



SYLLABUS
Romani Literature and Culture
(Ancient Indian Culture and Civilization until the Exodus—11th Century CE)
Academic year 2026-2027

1. Information about the study program

1.1. University	„Babeș -Bolyai” University
1.2. Faculty	Faculty of Letters
1.3. Department	Department of Asian, Classical and Slavic Languages and Literatures
1.4. Field of study	Language and literature
1.5. Study cycle (BA/MA)	Bachelor's level
1.6. Study programme/Qualification	Romani language and literature / Bachelor of Arts in Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Romani Literature and Culture (Ancient Indian Culture and Civilization until the Exodus—11th Century CE)					Course code	LLRr2161	
2.2. Course tutor					Conf. univ. dr. Julieta ROTARU				
2.3. Seminar / practical course (laboratory) tutor					-				
2.4. Year of study	I	2.5. Semester	2	2.6. Type of assessment	E	2.7. Course status	Contents	SS	
							Mandatory	Man	

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	3	of which: 3.2 course	3	3.3 seminar / practical course (laboratory)	-
3.4. Total number of hours in the curriculum	42	of which: 3.5 course	42	3.6 seminar / practical course (laboratory)	-
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					34
Additional research (in the library, online scientific databases/platforms, or field documentation)					48
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					21
Tutoring					-
Assessment (examinations)					2
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					112
3.8. Total hours per semester					154
3.9. Number of credits					6

4. Prerequisites (if necessary)

4.1. curriculum	Basic knowledge of literature and literary theory
4.2. skills	Basic knowledge of ancient Indian culture and civilization, up to the Roma exodus in the 11th century AD

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5. Conditions (if necessary)

5.1. for delivering lectures	Classroom equipped with blackboard, audio-CD, laptop, photocopies, books
5.2. for teaching seminars / practical courses (laboratory classes)	Classroom equipped with blackboard, audio-CD, laptop, photocopies, books Attendance at practical courses is mandatory at a rate of 75%

6.1. Competences resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competences	
Competence code	Competence
PC1	Demonstrate intercultural competence
PC3	Accept the diversity of the cultural and artistic expressions
PC13	Vorbește mai multe limbi străine
Transversal competences	
Competence code	Competence
TC3	Consult information sources
TC5	Conduct research across disciplines

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills
PC1	1. The student/ graduate recognizes and understands the regional, temporal and contextual variation of language, literature and culture, or the impact of multilingual/ multicultural phenomena; is familiar with concepts and theories in intercultural studies; has an in-depth understanding of the culture(s) and society of the country/ countries where the studied language) is used	1. The student/ graduate provides analyses and interpretations of structures and implicit or explicit meanings in spoken or written communication; of academic or literary texts, which show regional, temporal or contextual variation.
PC3	2. The student/graduate describes the main literary phenomena of the studied language and of world literature, synchronically and diachronically.	2. The student/graduate places significant works and authors of the literature of the studied language) and of world literature in the appropriate historical and cultural contexts.

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competence, the complete entry, including the competence code, will be copied with the exact designation that appears in the curriculum, without any changes. If no competence is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competence.



PC13	3. The student/graduate classifies oral or written texts in the studied language and describes their features	3. The student/graduate corrects texts in their mother tongue or in the studied language, translates various types of texts from one language to another, preserving the meaning and nuances of the original text, without adding/omitting anything, while avoiding expressing personal feelings and opinions.
TC3	The student/graduate connects the literatures of the studied languages, world literatures or literary trends, and critically compares authors and works.	The student/graduate interprets and analyzes texts from various literary genres and subgenres.
TC5	The student/ graduate is familiar with, understands, defines, and explains key concepts, notions and vocabulary in the field; understands and makes proficient use of academic language and norms of academic writing and rhetoric.	The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing.

7. Subject-specific learning outcomes (referred to by each coordinator across the range of competences and learning outcomes at the level of the degree programme)

Knowledge and comprehension	
1. ...	
2. ...	
3. ...	
4. ...	
Specific academic skills	
1. ...	
2. ...	
3. ...	

8. Contents

8.1 Course	Teaching methods	Remarks
<p>The Intellectual Discovery of India in the 19th Century Introduction to Indian Civilization. The Religions of India. Classification of Indo-European Languages. The Development of Old, Middle, and Modern Indo-Aryan Languages (OIA, MIA, and NIA) The Development of Indo-European Comparative Studies Publications from the Second Decade of the 20th Century Rask's Contribution Morphological Comparison Phonetic Laws The Role of Germanic Languages The Language Tree The Role of Sanskrit Cultural Links Between Roma and Indian Peoples Ralph Turner and the Classification of the Romani Language. Dating the "Exodus" from India Franz Miklosich (1813-1891) on the Migratory Routes of the Roma to Europe and the Formation of Romani Dialects. Dating the "Exodus" from India</p>	<p>Lecture; interactive course; reading excerpts from works</p>	

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<p>Chronology of Sanskrit Literary History: ~1500 to ~400: the Vedic period. The corpus of Vedic texts: samhitas, brahmanas, aranyakas, upanishads, sutra manuals, and auxiliary texts. The Trayi Vidya canon. ~400 to approximately 1200: the period of classical Sanskrit or the Golden Age, the era of great cultural texts covering all domains of art and human knowledge. The epics Mahabharata and Ramayana. Dumézilian interpretations of the Mahabharata. Puranas and Tantras, drama (Kalidasa); the Panchatantra tales and archetypes in Roma folklore.</p>		
<p>Bibliography</p> <ul style="list-style-type: none"> Auroux, Sylvain; Gilles Bernard și Jacques Boule, 2000. Histoire des Idées Linguistiques, Pierre Mardaga, Liège-Bruxelles. Cardona, George și Jain, Dhanesh. The Indo-Aryan languages. Routledge, 2003. Dumézil, Georges. 1993. Mit și epopee. Traducere: Francisca Bălticeanu, Gabriela Creția, Dan Slușanschi; Volum: I-III; Editura: Științifică, București. Renou, Louis. 1961. Les Littératures de l'Inde, Presse Universitaire de France. Sampson, 1923 "On the Origin and Early Migrations of the Gypsies," Journal of the Gypsy Lore Society, Ser. 3, 2/3, 1923, pp. 156-69. Sărău, Gheorghe, 1998, Indice de idiomuri indo-ariene moderne, "Bibliotheca Indica" [București] nr.1, pp. 44-55; nr.2, pp. 51-55. Sărău, Gheorghe, 1998, Rromii, India și limba rromani, București: Editura Kriterion. Sărău, Gheorghe, 2001, Rromii și limba rromani în context indian, în cursul universitar "Mircea Itu și Julieta Badiu: Cultură și civilizație indiană", București: CREDIS, pp. 127-146. Schwab, Raymond, La Renaissance Orientale, Paris, Payot. Sergent, Bernard. 1995. Les Indo-Européens. Histoire, langues, mythes, Payot. Turner, Ralph Lilley. 1962-1966. A comparative dictionary of Indo-Aryan languages. London: Oxford University Press. Turner, Ralph Lilley. 1926. The Position of Romani in Indo-Aryan. Edinburgh: T. & A. Constable. 		

9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	<p>Understanding the importance of the discipline and its connection to related fields. Attitudinal aspects: conscientiousness, individual and group study. Acquiring knowledge of ancient Indian literature.</p>	Two-hour written exam, graded from 1 to 10.	100%
9.5 Seminar/practical course (laboratory class)	-		
9.6 Basic performance standard			
<ul style="list-style-type: none"> The student knows, recognizes, and defines the main literary concepts. The student has read the primary works analyzed. The student has a comprehensive understanding of ancient Indian literature (1500 BC-1000 AD). 			

10. SDG labels (Sustainable Development Goals)³

³ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing



		Sustainable Development Generic Label						
								No label applies

Date:
26.06.2026.

Course tutor's name and signature
Conf. univ. dr. Julieta ROTARU

Seminar tutor's name and signature /
Practical course tutor's (Laboratory tutor's)
name and signature,
-

Date of approval:

....

Head of Department's name and signature,

.....

the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

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