Urdu DTP services. Additionally, the course equips students with cultural sensitivity and the ability to cater to Urdu-speaking audiences, expanding their job opportunities in diverse linguistic contexts.

FYUGP-URDU

KU6DSCURD310: THAREEKH E ADAB E URDU

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Sixth	DSC	300-399	**KU6DSCURD310**	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: The Thareekh e Adab e Urdu course offers a historical perspective on Urdu literature, examining its origins, development, and key literary movements. It enhances critical thinking, literary analysis, and understanding of socio-political contexts shaping Urdu literary traditions.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key events, movements, and literary works in the history of Urdu literature.	R
2	Demonstrate comprehension of the socio-political context in which various literary movements in Urdu literature emerged.	U
3	Analyze and apply literary theories and concepts to different texts and authors within the Urdu literary tradition..	A
4	Evaluate the significance and impact of major Urdu literary figures, movements, and texts on the broader cultural landscape.	E
5	Produce original written work inspired by the styles and themes of Urdu literature.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔		✔			
CO 3	✓	✔					
CO 4	✔	✔					✓
CO 5	✓	✔					✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
	DESCRIPTION		
1	1	Urdu zaban ki tareekh-Aagaz o irtiqa	5
	2	Urdu zaban ki aagaz par mukhtalif nazariyath	5
	3	Urdu ke aham asnafe shayiri	5
2	1	Urdu shayiri ki mukhtalif dabistan a)Dabisthane Dilli b)Dabisthane Lucknow c)Dabisthane Rampur d)Dabisthane Azeem Abad	5
	2	Deccan mei Urdu shayiri -Mukhtalif salatine	5

	3	Shimali hind mei Urdu shayiri-ahamshura		5
3	1	Urdu ke mukhtalif tahreekh-AligrahThahreekh		5
	2	TarquipasandThahreekh-Ahammusannifein		5
	3	Dilli college-Fort William college		5
4	1	Urdu adab mei nasar ki aagaz o Irtiqa		4
	2	Mukhtalif nasari Asnaf		3
	3	Urdu ke ahamNasarNigar		3
	Teacher Specific Module		5	
5	1. **Lecture and Discussion**: Conducting lectures to provide historical context and then facilitating discussions to encourage critical thinking and deeper understanding. 2. **Primary Text Analysis**: Engaging students in close readings and analysis of primary texts from different periods of Urdu literature. 3. **Comparative Studies**: Encouraging students to compare and contrast different literary movements, authors, and texts to identify common themes and stylistic features. 4. **Multimedia Presentations**: Using multimedia resources such as videos, audio recordings, and visual materials to enhance understanding and engagement with Urdu literary works. 5. **Guest Speakers**: Inviting guest speakers, such as scholars or writers, to share their expertise and insights on specific aspects of Urdu literature.			

Essential Readings:

1. Thareekh e Adab e Urdu by Noorul Hassan Naqwi

2. Urdu ShayirikaTanqeedimuthala by sunbulnigar

3. Urdu ShayirikaTanqeedimuthala by sunbulnigar

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	13-56

	2	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	
2	1	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	57-202
	2	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	
	3	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	
3	1	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	205-286
	2	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	
	3	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	
4	1	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	287-436
	2	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	
	3	Thareekh e Adab e Urdu by Noorul Hassan Naqwi	

Suggested Readings:

1. Thareekh e adab e urduvol-II by Jameeljalibi
. 2 Thareekh e adab e urdu by Rambabusaxena

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

FYUGP-URDU

KU6DSEURD304: INSHAIYA AUR THANZ O MIZA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Sixth	DSE	300-399	KU6DSEURD304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

   The course focuses on the study of creative and humorous writing. The course delves into various forms of literary expression, such as satire, poetry, and essays, aiming to deepen students' understanding of Urdu literature and develop their skills in creative writing. Through analysing renowned works and exploring different literary styles, students gain insight into the world of Urdu humour and satire, enhancing their overall proficiency in the language. This course not only enriches students' knowledge of Urdu literature but also hones their ability to craft engaging and expressive written pieces.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall and recognize key terms, concepts, and literary devices used in poem and satire Memorise the works of prominent poets, understanding their themes, and identifying satirical techniques.	R
2	Comprehend the underlying themes, messages, and historical contexts of Urdu poems and satire. Interpret the meaning of poems, understanding cultural references, and grasping the socio-political commentary embedded in the	U
3	Apply their understanding of Urdu poems and Satire to analyze and evaluate different texts. Compare and contrast the styles of different poets, identify satirical	A

		elements in contemporary society, or analyze how poetic techniques contribute to the overall impact of a poem	
4		Critically assess the quality and significance of Inshayiya and satire. Evaluate the effectiveness of a poet's use of satire to convey a message, assessing the impact of Urdu Satire on society, or critiquing different interpretations of satire.	E
5		Express their own ideas and insights through the creation of original Inshayiya or critical analyses. Write their own satirical poems, composing essays analyzing specific poems, or participating in creative projects that demonstrate their understanding of Urdu Inshayiya and Tanz o Miza	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✓	✓	✔				✔
CO 3	✔		✔				
CO 4	✓	✔	✓				
CO 5	✔	✔			✓		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
		DESRIPTION	
	1	Inshayiya ki tareef	3

1	2	Inshayiye ka aagaz o irtiqa	4
	3	Inshayiye ki khusoosiyath	4
	4	Urdu ke aham Inshayiya nigar	4
2		Hasb e zel Inshayiyom ka Mutala	
	1	Jheengar ka janaza – Kwajahasannizami	7
	2	Kuthe – Pithrasbukhari	8
3	1	Urdu adab mein Tanz o mizah a)Tanzo Miza ka fun b)Tanz o Miza ki riwayath c)Tanz o Miza ka Aagaz o irtiqa	5
	2	Urdu shayiri mei tanz o mizah ki asrath a) Urdu nasar mei tanz o mizah ki asrath	4
	3	Urdu ke aham tanziya shayir a)Ghalib b) Hali	3
	4	Urdu ke aham tanziya nasarnigar a) Mushtaq Ahmed yousufi,	3

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		b) Mujtaba Hussain	
4	1	Hasb e zel tanziy Mazmoon aur Nazm ka Mutala	
	a	Barq e kaleesa - Akbar allahabadi	5
	b	Cricket - Mushtq Ahmed youufi	5
		Teacher Specific Module	5

- **Lecture and Discussion**: Engage students in discussions about different poets, their works, and the historical context in which they wrote. Encourage students to ask questions and share their interpretations.
- **Close Reading**: Guide students through close readings of specific poems, focusing on language, imagery, and thematic elements. Encourage them to annotate the text and discuss their observations with classmates.
- **Critical Writing**: Assign essays or reflective journals where students can explore their own responses to Urdu poetry and satire. Encourage them to support their arguments with evidence from the texts and to engage with different critical perspectives.
- **Guest Speakers and Field Trips**: Invite guest speakers such as poets, scholars, or writers to share their insights and experiences with Urdu poetry and satire. Organize field trips to cultural events or poetry readings to expose students to a variety of poetic voices and styles.
- **Technology Integration**: Use technology to enhance learning experiences, such as incorporating online resources, multimedia presentations, or digital archives of Urdu poetry and satire. Encourage students to use digital tools for research, collaboration, and creative expression.

Essential Readings:

4. Inshayiyekakhadd o khaal by Wazir agha
5. Inshayiyaaurinshayiye by prof.sayedmuhammedhusnain
6. Urdu adabmeinTanz o mazahkiriwayath by Khalid mahmood
7. .Charag tale by mushtaqahmedyousufi
8. Kulliyatheakbarallahabadi

Reference Distribution:

Module	Unit	Reference
1	1	Inshayiyekakhadd o khaal.Page.No.1-56
	2	Inshayiyekakhadd o khaal
	3	Inshayiyekakhadd o khaal
2	1	Inshayiyaaurinshayiye
	2	Inshayiyaaurinshayiye
3	1	Urdu adabmeinTanz o mazahkiriwayath
	2	Urdu adabmeinTanz o mazahkiriwayath
	1	Kulliyathe akbarallahabadi
4	2	Charag tale

Suggested Readings:

2. Urdu adabmeintanziya by Dr.wazir agha
3. Thareekh e adab e urdu by Noorulhasannaqwi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU6DSEURD306: DASTHAN

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Sixth Semester	DSE	300-399	KU6DSEURD306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This is a course that explores the rich tapestry of Urdu narrative traditions, specifically Dastans, a form of oral storytelling. Students learn about the historical development, thematic richness, and cultural significance of these narratives, from mediaeval Persia to the Indian subcontinent. Through lectures, discussions, and readings, students analyse the stylistic techniques, literary devices, and moral messages of these stories, enhancing their understanding of human experiences and aspirations.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall the historical development of Urdu Dastan and its major contributors. Memorize key themes, motifs, and narrative structures characteristic of Urdu Dastan.	R
2	Interpret and analyze Urdu Dastan texts, identifying literary devices and cultural contexts. Demonstrate comprehension of the socio-cultural influences on Urdu Dastan literature.	U

3	Apply critical thinking skills to analyze and compare different Urdu Dastans. Utilize knowledge of Urdu Dastan conventions to create original narratives or interpretations.	A
4	Critique the cultural significance and relevance of Urdu Dastan in contemporary society. Assess the ethical and moral dimensions depicted in Urdu Dastans.	E
5	Synthesize insights from Urdu Dastan studies to propose innovative approaches to storytelling.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔		✔			✔
CO 3	✔	✔			✔		
CO 4	✔	✔					✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**DASTAN KA FUN**	**15**
	1	Dastan nigari ka fun	
	2	Dastan ki Tareef	
	3	Dastan ke Ajza e Tarkeebi	
	4	Dastan ki Khusoosiyath	

2		**DASTAN KI RIWAYATH**	
	1	Urdu me Dastan ka Agaz o Irtiqa	5

	2	Fort William College ke Aham Dastango		5
		a	Meer Aman,	
		b	Hyder Baksh Hydari,	
		c	Meer Sher Ali Afsos,	
		d	Lallu Lalji,	
		e	Mirza Ali Lutf	

		TAQABLI MUTALA		10
3	1	Dastan aur Novel ke darmiyan farq		
		a	Dayira kar	
		b	Tafseelat aur pecheedagee kee satah	
		c	Mauzooathi tagheer	
		d	Saakht	
		e	Kirdar	
		f	Manzar nama	
		g	Maqsad	
		h	Transmission ka mode	

		DASTAN BAGH O BAHAR KA MUTALIA -2	20
4	1	Shuru Qisse ka (Dastan Bagh o Bahar –Saffa number 49 - 56	
	2	Sair Pahale Darvesh ki (Dastan Bagh o Bahar-Saffa number 57 - 90)	
5	**Teacher Specific Module**		5
	Directions		
	Lecture Series: Offer in-depth historical and literary context through lectures, supplemented with multimedia materials. **Discussion Groups**: Facilitate discussions to encourage critical thinking and deeper engagement with the texts. **Interactive Workshops**: Conduct workshops on narrative techniques, encouraging students to apply these in their own writing or analysis. **Guest Speakers**: Invite scholars or practitioners of Urdu literature to provide additional perspectives and insights. **Field Trips**: Organize visits to relevant cultural sites or libraries to enrich students' understanding of Urdu literary heritage.		

Essential Readings:

1. Thareekhe Adabe Urdu by Noorul Hasan Naqwi

2. Dastan Bagh o Bahar by Meer Aman

Reference Distribution:

Module	Unit	Reference No.
1	1	https://egyankosh .ac.in
	2,3	https://professorofurdu.com
	4	https://brainly.in
2	1	https://ilmkiduniya .ac.in
	2	Thareekhe Adabe Urdu by Noorul Hasan Naqwi
3	1	https://brainly.in
4	1,2	Dastan Bagh o Bahar –Page,No 49-56&57-90

Suggested Readings:

1.Urdu Dastan by Dr.Suhail Bukhari .

2. Urdu ki Nasari Dastanem by Gyan Chand Jain

3. Dastan se Novel Tak by Ibn Kanol

4.Dastan Tareekhe Urdu by Hamid Hasan Qadari
5.Thareekh e Adab e Urdu by Jameel Jalibi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU6DSEURD305: Sawanih Aur Safar Nama

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Sixth	DSE	300-399	KU6DSEURD305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

The Course "Sawanih aur Safarnama" would typically focus on the biographies and travelogues of prominent personalities, exploring their life experiences, journeys, and the impact they had on society.

Course Prerequisite:

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key events, places, and individuals mentioned in the biographies and travelogues.	R
2	Comprehend the motivations, challenges, and achievements of the personalities discussed.	U
3	Apply the knowledge gained from the biographies and travelogues to analyze similar situations or to draw parallels with contemporary events.	A
4	Analyze the impact of the journeys and life experiences on the individuals themselves, as well as on the society and culture of their time.	An
5	Assess the significance and relevance of the stories and experiences shared in the biographies and travelogues.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔		✔			
CO 2	✔	✔	✔				
CO 3	✔		✔				
CO 4	✔		✔	✔			✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Sawanih nigari ka taaruf**	10
	1	Sawanih nigari ka fun	
		a) Swanih nigari ki Khusoosiyat	
	2	Sawanih nigari kaAagaz-o irthiqa	
	3	Urdu ke aham Sawanih nigarom ka taaruf	
2		**Sawanih umri ka mathani mutala**	15
		Jahane Danish-Ehsan Danish (Hasbe zel hisse)	
	1	Debaye hayath	
	2	Ek hadisa	

		Safar Nama kaTaaruf	15
3	1	Safar Nama kaFunn	
	2	Khusoosiyath ,Tareekh wo irthiqa	
	3	Urdu ke aham safar Nama nigarom ka taaruf	
		Safarnama Duniya Gol he ka hasbe zel hisse	**15**
4	1	Philippine-Jana hamara Philippine aur darna bath bath par – Ibn Insha	
	2	Philippine-Hum ne apne curfew lagaya - Ibn Insha	
5		**Teacher Specific Module**	**5**
		Directions	
		• Interactive Storytelling: Engage students through interactive storytelling sessions where they can actively participate in discussions about the lives of the personalities and their journeys. • **Role-Playing**: Encourage students to take on the roles of the personalities discussed in the course. This could involve reenacting key scenes from their lives or imagining how they would respond to various challenges. • Field Trips: Whenever possible, organize field trips to places relevant to the biographies and travelogues studied in the course. This could provide students with a tangible connection to the material.	

Essential Readings:

9. 1980 kebaad Urdu mem sawanih nigari katahqeeqiwatanqeedimuthala
   : Dr.muhammedsirajullah
10. Urdu safarnamonkatanqeedimutaala: Khalid Mahmood
11. Jahane Danish-Ehsan Danish
12. Duniyagol he-Ibnu Insha

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	Unit I	1980 kebaad Urdu mem sawanih nigari katahqeeqiwatanqeedimuthala	Page :45
	Unit II	Urdu nasarkafanniirthiqaa	Page:318
	Unit III	Urdu nasarkathanqeedimuthala	Page:320
2	Unit I	Jahane Danish-Ehsan Danish	Page :7
	Unit II	Jahane Danish-Ehsan Danish	Page:27
3	Unit I	Urdusafarnamonkatanqeedimutaala	Page:22
	UnitII	Urdu safarnamonkatanqeedimutaala	Page:23
	UnitIII	Urdu safarnamonkatanqeedimutaala	Page:22
4	Unit I	Duniya Gol he-Ibnu insha	Page :17
	Unit II	Duniya Gol he-Ibnu insha	Page : 21

Suggested Readings:

1. Urdu nasarkafanniirthiqaa, :Dr.farmanFathahpoori

2.Thareeke e adabeurdu :Prof.Noorul Hasan Naqvi

3.Urdu nasarkathanqeedimuthalasunbulnighar

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

KU6SECURD303: THAKHLEEQI TAHREER (Creative Writing)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Sixth	SEC	300-399	KU6SECURD303	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	-	15+10= 25	35+15=50	75	1Hour30MinuteS

Course Description:

This is a dynamic course designed to cultivate imagination and expression through the rich medium of the Urdu language. Students will embark on a journey of linguistic exploration, learning to craft compelling narratives, poetry, and prose in Urdu. Through engaging writing prompts, literary analysis, and interactive workshops, participants will sharpen their writing skills while delving into the cultural and literary heritage of Urdu literature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall Urdu vocabulary, grammar rules, and literary techniques learned in class.	R
2	Comprehend the elements of Urdu literature, such as plot, character development, and symbolism, and how they contribute to creative writing.	U
3	Apply their understanding of Urdu writing conventions to compose original pieces of poetry, short stories, or essays.	A
4	Analyze published works of Urdu literature to identify literary devices, themes, and narrative structures, which they can incorporate into their own writing.	An

		5	Generate original works of Urdu creative writing, demonstrating mastery of language skills and creative expression.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔			✔		
CO 3	✔	✔			✔		
CO 4	✔	✔			✔		
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		DESCRIPTION	HOURS
	Takhleeqiyath			**10**
	1		Takhleeqi tahreer ki tareef	
		a	Takhleeq ke mukhtalif muzahir	
		b	Rozmarra zindagi me takhleeqiyath	
1		**c**	Zaban ke zariye Takhleeq	
	2		Adabi Tahreer	
		a	Adabi Tahreer	
		b	Media Tahreer	
	3		**Jumla ,Ibarath aur bayan ke asaalib**	

		a	Lafzo ki munasib tarteeb	
		b	Ibarath ki tarteeb	
		c	Zaban va bayan ke mukhtalif asaalib 1.Saada usloob 2.Khateebana usloob 3.Pur Shikwa usloob e bayan	
2		**Adabi Izhar**		**10**
	1		Adabi Izhar-Nasar	
		a	Takhleeqi Nasar	
		b	Ghair Takhleeqi Nasar	
		c	Chand Afsanwi nasar 1.Flash fiction 2.Mukhtasir Afsana 3.Drama	
		d	Chand Ghair Afsanwi Nasar 1.Mazmoon 2.Safarnama 3.Khudnawisht//Aap beeti 4.Khath	
	2		Script Thayyar Karna	
	3		Adabi Izhar-Shayari	15
		a	Takhayyul	
		b	Nazm ka fun	
		c	Nazam ki Aqsam	
		d	Nazm ki Hiath	
3		**Awami zarayi' Iblaagh**		**10**

	1	Awami Zarayi va Iblaagh-Print media	
		a	Taruf aur Aqsam	
		b	Print Media	
		c	Deegar Media	
	2	Media ke liye Likhna	
		a	Khabar Nigari	
		b	Idariya Nigari	
		c	Colum Nigari	
4		Amali Mashq	**10**
	1	Takhleeqi Tahreeri Salahiyath ko Badane ka mashq-Hisse Awwal	
		a	Flash Fiction nigari	
		b	Mukhtasir Afsana nigari	
		c	Drama nigari	
	2	Takhleeqi Tahreeri Salahiyath ko Badane ka mashq-Hisse Duwam	
		a	Nazm nigari	
	3	Takhleeqi Tahreeri Salahiyath ko Badane ka mashq-Hisse Suwam	
		a	Khabar nigari	
		b	Idariya nigari	
		c	Colum nigari	
5		**Teacher Specific Module**	**5**
		• **Workshop Approach**: Organize regular writing workshops where students can share their work, receive feedback, and engage in constructive discussions to enhance their writing techniques. • **Guest Speakers**: Invite renowned Urdu writers, poets, and literary scholars to share insights, discuss their work, and inspire students with their experiences in the world of Urdu literature. • **Field Trips**: Arrange visits to local Urdu literary events, libraries, or cultural centers to expose students to real-world applications of their writing skills and foster a sense of community within the Urdu literary sphere.	5

Essential Readings:

1. Takhleeqi Jowhar -NCERT

Reference Distribution:

Module	Unit	Reference
1	1	https://ahaslides.com/ur/blog/creative-writing-examples/
	2,3	Takhleeqi Jowhar-Ikayi-1
2	1,2	Takhleeqi Jowhar-Ikayi-11
3	1,2	Takhleeqi Jowhar-Ikayi-111
4	1	https://ahaslides.com/ur/blog/creative-writing-examples
	2,3	Takhleeqi Jowhar

Suggested Readings:

1. https://ahaslides.com/ur/blog/creative-writing-examples/

2. Asnaaf-e- adab Urdu -- Dr. Qamar Raees. Pub .bySir syed Book Depot. Aligarh.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50** **(Theory 35+Practical 15)**
Continuous Evaluation		**25** **Theory 15+Practical 10**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Practical	10
Total (ESE+CE)		**75**

Employability for the Course

1. **Author/Poet**: Graduates can pursue a career as an author or poet, writing novels, short stories, poetry, or other creative works in Urdu. They can publish their work through traditional publishing houses or self-publishing platforms.
2. **Journalist/Columnist**: Skills in creative writing can be applied to journalism and column writing in Urdu-language newspapers, magazines, or online publications. This could involve writing articles, opinion pieces, features, or investigative reports.
3. **Content Writer**: There's a growing demand for content writers who can create engaging and compelling content for websites, blogs, social media platforms, and digital marketing campaigns in Urdu.
4. **Scriptwriter**: Urdu scriptwriters are needed in various industries including film, television, radio, and theater. They can write scripts for movies, TV shows, radio programs, and stage plays.
5. **Translator**: Proficiency in Urdu creative writing can open up opportunities in translation, where individuals can translate literary works, marketing materials, websites, or other content from Urdu to other languages or vice versa.
6. **Editor/Proofreader**: Skilled editors and proofreaders are essential in the publishing industry. Those with expertise in Urdu creative writing can work as editors or proofreaders for publishing houses, magazines, newspapers, or freelance editing services.
7. **Educator**: Some graduates may choose to pursue a career in education, teaching creative writing workshops, courses, or seminars in schools, colleges, universities, or community centers.
8. **Advertising Copywriter**: Advertising agencies often require creative writers to develop catchy slogans, ad campaigns, and promotional materials targeting Urdu-speaking audiences.
9. **Freelance Writer**: Freelancing offers flexibility and the opportunity to work on various projects. Freelance writers can find work in a wide range of industries including publishing, advertising, marketing, and entertainment.
10. **Literary Critic/Reviewer**: Those with a deep understanding of Urdu literature and creative writing can work as literary critics or reviewers, analyzing and evaluating literary works in Urdu for publications, websites, or academic journals.

FYUGP-URDU

KU7DSCURD411: ADABI THAHQEEQ

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Seventh	DSC	400-499	KU7DSCURD411	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: "Adabi Tahqeeq" is an advanced Urdu course that teaches literary research and analysis, focusing on historical context, critical theories, and textual analysis. It offers a deep understanding of Urdu literary traditions, cultural influences, and the evolution of literary works.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Recall key concepts, methodologies, and research techniques used in Urdu literary research.**	R
2	Comprehend the significance of literary research in deepening understanding of Urdu literature and its various elements.	U
3	**Apply research methodologies and techniques to analyze Urdu literary texts and explore their cultural, historical, and thematic contexts.**	A
4	Critically evaluate the effectiveness of different research approaches and methodologies in exploring Urdu literary works and generating new insights.	E
5	Formulate original research questions, hypotheses, and arguments related to Urdu literature, and design research projects to investigate them.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔		✔			
CO 3	✔	✔		✔			✔
CO 4	✔	✔			✔		
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**ADAB KA TA'RUF**	**10**
	1	Adab ki Tareef	
	2	Adab ke ma'na mafhoom aur ahammiyath	
	3	Adab ka mutala ki zaroorath	
	4	Adab ki fazliyath	

MODULE	UNIT	DESCRIPTION	HOURS
2		**ADAB KI AQSAM AUR ADABI TAHQEEQ KI TAREEF**	**15**
	1	Adab ki Aqsam	
	a)	Afsanwi Adab	
	b)	Ghair Afsanwi Adab	
	2	Adabi Tahqeeq ki Tareef	
	3	Adabi Tahqeeq ke taqaze	
3		**TAHQEEQ KE AQSAM AUR USOOL**	**15**
	1	Adabi tahqeeq ke Usool	

	2	Tahqeeq ki aqsam	
	a)	Tajziyati Tahqeeq	
	b)	Adabi Tahqeeq	
	c)	Sanadei Tahqeeq	
	d)	Ghair sanadi Tahqeeq	
	e)	Tahzeebi Tahqeeq	
	f)	Lisani Tahqeeq	
	g)	Sawanihi va Thareekhi Thahqeeq	
	h)	Tanqeedi Tahqeeq	

	TAHQEEQ KI RIWAYATH		**15**
4	1	Tahqeeq ki rivayath	
	2	Urdu me Adabi Tahqeeq ki rivayath	
	3	Jadeed Ma'shire me Urdu Adab ki Ahammiyath	
	4	Urdu ki Adabi Tahqeeq o Tanqeed me khawateen ka hissa	

	Teacher Specific Module	**5**
5	1. Research Workshops: Conducting workshops to teach students research methodologies specific to Urdu literature, including archival research, textual analysis, and literary criticism. 2. Individualized Guidance: Providing one-on-one mentoring and feedback to students as they develop their research projects, helping them refine their research questions, methodologies, and arguments.. 3. Library Resources Orientation: Guiding students in utilizing library resources, digital databases, and online archives relevant to Urdu literary research... 4. Research Presentations: Organizing opportunities for students to present their research findings to the class, fostering public speaking skills and scholarly communication. 5. Publication Opportunities: Encouraging students to submit their research papers to academic journals or present them at conferences, providing guidance on the publication process and academic networking.	

Essential Readings:

    1.Adabee Tahqeeq Dr.Jameel Jalbi

    2.Adab kya he-Dr.Noorul Hasan Hashmi

Suggested Readings:

1.Adabi Tahqeeq ke Usool-Dr.Thabassum Kashmiri

2.Adabi Tahqeeq Masayil aur Tajziya

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	10
Total		**100**

KU7DSCURD412: FILMI ADAB

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Seventh	DSC	400-499	KU7DSCURD412	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description

    This course explores the diverse world of cinema, analyzing classic and contemporary Urdu films, themes, narratives, and artistic techniques. It provides in-depth analysis of cultural, social, and political contexts, revealing the dynamic relationship between film and culture in Urdu.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Identify common themes and motifs in Urdu films.**	R
2	Summarize the plots and themes of notable Urdu film.	U
3	**Create a storyboard or script for a hypothetical Urdu film based on learned principles.**	A
4	Compare and contrast different genres within Urdu cinema.	An
5	Develop a film critique or review that integrates multiple perspectives.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					

CO 2	✔	✔					
CO 3	✔	✔			✔		
CO 4	✔	✔			✔		
CO 5	✔	✔		✔	✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**HINDUSTANI FILM AUR URDU-1**	**10**
	1	Mashoor Urdu filmo ka Taaruf	
	2	Hindustani filmai aur Urdu-Shams Jaleeli	
	3	Cinema ki maqbooliyath me Urdu ka role-Dr.Qasim Quraishi	
	4	Hindusthani filmo ke faroogh me Urdu ka hissa-Pro.Shakir Khaleeq	
	5	Film aur Urdu Tahzeeb-Pro.Mansoor Umar	
2		**HINDUSTANI FILM AUR URDU-11**	**15**
	1	Maulana Abul Kalam Azad aur film-Muhammed Khalid Abidi	
	2	Hindusthani filmo me aurath ka thasavvur-Dr.Naseem Ahammed Naseemi	
	3	Filmi Shayari aur adabi tanqeedi rawayya-Atha Abidi	
	4	Hindusthani film aur hero ka kirdar-Dr.Nigar Azam	
3		**HASBE ZEL FILMOM KA TANQEEDI JAYIZA**	**15**
	1	Mirza Ghalib	
	2	Mughal-e Azam	
	3	Umara-o-Jan	
	4	Khuda ke liye	
4		**FILMI SCRIPT LIKHNE KA MASHQ**	**15**
	1	Kahani ki tamer	
	2	Kirdar ki Thakhleeq	

	3	Gufthagoo thayyar karna		
	Teacher Specific Module			**5**
5	• **Lecture and presentation:** Provide structured lectures with slides summarizing key terms and historical facts . • **Reading assignments:** Assign readings from textbooks or articles that cover foundational knowledge of Urdu cinema. • **Quizzes and tests:** Use factual recall questions to assess understanding of terminology and historical facts . • **Field trips or film screenings:** Organize visits to film studios or screenings of Urdu films to observe application of concepts in real-world settings. • **Creative projects:** Encourage students to write scripts or develop film treatments based on learned themes and styles.			

Essential Readings:

1. Hindusthani Nazme aur Urdu-Adabee ZawiyeThartheeb Va Thadveen-Dr.Imam Ahzam

Suggested Readings:

1.Adab se film thak-Rasheed Anjum

2.Mahnama-Ajkal-1971-Cinema aur film numberCinema aur film ki Thareekhi Jayiza

3.Jahane nazm –Hisse Awwal-Uthar Pradesh Urdu Academi

4. Cinema aur film numberCinema aur film ki Thareekhi Jayiza

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Film Review	10
Total		**100**

FYUGP –URDU

KU7DSCURD413: JADEED URDU SHAYARI

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Seventh	DSC	400-499	KU7DSCURD413	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description: This course explores the modern landscape of Urdu poetry, examining its roots, evolution, and contemporary themes. Students study renowned poets, analysing their styles, techniques, and socio-cultural contexts. This course is suitable for poets, literature enthusiasts, and language enthusiasts, offering exploration and discovery.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Memorize selected verses or lines from significant Urdu Shayari.	R
2	Explain the themes, symbols, and metaphors present in Urdu poetry.	U
3	Apply knowledge of poetic techniques to analyze and interpret specific poems.	A
4	Assess the cultural significance and impact of contemporary Urdu poets on society.	E
5	Design presentations or projects exploring a specific theme or aspect of modern Urdu Shayari, showcasing original insights and interpretations.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔					
CO 3					✔		
CO 4	✔	✔					✔
CO 5	✔				✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**JadeedShairi Ka Fun**	
	1	Jadeed Urdu Shairi ki Taaruf	4
	2	Jadeed Urdu Shairi ki Khususiyath	4
	3	Jadeed Urdu Shairi ki Ahmiyath aur Ifadiyath	4
		Jadeed Urdu Nazm	3
2	1	Jadeed Urdu Nazm ka Taaruf	3
	2	Jadeed Urdu Nazm ka Agaz o Irtiqa	2
	3	Hasbe zel Nazmon ka TanqeediMuthala	10
		a)Awara—Majaz	
		b)EkLadka –Akhtarul Eeman	
		c)Ek Khwab aur—Ali Sardar Jaafari	
		d) Tanhai—Faiz Ahmed Faiz	
3		**Nazme muara aur azadnazm**	
	1	Nazme muara aur azadnazm ka rivaj	5
	2	Nazme muara aur azadnazmmeinfaraq	3

	3	Matan ki Tadrees	7
		a)Dareeche ke qareeb –NM Rashid	
		b)Sabaveeran –NM Rashid	
		c)Sahara –Meeraji	
4		**Jadeed Urdu Gazal**	
	1	Jadeed Urdu Gazal ka Taaruf	3
	2	Jadeedurdu Gazal kemouzuath	3
	3	Jadeed Urdu Gazal ka Agaz o Irtiqa	4
5		**Teacher Specific Module**	5
		1. **Close Reading:** Facilitate close reading sessions of selected Urdu poems, guiding students to analyze and interpret the text in depth, focusing on language, imagery, symbolism, and thematic elements. 2. **Discussion-Based Learning:** Foster discussion-based learning environments where students can actively participate in analyzing and interpreting Urdu poetry, sharing their insights, perspectives, and interpretations with their peers. 3. **Workshops and Writing Exercises:** Conduct workshops and writing exercises to help students develop their creative writing skills in Urdu poetry, providing constructive feedback and guidance to enhance their craft. 4. **Guest Speakers:** Invite guest speakers such as contemporary Urdu poets, scholars, or literary critics to share their experiences, insights, and expertise, providing students with diverse perspectives and enriching their understanding of Urdu Shayari. 5. **Performance Opportunities:** Organize opportunities for students to perform their original Urdu poetry or present their research findings to their peers or in public settings, fostering confidence, creativity, and communication skills. .	

Essential Readings:

1 Jadeed Urdu Shairi –Abdul Qadir Sarvari

2 Nayinazm ka safar—Khaleel-ul-Rahman Azmi

Reference Distribution:

Module	Unit	Reference
1	1	Jadeedurdushairi---Abdulqadir Servari
	2	Jadeedurdushairi---Abdulqadir Servari
	3	Jadeedurdushairi---Abdulqadir Servari
2	1	Jadeed Urdu Nazm;nazariya o amal—Aqeel Ahmed Siddiqui
	2	Urdu shairi ka funiirtiqa—Dr.Farman Fatahpuri2
	3	Nayinazm ka safar—Khaleel-ul-Rahman azmi
3	1	Jadeedurdushairi---Abdulqadir Servari
	2	Jadeedurdushairi---Abdulqadir Servari
4	1	Urdu shairi ka funiirtiqa—Dr.FarmanFatahpuri
	2	Urdu shairi ka funiirtiqa—Dr.FarmanFatahpuri
	3	Nayinazm ka safar—Khaleel-ul-Rahman Azmi

Suggested Readi

1   Jadeednazm ki Karwaten—Dr.Wazeer Aga

2   JadeedUrdu   Gazal—Murathab—Shubeurdu   Jamia   Usmaniya
    Hyderabad

3   Urdu meinmuaraaurazadnazm --Dr.Haneef Kaif

4   Nayinazm ka safar—Khaleel-ul-Rahman Azmi

5   Urdu Shairi ka funi Irtiqa---Dr.FarmanFatahp

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
	Total	**100**

KU8DSCURD414: DECCANI ADAB

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Eighth	DSC	400-499	**KU8DSCURD414**	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

This course on "Deccani Adab" explores the literary contributions, historical background, and cultural significance of the Deccan region's Urdu literature. It explores prominent writers and poets, language, themes and stylistic features, and the socio-political context.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the historical and cultural context of Deccani literature and its significance in the development of Urdu literature.	U
2	Apply critical analysis and interpretation skills to Deccani literary texts, identifying themes, motifs, and stylistic elements.	A
3	Assess the aesthetic and intellectual merits of Deccani literary works, considering factors such as originality, innovation, and socio-political relevance.	E
4	Analyze the impact of Deccani literature on broader literary traditions, both within the Indian subcontinent and globally, and evaluate its significance in cultural discourse.	An
5	Demonstrate creativity and originality by producing their own literary compositions inspired by Deccani literary traditions, employing appropriate language and thematic elements.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

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Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					✔
CO 2	✔	✔					
CO 3	✔	✔		✔			
CO 4	✔			✔			✔
CO 5	✔	✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT		HOURS
		DESCRIPTION	
1	1	Deccani adabki Tareekh	3
	2	Aagaz o Irtiqa-Deccan keMukhtalifasnaf	4
	3	Deccan kimukhtalifSalatine-bahmani-qutubshahi-aadilshahi	4
2	1	Deccan kiasnafeshayiri	3
	2	Deccan meinmarsiyanigari-	3
	3	Deccan mei masnavinigari a) Fakhrudhin nizami b)wajhi c) Nusrati	5
3	1	Deccan mei Nazm nigari	4
	2	Nazm nigari mein Mukhtalif salatin ke asrath-	4

		a)Bahmani Dour	
		b) Adilshahi Dour	
		c) Qutubshahi Dour	
	3	Deccan mei Ghazal nigari a)Mugaliya Dour b)Adal shahi Dour c) Qutub shahi Dour d)Wali e)Siraj	4
4	1	Deccan mei Nasarnigari-agaz o irtiqa-mukhtalifasnaf e nasar	4
	2	Sabras aur uske ahmiyath	4
	3	Mukhtalif anjuman Anjuman Tarqui Urdu	3
5		**Teacher Specific Module** 1. **Lcture and Discussion:** Conduct lectures to introduce students to key concepts, authors, and literary works, followed by discussions to encourage critical thinking and engagement with the material. 2. **Textual Analysis:** Guide students through close readings of Deccani literary texts, highlighting linguistic nuances, rhetorical devices, and thematic developments. 3. **Comparative Studies:** Encourage students to compare Deccani literature with other regional literary traditions in India and beyond, fostering a deeper understanding of cross-cultural influences and exchanges. 4. **Creative Assignments:** Provide opportunities for students to express their understanding of Deccani literature creatively, such as through writing assignments, performances, or multimedia presentations. 5. **Field Trips and Guest Lectures:** Organize field trips to cultural heritage sites or invite guest speakers, such as scholars or writers, to provide insights into the contemporary relevance of Deccani literature and its impact on society.	5

Essential Readings:

1.DeccaniadabkiTareekh by SayedMohiyudheenqadirizor

Reference Distribution:

Module	Unit	Reference No.	Page Nos.
1	1	DeccaniadabkiTareekhby SayedMohiyudheenqadirizor	37-259
	2	DeccaniadabkiTareekhby SayedMohiyudheenqadirizor	
	3	DeccaniadabkiTareekhby SayedMohiyudheenqadirizor	
2	1	DeccaniadabkiTareekh by SayedMohiyudheenqadirizor	444-461
	2	DeccaniadabkiTareekh by SayedMohiyudheenqadirizor	
	3	DeccaniadabkiTareekh by SayedMohiyudheenqadirizor	
3	1	DeccaniadabkiTareekh by SayedMohiyudheenqadirizor	466-518
	2	DeccaniadabkiTareekh by SayedMohiyudheenqadirizor	
	3	DeccaniadabkiTareekh by SayedMohiyudheenqadirizor	
4	1	Deccan meinurdu by noorudheenhashimi	523-579&665-674
	2	Deccan meinurdu by noorudheenhashimi	
	3	Deccan meinurdu by noorudheenhashimi	

Suggested Readings:

1.Deccanmein Urdu   by Naseerudheenhashimi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
Total		**100**

FYUGP- URDU

PROJECT

SEMESTER-EIGHTH

COURSE CODE: KU8RPHURD400

Guidelines for the Project / Dissertation

1. The topic for the project / dissertation will be decided in consultation with the supervisor or Department Council.
2. The dissertation or written account of the project must consist of not less than 50 pages.
3. The evaluation must be based on the following criteria:.

The dissertation will be presented at a seminar in the department.

4. Method of evaluation

a) Relevance of the topic: 10%

b) Collection of Data: 20%

c) Logical presentation of the material: 25%

d) Seminar Presentation: 20%

e) Viva* :25%

*Viva will be jointly conducted by the supervisor concerned and an external examiner appointed by the university.

COURSE TITLE : THARAQI PASAND URDU ADAB

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Eighth	DSC	400-499	KU8DSCURD415	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 hrs

Course Description:

Taraqi Pasand Urdu Adab is a course that explores progressive Urdu literature, focusing on social, political, and cultural themes. Students learn about prominent Urdu authors' advocacy, activism, and reform, examining how literature addresses issues like gender equality, social justice, human rights, and political empowerment.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key terms, authors, literary works, historical events, and literary movements related to progressive Urdu literature.	R
2	Comprehend the themes, motifs, and stylistic elements employed in progressive Urdu literature and its significance in the socio-political context of its time.	U
3	Analyze the socio-political contexts in which progressive Urdu literature emerged, comparing and contrasting it with other literary movements, and identifying the reasons behind its emergence.	An
4	Evaluate the effectiveness of progressive Urdu literature in challenging societal norms, advocating for social change, and influencing public opinion.	E

5	Create their own pieces of writing inspired by the principles of progressive Urdu literature, reflecting on contemporary social issues and advocating for positive change.		C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔					
CO 3	✔	✔	✔				
CO 4	✔	✔	✔	✔			
CO 5	✔	✔			✔		✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**TARAQI PASAND TAHREEK**	**10**
	1	Taraqi Pasand Tahreek ka Pasmanzir	
	2	Taraqi Pasand Tahreek ka Agaz	
	3	Haqeeqath aur Rumaniyath	
	4	Anjuman Taraqi Pasand Tahreek se Wabastha Musannifeen	
2		**TARAQI PASAND SHAYARI**	**15**
	1	Taraqi pasand shayari ka ek jayiza	
	2	Hasbezel Tharaqi pasand shayarom ka Muthala	
	a)	Asrarul Haq Majaz	
	b)	Makhdoom Mukhyudhin	
	c)	Firaq Ghorakhpuri	
	d)	Akhtarul Eman	

	e)	Ali Sardar Jafri	
	f)	Faiz Ahmed Faiz	
	g)	Sahir Ludhiyanvi	
3		**TARAQI PASAND AFSANA**	**15**
	1	Taraqi pasand afsana-Ek jayiza	
	2	Hasbe zel Afsana nigaro ka tanqeedi Mutala	
	a)	Sadath Hasan Manto	
	b)	Rajendar Singh Bedi	
	c)	Hayathulla Ansari	
	d)	Ahamed Nadeem Qasimi	
	e)	Khwaja Ahmed Abbas	
	f)	Ali Abbas Husaini	
	g)	Shakeela Akhtar	
4		**TARAQI PASAND NOVEL**	**15**
	1	Taraqi Pasand Novel-Ek Jayiza	
	2	Hasbe zel Taraqi pasand Novel nigarom ka Tanqeedi Muthala	
	a)	Premchand	
	b)	Krishen Chander	
	c)	Qurathul Ain Hyder	
	d)	Sajjad Zaheer	
	e)	Azeez Ahmed	
	f)	Ismath Chughtai	
	g)	Qazi Abdusathar	

5	Teacher Specific Module	5

	Directions	
	• Facilitate discussions: encourage students to engage in discussions about the themes, motifs, and historical contexts of progressive Urdu literature. • Provide diverse learning materials by offering a variety of texts, multimedia resources, and primary sources to expose students to different perspectives within the genre. • Encourage critical reflection: prompting students to critically reflect on the relevance of progressive Urdu literature in contemporary society and its potential to inspire social change. • Provide constructive feedback: Offering timely and constructive feedback on students' assignments, presentations, and discussions to support their learning and development. • Create a supportive learning environment: cultivate a classroom atmosphere where students feel comfortable expressing their opinions, asking questions, and exploring complex ideas related to progressive Urdu literature.	

Essential Readings:

1. Urdu me Taraqi Pasand Adabi Tahreek by Khaleelu Rahman Aazami

2. Taraqi Pasand Adab by Azeez Ahmed

3. Taraqi Pasand Adab by Ali Sardar Jafari

Suggested Readings:

1. Adabi Tahreekem by Anver Sayeed
2. Urdu Adab ke Irtiqa me Tahreekem aur Rujhanom ka Hissa by Manzir Aazami

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	10
Total		**100**

KU8DSCURD416: Ahad-e-Hazir Ka Urdu Adab

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Eighth	DSC	400-499	KU8DSCURD416	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practicum	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

"Ahade Hazir Ka Urdu Adab" is a course that explores contemporary Urdu literature, examining themes, styles, and techniques. It contextualizes Urdu authors' work within the socio-cultural context, fostering appreciation for the richness and relevance of Urdu literary expression in the global context.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recall key literary works, authors, and their contributions to contemporary Urdu literature.	R
2	Comprehend the central themes, motifs, and stylistic elements prevalent in contemporary Urdu literature.	U
3	Apply literary analysis skills to critique and evaluate contemporary Urdu literary works.	A
4	Analyze the structure, language, and cultural implications of contemporary Urdu literary texts.	An
5	Critically evaluate the literary merit and socio-cultural significance of contemporary Urdu literary works.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔			✔		
CO 3	✔	✔	✔		✔		
CO 4	✔	✔					
CO 5	✔	✔	✔		✔		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Description	Hours
1		**Ahad-e- Hazir Mein Urdu Adab Ki Ahmiyat**	15
	1.	Ahad-e- Hazir Mein Urdu Adab Ki Ahmiyat	
	2.	Maashare Mein Adab Ki Ahmiyat	
	3.	AdabKeTafheemi-o-TaseeriPahlu	
	4.	MazhabiAurAdabiMatn Ka Farq	
2		**Ahad-e- Hazir Ka Sheri Adab**	15
	1.	Ahad-e- HazirKeGhazalgoShora Josh Maleehabadi, MajroohSultanpuri, Mueen Ahsan Jazbi, AsrarulHaqMajaz, Jan Nisar Akhtar, Ali Sardar Jafri, Nasir Kazmi, MajazLakhnawi, Khaleelur Rahman Azami, Iftekhar Arif, Sheharyar.	
	2.	Ahad-e- HazirKeNazmNigar Hafeez Jalandari, MajazLakhnawi, Faiz Ahmed Faiz, Ali Sardar Jafri, Kaifi Azmi, AkhtaruloIman, Meeraji, NuunMeem Rashid, Nasir Kazmi,	
	3.	Ahad-e- Hazir KiKhawateinShaairaat Parveen Shakir,	
	4.	Ahad-e- HazirKeRubaigoShora Adil Hayath, Fareed Parbati, Asghar Veloori, Hafiz Karnataki, FiraqGorakhpuri, NawakHamzapuri,	

3		**Ahad-e- Hazir Ka AfsanaviAdab**	15
	1.	Ahad-e- HazirKeNovel Nigar Rajender Sigh Bedi, Ratan Singh, Iqbal Majeed, Qazi Abdus Sattar, Intezar Husain, Hayatolla Ansari, Anwer Azeem, Abdulla Husain, Rahman Abbas, YaqubYawar	
	2.	Ahad-e- HazirKeAfsanaNigar Rajender Sigh Bedi, Ratan Singh, Iqbal Majeed, Qazi Abdus Sattar, Ram Lal, Anwer Azeem, Abid Suhail, Joginder Paul, Rasheed Amjad, Balrajmeinran, Intezar Husain	
	3.	Ahad-e- HazirKeDrama Nigar Agah Hasan Kashmiri, Imtiaz Ali Taj, ShahidHasan,	
	4	Ahad-e- HazirKeNumaindaKhawatein Fiction Nigar JeelaniBano, Qurratul Ayn Hyder, IsmatChughtai, Jameela Hashmi, KhateejaMastoor,	
4		**Ahad-e- Hazir Ka Tahqeeq-o-TanqeediAdab**	
	1.	Ahad-e- HazirKeTanqeedNigar Shamsur Rahman Farooqui, Gopichand Narang, WazeerAgah, Hamidi Kashmiri, Muhammad Hasan	5
	2.	Ahad-e- HazirKeMuhaqqiq Rashid Hasan Khan, Haneef Naqvi, Qazi Abdul Wadood, Hafiz Mahmood Sherani, Maulvi Abdul Haq, Malik Ram, Gyan Chand Jain, Zafar Ahmed Siddiqui	5
5		**Teacher Specific Module** • Assign regular quizzes or short written reflections to reinforce memorization of essential facts and details. • Facilitate group discussions where students analyze and interpret literary texts, encouraging them to articulate their understanding of the material. • Encourage students to compare and contrast different literary works or authors to identify common themes or divergent stylistic choices. • Foster debate and discussion forums where students can present and defend their evaluations of various literary texts. • Encourage students to write their own short stories, poems, or critical essays inspired by the themes or styles of the contemporary Urdu works studied in class.	5

Essential Readings:

13. Urdu Nasr Ka FanniIrteqa – Farman Fatehpuri

14. Urdu Ki Kahani – Ehtesham Husain

15. Urdu Afsana – Qamar Rayees

16. Urdu Ghazal KePachas Saal- Abdul Ahad Khan -Khaleel

17. Mahaasir-e-Urdu Ghazal – Qamar Rayees

18. Danish-e-Urdu – Nisar Danish

19. Rubai Voli-1 & 2 – Dr. Syed Waheed Ashraf

20. Urdu RubaiFunni o TarikhiIrteqa – Farman Fatehpuri

21. Shehar-e-Rubai – Adil Hayath

22. Sangrezey – Asghar Veloori

23. Anarkali – Syed Imtiaz Ali Taj

24. Yehoodi Ki Ladki – AgahHashar Kashmiri

25. AdabiDrame- Dr.Ajaz Husain

26. AdabiTehqeeqMasaail -o-Tajziya -Rasheed Hasan Kahn

27. Tehqeeq Ka Fun – Gyan Chand Jain

28. Tehqeeq-o-Tadween :Samt-o-Raftar – Md. Mausoof Ahmed

29. Shamsur Rahman Farooqui ShaksiyatAurAdabiKhidmat- Ahmed Mahfooz

30. WazeerAgah Ki Tanqeed – ShaziaUmeir

31. Maasir Urdu Tanqeed – Md. Jamal Mustafa

32. Intekhab -e- Kalaam-e-Meer – Maulvi Abdul Haq

Suggested Readings:

1. **1.**Urdu Ghazal KePachas Saal- Abdul Ahad Khan -Khaleel

2. Mahaasir-e-Urdu Ghazal – Qamar Rayees

3. Danish-e-Urdu – Nisar Danish

4. Rubai Voli-1 & 2 – Dr. Syed Waheed Ashraf

5. Urdu RubaiFunni o TarikhiIrteqa – Farman Fatehpuri

6. Shehar-e-Rubai – Adil Hayath

7. Sangrezey – Asghar Veloori

8. Anarkali – Syed Imtiaz Ali Taj

9. Yehoodi Ki Ladki – AgahHashar Kashmiri

10. AdabiDrame- Dr.Ajaz Husain

11. AdabiTehqeeqMasaail -o-Tajziya -Rasheed Hasan Kahn

12. Tehqeeq Ka Fun – Gyan Chand Jain

13. Tehqeeq-o-Tadween :Samt-o-Raftar – Md. Mausoof Ahmed

14. Shamsur Rahman Farooqui ShaksiyatAurAdabiKhidmat- Ahmed Mahfooz

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/Article review	10
Total		**100**

KU8DSCURD417: ADABI THAHREEKATH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
Eighth	DSC	400-499	KU8DSCURD417	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2

Course Description:

"Adabi Tahreekath" is a course that delves into the literary movements that have shaped Urdu literature, from classical to modern. It examines key texts, authors, and socio-political contexts, providing insight into the evolution of Urdu literature and its ideological underpinnings.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Recall basic facts, terms, concepts related to Urdu literature movements.**	R
2	Explain the historical context and significance of various literary movements in Urdu literature.	U
3	**Utilize knowledge of Urdu literary movements to analyze and interpret texts.**	A
4	Compare and contrast different literary movements within Urdu literature.	An
5	Critique the societal impact and relevance of different Urdu literary movements.	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔	✔					
CO 2	✔	✔		✔			
CO 3	✔	✔			✔		
CO 4	✔	✔		✔			
CO 5	✔	✔	✔				

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**THAHREEKATH TA'RUF**	**10**
	1	Thahreek aur us ke awamil.	
	2	Rujhan se Thahreek Tak	
	3	Thahreek ka urooj o zawal	
	4	Thahreek mein zamane ki ahamiyat	

MODULE	UNIT	DESCRIPTION	HOURS
2		**THAHREEK AUR ADAB**	**15**
	1	Thahreek ke Char advar	
	2	Thahreek aur adab,adabi thahreek,	
	3	Adab mein naye rujhanath ki ahamiyath	
3		**ADABI THAHREEK**	**15**
	1	Adabi Thahreek ke asarat	
	2	Roomani aur clasiki Thahreek	
	3	Marxisi Thahreek	

	4	Aligarh Tehreek	
	5	Anjuman panjab ki Thahreek	
	6	Taraqi Pasand Tehreek	

	CHAND AHAM THAHREEKATH		**15**
4	1	Bhakti Thahreek	
	2	Rekhta ki thahreek	
	3	Sufiya ki thahreek	
	4	Islahe Zaban ki thahreekein	
	5	Fort William College ki thahreek	
	6	Luknow ki tehreek	

	Teacher Specific Module	**5**
	Directions	

5	1. Lecture and Discussion:
	   o Conducting lectures to introduce students to key concepts, movements, and authors.
	   o Facilitating discussions to encourage critical thinking and deeper engagementwith the material.
	2. Textual Analysis:
	   o Guiding students through close readings of Urdu literary texts, analyzing language, themes, and literary devices.
	3. Group Projects:
	   o Assigning collaborative projects where students research and present on different Urdu literary movements.
	4. Creative Assignments:
	   o Encouraging students to write original pieces of Urdu literature inspired by the styles and themes of various movements..
	5. Assessments:
	   o Designing assessments that measure students' ability to apply knowledge of Urdu literary movements, such as essays, presentations, or creative portfolios.	

Essential Readings:

1. Urdu adab ki tehreekein By Dr.Anwar Sadeed ,Anjuman Tarqi Urdu.

Suggested Readings:

1TareekhAdab e Urdu ---Ram BabuSaxena,(Module II) Pub.by EBH,Aligarh.

2.Urdu ki Adabi Tareekh ---Abdul Qader Sarvari (Module
III) Pub.by EBH, Aligarh.

3. Urdu Adab ki Tareekh ---AzeemulHaqJunaidi(Module IV) Pub.by EBH
4.Sir Syed aur Un keNamvarRufaqa–Syed Abdulla Pub.by EBH,   Aligarh.

5.Urdu Nasar ka TanqeediMutala–Dr. SumbulNigar Pub.by EBH, Aligarh.

6.Urdu Shairi ka TanqeediMutala–Dr.Sumbul NigarPub.by EBH,   Aligarh.

7. Taraqi pasand aur Urdu shairi–YakoobYavar, Pub. By EBH,   Aligarh.
 8. www.urducouncil.nic.in

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	10
Total		**100**