

**Scheme of Examination and Courses
of Reading for B.A. (Hons.) English**

SEMESTER-II (2020)



**SCHOOL OF OPEN LEARNING
University of Delhi**

*Syllabus Applicable for the students seeking admission to
B.A. (Hons.) English Course in 2019-2020*

B.A. (HONS.) ENGLISH – SEMESTER-II (2020)

CORE COURSE
Paper-3 : Indian Writing in English Paper-4 : British Poetry and Drama: 14 th to 17 th Centuries
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)
MIL Communication (Any one out of following) English A/B/C Hindi Tamil A/B/C Urdu A/B/C
GENERIC ELECTIVE (Any one out of following) 1. The World after 1945 (History) 2. Politics of Globalization (Political Science) 3. Pat Katha Tatha Samvad Lekhan (Hindi)

Core Course

Paper-3 : Indian Writing In English

Course Statement

Over the past two centuries and especially after the 1980s Indian writing in English has emerged as a major contribution to Indian—and global—literary production. A close analysis of some of the major works of Indian writing in English is crucial in any exploration of modern Indian subjectivities histories and politics.

Course Objectives

This course aims to

- introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres;
- enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; and
- allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Unit 1 : Novel

Amitav Ghosh, *The Shadow Lines* (1988/1997, New Delhi: Oxford University Press)

Unit 2 : Novel

Anita Desai, *In Custody* (1984/2012, New Delhi: Random House India)

Unit 3 : Poems

- a) Kamala Das, 'My Grandmother's House'
- b) Nissim Ezekiel, 'Enterprise'
- c) Robin Ngangom, 'A Poem for My Mother'
- d) Meena Kandasamy, 'Touch' Drama

Mahesh Dattani, *Tara*

Unit 4 : Short Stories

- a) R. K. Narayan, 'A Horse and Two Goats'
- b) Salman Rushdie, 'The Free Radio'
- c) Rohinton Mistry, 'Swimming Lessons'
- d) Shashi Deshpande, 'The Intrusion'

Unit 5 : Readings

- Raja Rao, 'Foreword', to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- B.R. Ambedkar, "Annihilation of Caste" in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) pp. 36-80
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire*

(New Delhi: OUP, 2000) pp.187–203.

- Bruce King, 'Introduction', in *Modern Indian Poetry in English*(New Delhi: OUP, 2nd ed., 2005) pp. 1–10.

Essential Reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Keywords

Postcolonial writing

Nationalism

Tradition

Modernity

Native imagery

Paper-4 : British Poetry and Drama: 14th To 17th Centuries

Course Statement

This paper is the first Core British literature paper out of a cluster of six, and initiates the student into the earliest writings in England from medieval literature through the Renaissance. The first unit of the paper on British literature begins with Chaucer's 'General Prologue', which is taught in Middle English. It introduces students to *Canterbury Tales* and helps them recognize its narrative complexity and structure. The second unit on the Renaissance poetry explores the form and innovation in content in the Elizabethan sonnet tradition and the metaphysical poetry underlining a critical engagement with the Petrarchan tradition. The two plays, Marlowe's *Dr. Faustus* as a tragedy on Renaissance man and *Twelfth Night* as a Shakespearean comedy enable a focus on drama as a significant genre in the Renaissance. The prose readings establish the European context for the Renaissance and offer readings crucial to understanding the socio-cultural and religious aspects of the age.

Course Objectives

This course aims to

- introduce students to the tradition of English Literature from the Medieval till the Renaissance;
- explores the key writers and texts within their historical and intellectual contexts;
- offer a perspective on the history of ideas including that of disability and its varied meanings within this period.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Unit 1

Geoffrey Chaucer, 'General Prologue' (in Middle English), from *The Canterbury Tales*, The Riverside Chaucer, ed. Larry D. Benson (Boston: Houghton Mifflin, 2000).

Unit 2

- a) Thomas Wyatt, (i) 'Whoso List to Hunt'; (ii) 'They Flee from Me'
- b) Edmund Spenser, (i) Sonnet LVII 'Sweet warrior'; (ii) Sonnet LXXV 'One day I wrote her name', both from 'Amoretti'
- c) Isabella Whitney, (i) 'I.W. To Her Unconstant Lover'
- d) John Donne, (i) 'The Sunne Rising' ;(ii) 'A Valediction: 'Forbidding Mourning'

Unit 3 : Christopher Marlowe *Doctor Faustus*

Unit 4 : William Shakespeare *Twelfth Night*

Unit 5

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man* (1486), in *The Portable Renaissance Reader*, eds James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- Desiderius Erasmus, *In Praise of Folly* (1511), trans. Hoyt Hopewell Hudson (Princeton University Press: 2015) pp. 139-155.

- Niccolo Machiavelli, *The Prince* (1513), Chaps 15, 16, 18, and 25, ed. and trans. Robert M. Adams (New York: Norton, 1992).
- John Calvin, 'Predestination and Free Will', from *Institutes of the Christian Religion* (1536), in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Michel de Montaigne, 'Of a Monstrous Child' (1580), from *Essays*.

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

English A/B/C (AECC)

Course Objectives

Effective communication is an essential skill for success in any sphere of activity, from leadership responsibilities, teamwork, interviews, presentations, and inter-personal relations. This is a skill that needs to be taught in a systematic manner so that students imbibe the fundamentals of communication. The art of persuasive speaking and writing depends crucially on clarity of thought and contextual understanding expressed through appropriate vocabulary.

The ability to think critically is crucial for a good communicator and involves an understanding of the communicative process. Therefore, we need to study every stage of this process systematically in order to be much more effective at communicating successfully – in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations.

Learning Outcomes

- Students will master the art of persuasive speech and writing.
- Students will master the art of listening, reading, and analyzing. Students will spend the bulk of their time in class in practical exercises of reading and writing.
- Students will develop critical thinking skills.
- They will be introduced to established principles of academic reading and writing.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Content

Unit 1

Introduction

Theory of communication, types and modes of communication (Introductions to all five sections)

Unit 2

Language of Communication

Verbal and non-verbal, spoken and written

Personal communication

Social communication

Business communication

Barriers and Strategies

Intra-personal Communication

Inter-personal Communication

Group communication

Unit 3

Speaking Skills

Monologue

Dialogue

Group Discussion

Effective Communication

Mis-Communication

Interview

Public Speech

Unit 4

Reading and Understanding

Close Reading

Comprehension

Summary

Paraphrasing

Analysis

Interpretation

Translation from Indian languages to English and vice versa

Literary/Knowledge, Texts

Unit 5

Writing Skills

Documenting

Report writing

Making notes

Letter writing

Keywords

Critical reading

Comprehension

Summary

Paraphrase

Translation

Context

Argumentation

Perspective

Reception

Audience

Evaluation

Synthesis

Verbal communication

Non-verbal communication

Personal communication

Social communication

Barriers to communication

Intra-personal communication

Inter-personal communication

Group discussion

Miscommunication

Public speech

Literary knowledge

Writing skills

Documentation

Report writing

Note taking

Letter writing

हिंदी भाषा और संप्रेषण (BAHAIECC01) (AECC)

- भाषिक सम्प्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
- विभिन्न माध्यमों की जानकारी
- प्रभावी सम्प्रेषण का महत्व
- रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना

प्रभावी सम्प्रेषण का महत्व समझने के साथ-साथ विद्यार्थी रोजगार के विभिन्न क्षेत्रों हेतु लेखन, वाचन, पठन में भी सक्षम हो सकेंगे।

इकाई-1 भाषिक सम्प्रेषण: स्वरूप और सिद्धांत

- सम्प्रेषण की अवधारणा
- सम्प्रेषण की प्रक्रिया
- सम्प्रेषण के विभिन्न मॉडल
- अभाषिक संप्रेषण

इकाई-2 सम्प्रेषण के प्रकार

- मौखिक और लिखित संप्रेषण
- वैयक्तिक, सामाजिक और व्यावसायिक संप्रेषण
- भ्रामक संप्रेषण और प्रभावी संप्रेषण में अंतर
- संप्रेषण में चुनौतियाँ एवं संभावनाएँ

इकाई-3 सम्प्रेषण के माध्यम

- एकालाप और संलाप
- संवाद
- सामूहिक चर्चा
- मशीनी माध्यम : ई-मेल, सोशल मीडिया, एस.एम.एस., इंटरनेट, फीडबैक

इकाई-4 मौखिक और लिखित सम्प्रेषण

- बोलना : भाषण, वॉयस ओवर, वाद-विवाद

- लिखना: पत्र लेखन, अनुच्छेद लेखन, पल्लवन, संक्षेपण
- पढ़ना : कविता पठन, नाट्यांश पठन, समाचार वाचन
- समझना: विवरण, वर्णन, विश्लेषण, व्याख्या

References

- हिन्दी का सामाजिक संदर्भ- रवीन्द्रनाथ श्रीवास्तव
- संप्रेषण-परक व्याकरण: सिद्धांत और स्वरूप-सुरेश कुमार
- प्रयोग और प्रयोग - वी.आर.जगन्नाथ
- भारतीय भाषा चिंतन की पीठिका-विद्यानिवास मिश्र
- संप्रेषण: चिंतन और दक्षता- डॉ. मंजु मुकुल

Additional Resources :

- कुछ पूर्वग्रह-अशोक वाजपेयी
- भाषाई अस्मिता और हिन्दी-रवीन्द्रनाथ श्रीवास्तव
- रचना का सरोकार-विश्वनाथ प्रसाद तिवारी

Tamil A/B/C (Tamil Communication)

Course objectives:

The course is designed to bring to the students the joy of learning Tamil language with utmost ease and productivity. The carefully selected lessons lead them step by step, giving such information only as is positively required, at the stage at which they have arrived. It presents English speaking students with a few lessons in which they may commence Tamil, and gradually acquire a thorough knowledge of the colloquial dialect, and afterwards an introductory knowledge of the grammatical dialect. The aim of the course is to enable the students to improve their communication skills in various practical day-to-day life situations and in their interactions with others.

Course learning outcomes:

The course will highlight the theories of communication, types of communication and language of communication so that they can avoid distortion in their communications and express clearly what they intend to convey.

Units of the Course:

1. Theory of Communication:

Sender/ Receiver and modes of Communication

2. Types of Communication:

3. Language Communication:

- Personal, Social and Business letters
- Interview
- Public Speech

4. Modes of Communication:

- Dialogue
- Group Discussion

5. Reading and Understanding:

- Comprehension
- Summary/ Paraphrasing
- Translation (English to Tamil and vice versa)

References:

Compulsory Readings:

1. Radha, V., 2004, *Vaṇigat Tagaval Toḍarbu*, Chennai: Prasanna Publication
2. Raja. K, 2006, *Makkaḷ Tagaval Toḍarbiyal: Arimugam*, Chennai: NCBH.
3. Vijayarani. R., 2002, *Tolaikkāṭci Viḷambarangaḷ*, Tiruchy: Kanmani Padippagam.
4. Santha. A., & Mohan, 2009, *Makkaḷ Ūḍagat Toḍarbiyal: Pudiya Parimāṅangaḷ*, Madurai: Media Publication.

Additional Resources:

1. Savarimuthu. S., 2004, *Idaḷiyal Makkaḷ Tagavaliyal*, Chennai: Muthu Padippagam.
2. Sundararajan, N., 2001, *Effective Business Communication*, Chenna: Surya Books.
3. Kumari Ananthan, 1999, *Pēccukkalaip Payiṛci* (1-3 Vol.), Chennai: Manimegalai Pirasuram.
4. Paranthamanar. A. K., 1995, *Nīngaḷum Pēccaḷarāgalām*, Chennai: Manimegalai Pirasuram.

Keywords: *Language Communication- Group Discussion –Comprehension- communication skills*

Note:

- **For Students who have studied Tamil in Class VIII or above**
- **For Students who have not studied Tamil in any level/ Non-Tamil Students**

Urdu-A (AECC)

Course Objective(2-3)

- This is ability enhancement course in which some prominent writer's writings based on emotional relation and sacrifices.
- Giving education of brotherhood, information of life of farmer and tragedy of partition of India

Course Learning Outcomes

This is ability enhancement course in which some prominent writer's writings based on emotional relation and sacrifices. Also Giving education of brotherhood, information of life of farmer and tragedy of partition of India.

Unit 1

حصہ نثر:

1. غالب کے خطوط (غالب)
2. ایک خطبہ صنارت (مولانا ابوالکلام آزاد)
3. پوس کی رات (پریم چند)
4. توبہ ٹیک سنگھ (سعادت حسن منٹو)
5. میر کلو کی گواہی (انجم مانیپوری)

Unit 2

حصہ نظم

غزلیات

1. میر تقی میر
بستی اپنی حباب کی سی ہے
چلتے ہو تو چمن کو چلنے سنتے ہیں کہ بہاراں ہے
پتہ پتہ بوٹ بوٹا حال ہمارا جانے ہے
2. مرزا اسد اللہ خاں غالب
دل ناداں تجھے ہوا کیا ہے
اے کو چاہئے اک عمر اثر ہونے تک
نکتہ چیں ہے غم دل اس کو سنائے نہ بنے
3. مومن خاں مومن
اگر غفلت سے باز آیا جفا کی
خاطر سے یا لحاظ سے میں مان تو گیا
وہ جو ہم میں تم میں قرار تھا تمہیں یاد ہو کہ نہ یاد ہو

Unit 3

منظومات

1. بنجارہ نامہ (نظیر اکبرآبادی)
2. مرغ اسیر کی نصیحت (دیا شنکر نسیم)
3. ترقی کی راہیں (مولانا الطاف حسین حالی)

Unit 4

قواعد

تشبیہ، استعارہ، صنعت تضاد، صنعت تلمیح، صنعت حسن تعلیل، صنعت مراعات النظر،
صنعت تجنیس، صنعت لف و نشر

References

نصابی کتاب

1. جدید اردو نصاب (حصہ اول) (اسٹریم اے) ناشر: شعبہ اردو، دہلی یونیورسٹی

Keywords

Urdu Khutoot Nigari, Urdu Afsaney

Urdu-B (AECC)

Course Objective(2-3)

- This Ability Enhancement course prepared for those students who have studied Urdu upto class 10th.
- This course will provide a perspective about reality of life and world.

Course Learning Outcomes

This Ability Enhancement course prepared for those students who have studied Urdu upto class 10th and also this course will provide a perspective about reality of life and world.

Unit 1

حصہ نثر:

1. سویرے جو گل آنکھ میری کھلی پطرس بخاری
2. عفریت جوگندر پل
3. لاجوتی راجندر سنگھ بیدی

Unit 2

4. نیا قانون سعادت حسن منٹو
5. قلندر قرۃ العین حیدر

Unit 3

حصہ نظم:

غزلیات

1. فانی بدایونی اک معمہ ہے نہ سمجھنے کا نہ سمجھانے کا
عقل سے کام بھی لے عشق پہ ایمان بھی لا
دنیا مری بلا جائے مہنگی ہے یا سستی ہے
2. حسرت موہانی اپنا سا شوق اوروں میں لائیں کہاں سے ہم
میں ہوں کیا میری محبت کی حقیقت کیا ہے
نگاہ یار جسے آشنائے راز کرے
3. مجروح سلطان پوری جب ہوا عرفل تو غم آرام جاں بنتا گیا
ہم کو جنوں کیا سکھاتے ہوم تھے پریشانی تم سے زیادہ

جلا کے مشعل جاں ہم جنوں صفات چل

Unit 4

منظومات

- 1- چاند اور تارے، حقیقت حسن (علامہ اقبال)
- 2- ٹوٹا ہوا ستارہ، اردو (سردار جعفری)
- 3- چاند تاروں کا بن، انتظار، (مخدوم محی الدین)

Unit 5

قواعد

غزل، نظم، افسانہ اور انشائیے کی تعریف

References

نصابی کتاب

- 1- جدید اردو نصاب حصہ دوم (اسٹریجی بی) شعبہ اردو، دہلی یونیورسٹی

Keywords

Fani, Hasrat, Majrooh Sultanpuri

Urdu-C (AECC)

Course Objective(2-3)

- This ability enhancement course prepared for those students who have studied Urdu Upto class VIII.
- Both units of this course lesson giving text.

Course Learning Outcomes

This ability enhancement course prepared for those students who have studied Urdu Upto class VIII and also both units of this course lesson giving text.

Unit 1

حصہ نثر:

1. کابلی سرسید احمد خاں
2. مجھے میرے دوستوں سے بچاؤ سجاد حیدر یلدرم
3. حج اکبر پریم چند
4. ادب کسے کہتے ہیں اطہر پرویز

Unit 2

حصہ نظم:

غزلیات

1. حسرت موہانی
2. جگر مرادآبادی
3. فراق گورکھپوری

Unit 3

منظومات

4. فرضی لطیفہ اکبر الہ آبادی
5. مادر وطن درگا سہانے سرور
6. نیا سوالہ محمد اقبال

Unit 4

قواعد

حرف کی تعریف اور اس کی قسمیں، اسم کی تعریف اور اس کی قسمیں، فعل کی تعریف اور اس کی قسمیں،

صفت اور اس کی قسمیں

References

نصابی کتاب

نئی درسی کتاب، کتابی دنیا، نئی دلی

Keywords

Urdu Afsana, Nazm aur Ghazal

Generic Elective

1. The World after 1945 (History)

Course objectives

This course seeks to familiarise students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarise the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitutes important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Analyse the evolving polities, societies and cultures of an increasingly global world.
- Analyse diverse social movements and cultural trends.
- Analyse processes of Decolonisation and politics during Cold War era.
- Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.

Course Content:

Unit I: A New World Order

- a. De-colonisation and after (Focus on Algeria and Indonesia)
- b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
- c. United Kingdom: The Challenge of the Welfare State
- d. South Africa: From Apartheid to Reconciliation

Unit II: Social Movements

- a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
- b. Student Movements: Paris 1968; Beijing 1989
- c. Civil Rights Movement: Martin Luther King and Malcom X

- d. Movements for Democracy: The Arab Spring
- e. Women's Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

Unit III: A Global Culture:

- a. Spectator Sports
- b. Cinema and Digital Media
- c. Music: Cross Cultural Influences
- d. Food and Globalisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with the history of decolonisation and subsequent era when Super Power rivalries manifested in multiple ways. It will also examine the challenges of the welfare state with reference to United Kingdom. Unit also touches upon the important issue of Apartheid and history of reconciliation.

- Le Sueur, J.D. (2003). *The Decolonization Reader*. London and New York: Routledge.
- Betts, R.F. (1998). *Decolonization*. London and New York: Routledge.
- Kahin, George McTuman. (2003). *Nationalism and Revolution in Indonesia*, Cornell: Cornell University Press.
- Horne, Alistair. (1977/2006). *A Savage War of Peace: Algeria, 1954-1962*, New York: Books.
- Beresford, M. (1989). *National Unification and Economic Development in Vietnam*. New York: St. Martin's.
- Garland, David. (2016). *The Welfare state: A very Short Introduction*, Oxford: Oxford University Press.
- Guelke, Adrian. (2005). *Rethinking the rise and fall of Apartheid: South Africa and World Politics*. Basingstoke and New York: Palgrave Macmillan.

Unit-II: This unit examine history of social movements with reference to questions of livelihood, students' perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women's movements.

- Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in *A Companion to Global Environmental History*, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.
- Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)

- Rodrigues, Gomercindo. (2007). *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*. Austin: University of Texas Press.
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Unit-III: This unit deals with history of culture in world after 1945 with specific reference to spectator sports, Cinema and digital Media. It also deals with cross cultural influences in Music and relations between food and Globalisation.

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SUGGESTED READING:

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Keywords:

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

2. Politics of Globalization (Political Science)

Course Objective

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Learning Outcomes

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

Unit 1

Concept of Globalization: Globalization debate; for and against.

Unit 2

Approaches to understanding globalization:

- a) Liberal approach
- b) Radical approach

Unit 3

International Institutions/Regimes

- a) World Bank
- b) International Monetary Fund
- c) The World Trade Organization

Unit 4

Issues in Globalization:

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

Unit 5

Globalization and democracy: State, sovereignty and the civil society.

Unit 6

Globalization and Politics in developing countries

- a) Globalization and social movements
- b) Globalization and the demise of Nation State
- c) Globalization and human migration

Unit 7

The inevitability of globalization: Domestic and Global responses

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- Noreena Hertz, (2000), *The silent take over: Global Capitalism and the death of Democracy*, Praeger.
- Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.
- Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.

Additional Resources:

Classic Readings

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली: एक्सेस पब्लिशिंग.

Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

3. पटकथा तथा संवाद लेखन (Hindi)

Course Objective (2-3)

1. विद्यार्थी को पटकथा लेखन की तकनीक को समझना।
2. विद्यार्थियों में साहित्यिक विधाओं का पटकथा में रूपांतरण तथा संवाद लेखन की समझ विकसित करना।

Course Learning Outcomes

1. पटकथा क्या है समझेंगे।
2. पटकथा और संवाद लेखन में दक्षता हासिल करेंगे।
3. कहानी, उपन्यास आदि साहित्यिक विधाओं को पटकथा में रूपांतरित करना सीखेंगे।
4. भविष्य में पटकथा लेखन को आजीविका का माध्यम बना सकेंगे।

Unit-1

पटकथा अवधारणा और स्वरूप

Unit-2

फीचर फिल्म, टी.वी. धारावाहिक, कहानी एवं डॉक्यूमेंट्री की पटकथा

Unit-3

संवाद सैद्धांतिकी और संरचना

Unit-4

फीचर फिल्म, टी.वी. धारावाहिक, कहानी एवं डॉक्यूमेंट्री का संवाद-लेखन

References

सहायक ग्रंथ

पटकथा लेखन – मनोहर श्याम जोशी

कथा-पटकथा – मन्नू भंडारी

रेडियो लेखन – मधुकर गंगाधर

टेलीविजन लेखन – असगर वजाहत, प्रभात रंजन

Keywords

सिनेमा, टी.वी. और पटकथा से जुड़ी शब्दावली