

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

SEMESTER-II (2020)



**SCHOOL OF OPEN LEARNING
University of Delhi**

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

B.A. (HONS.) POLITICAL SCIENCE – SEMESTER-II (2020)

CORE COURSE
Paper-3 : Political Theory – Concepts and Debates Paper-4 : Political Process in India
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. Academic Writing and Composition (English) 2. The World after 1945 (History) 3. Pat Katha Tatha Samvad Lekhan (Hindi)

Core-Course

Paper-3: Political Theory-Concepts and Debates

Course Objective

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organizing our social living.

Course Learning Outcomes

After completing the course, the learner will be able to:

- Understand the dimensions of shared living (*sociare*) through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Unit 1

Freedom

- a) Liberty: Negative and Positive
 - b) Freedom, Emancipation, *Swaraj*
- Debate:* Free speech, expression and dissent

Unit 2

Equality

- a) Equality of opportunity and Equality of Outcome
 - b) Egalitarianism: Background inequalities and differential treatment
- Debate:* Affirmative action

Unit 3

Justice

- a) Justice: Procedural and Substantive
 - b) Rawls and his critics
- Debate:* Scope of Justice – National vs Global

Unit 4

Rights

a) Rights: Natural, Moral and Legal

b) Rights and Obligations

Debate: Human Rights - Universalism or Cultural Relativism

Unit 5

Democracy

a) Democracy: Idea and Practice

b) Liberal Democracy and its critics

c) Multiculturalism and Toleration

Debate: Representation vs participation

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II. Equality

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IV. Rights

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V. Democracy

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Readings in Hindi

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कुमार, संजीव (एड.), राजनीति सिधांत की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Keywords

Freedom, liberty, equality, egalitarianism, justice, rights, democracy.

Paper-4 : Political Process in India

Course Objective

An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the manner in which they impact upon and are shaped by the institutional frameworks of politics. This course equips students with the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.

Course Learning Outcomes

At the end of the course students shall:

- gain insights into the interconnections between social and economic relations and the political process in India.
- understand the challenges arising due to caste, class, gender and religious diversities and also analyse the changing nature of the Indian state in the light of these diversities.
- make sense of the specificities of the political processes in India in the light of changes of the state practices, electoral system, representational forms and electoral behaviour.

Unit 1

Political Parties and the Party System

National Parties and State Parties; Trends in the Party System: From the Congress System to Multi-Party Coalitions

Unit 2

Elections and Electoral Processes

Electoral Process, Representation and social determinants of voting behaviour; Election Commission and Electoral Reforms

Unit 3

Religion and Politics

Debates on Secularism and Communalism

Unit 4

Caste and Politics

Caste in Politics and the Politicisation of Caste; Intersectionality of Caste, Class and Gender, reservation and affirmative action policies

Unit 5

Tribes and Politics

Policies and Challenges: Fifth and Sixth Schedules; Forest Rights Act; Development and Issues of Displacement

Unit 6

The Changing Nature of the Indian State

Developmental, Welfare and Coercive Dimensions

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II. Election and Electoral Process

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III. Religion and Politics

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- प्रकाश लुईस, (2005), 'उत्तर भारत में दलित- पहचान : एक दृष्टि', शोधार्थी, अंक 1, संख्या 3, जुलाई- सितम्बर, पृष्ठ 39- 42.
- गेल ओमवेट (2015), दलित और प्रजातांत्रिक क्रांति: उपनिवेशीय भारत में डॉ० अम्बेडकर एवं दलित आंदोलन, नई दिल्ली: सेज भाषा,

धीरुभाई शेठ, (2009). 'आरक्षण के पचास साल- 'एक धर्म-जाती निरपेक्ष नीति के विविध आयाम, 'आरक्षण विरोधियों के तर्कों कि असलियत', आरक्षण नीति: एक पुनःसंस्कार कि आवश्यकता', 'अति पिछड़ों और निजी क्षेत्र में आरक्षण का सवाल', (सं) अभय कुमार दुबे, सत्ता और समाज: धीरु भाई सेठ, नयी दिल्ली: वाणी प्रकाशन. महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.

कमल नयन चौबे, (2013). 'दो प्रगतिशील कानूनों कि दास्तान: राज्य, जनांदोलन एवं प्रतिरोध, प्रतिमान: समय समाज संस्कृति, जनवरी-जून, वर्ष 1, खंड 1, अंक 1, पृष्ठ 149- 177

Keywords

Caste, Party System, Religion, Reservation, Tribes, State, Voting Behaviour, Welfare, Women

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, वयस 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
- सम्प्रेषण-परक व्याकरण: सिद्धांत और स्वरूप-सुरेश कुमार
- प्रयोग और प्रयोग - वी.आर.जगन्नाथ
- भारतीय भाषा चिंतन की पीठिका-विद्यानिवास मिश्र
- सम्प्रेषण: चिंतन और दक्षता- डॉ. मंजु मुकुल

Additional Resources

- कुछ पूर्वग्रह-अशोक वाजपेयी
- भाषाई अस्मिता और हिन्दी-रविन्द्रनाथ 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: Aṛimugam*, 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 صدارت (مولانا ابوالکلام آزاد)
3. ہوس کی رات (پریم چند)
4. ٹوبہ ٹیک سنگھ (سعادت حسن منٹو)
5. میر کلو کی گواہی (انجم ماہپوری)

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
اہ کو چاہئے اک عمر اتر بونے 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 من 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 حسنِ تعلیل، صنعت مراعات النظر،
صنعت تجنیس، صنعت لف و نشر

References

نصابی کتاب

1. جدید اردو ا نصاب (حصہ اول) (استریم 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 کل آنکھ میری کھلی پطرس بخاری
2. عفریت جوگندر پال
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 کہل 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 ہو ہم تھے پریشاں 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 (اسٹریم 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 بلدرم
3. حج اکبر پریم چند
4. ادب کسے کہتے ہیں اطہر پرویز

Unit 2

حصہ نظم:

غزلیات

1. حسرت موبائی
2. جگر مرانآبادی
3. فراق گورکھپوری

Unit 3

منظومات

4. فرضی لطیفہ اکبر الہ آبادی
5. مادرِ وطن درگاہ سہائے سرور
6. نیا سوالہ محمدناقیال

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. Academic Writing and Composition (*English*)

Course Objectives

This course is designed to help undergraduate students develop and research composition, argument, and writing skills that will enable them to improve their written abilities for higher studies and academic endeavours.

Facilitating the Achievement of Course Learning Outcomes

Sl. 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 Contents

Unit 1

Introduction to the Writing Process

Unit 2

Introduction to the Conventions of Academic Writing

Unit 3

Writing in one's own words: Summarizing and Paraphrasing

Unit 4

Critical Thinking: Syntheses Analyses and Evaluation

Unit 5

Structuring an Argument: Introduction Interjection and Conclusion

Unit 6

Citing Resources Editing Book and Media Review

Essential Readings

Dev, Anjana Neira. *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*.

Keywords

Formal and informal writing

Writing process

Summary

Paraphrase

Note making

Editing

Citation

Plagiarism

Bibliography

2. 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 politics, 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.

- Dierenfield, Bruce J., (2008). *The Civil Rights Movement*, Revised ed., London: Routledge (Available as eBook: http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/download/The_Civil_Rights_Mov_by_Bruce_J._D_www_pdfbook_co_ke_.pdf?id=446471)
- Bayar, Safe, (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford: Stanford University Press.
- Gillis, S., G. Howie and R. Munford (Eds.). (2004/07) *Third Wave Feminism: Critical Exploration*. Hampshire: Palgrave.
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Keywords:

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

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

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रेडियो लेखन – मधुकर गंगाधर

टेलीविजन लेखन – असगर वजाहत, प्रभात रंजन

Keywords

सिनेमा, टी.वी. और पटकथा से जुड़ी शब्दावली