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
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Details</th>
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</thead>
</table>
| CORE COURSE | Paper-3: Indian Writing in English  
              Paper-4: British Poetry and Drama: 14th to 17th 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

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

Unit 2: Novel

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’
c) Rohinton Mistry, ‘Swimming Lessons’
d) Shashi Deshpande, ‘The Intrusion’

Unit 5: Readings

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.
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Unit 1

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’

Unit 3 : Christopher Marlowe *Doctor Faustus*

Unit 4 : William Shakespeare *Twelfth Night*

Unit 5


• 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.
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

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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 (BAHAEC01) (AECC)

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

प्रभावी संप्रेषण का महत्व समझने के साथ-साथ विद्यार्थी रोजगार के विभिन्न क्षेत्रों हेतु लेखन, वाचन, वर्णन में भी सक्षम हो जाएंगे।

इकाई-1 भाषिक संप्रेषण: स्वरूप और सिद्धांत
- संप्रेषण की अवधारणा
- संप्रेषण की प्रक्रिया
- संप्रेषण के विभिन्न मॉडल
- अभाषिक संप्रेषण

इकाई-2 संप्रेषण के प्रकार
- मौखिक और लिखित संप्रेषण
- वैज्ञानिक, सामाजिक और व्यावसायिक संप्रेषण
- भारतीय संप्रेषण और प्रभावी संप्रेषण में अंतर
- संप्रेषण में चुनौतियाँ एवं संभावनाएँ

इकाई-3 संप्रेषण के माध्यम
- एकात्मक और संलाप
- संवाद
- सामूहिक चर्चा
- मशीनी माध्यम : ई-मेल, सोशल मीडिया, एसएचएस, इंटरनेट, फीडबैक

इकाई-4 मौखिक और लिखित संप्रेषण
- बोलना : भाषण, लोस्स ओवर, वाद-विवाद
• लिखना: पत्र लेखन, अनुच्छेद लेखन, पत्तलबन, संक्षेपण
• पढ़ना: कविता पठन, नाट्यपत्र पठन, समाचार वाचन
• समझना: विवरण, वर्णन, विश्लेषण, व्याख्या

References
• हिंदी का सामाजिक संदर्भ- रवीन्द्रनाथ श्रीवास्तव
• संग्रहण-परक व्याकरण: सिद्धांत और स्वरूप-सुरेश कुमार
• प्रयोग और प्रयोग - ची.आर.जगनाथ
• भारतीय भाषा चित्तल की पीठका-विद्यानिवास मिश्र
• संग्रहण: चित्तल और दक्षत- डॉ. मंजु मुकुल

Additional Resources:
• कुछ पूर्वग्रह- अशोक वाजपेयी
• भाषाई अस्मिता और हिंदी-रवीन्द्रनाथ श्रीवास्तव
• रचना का सरोकार-विशवनाथ प्रसाद तिवारी
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:


Additional Resources:


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
Course Objective (2-3)

- This is an 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 an 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

1. غانہ کی خطوط
   (غلبت)
2. ایک خطہ، صدارت
   (مولانا اباد کلام آزاد)
3. بیو سے رات
   (یوم جنگ)
4. توبہ تیک سکی
   (سعادت حسن منقر)
5. میر غول کی گواہ
   (اسم سماطوری)

Unit 2

1. میر نلی میر
   (بطی ایبی جامہ کی سے بر)
2. مرزا اسد اللہ خلیف غلبہ
   (اچ ماجی اک عسر الرسنی نک)
3. مومن غنی مومن
   (من خال مومن)

وہ جو بے میں ہم مین قرار تھیا تمیں بیا بہ کہ نم یاد بو
Unit 3

منطقات
1. بنجاره نامه (نظر ألكرازلي)
2. مرغ اسر كي نصحت (بذا تشتر نسيم)
3. ترقي كي رابن (موانا الفلق حسن حايل)

Unit 4

قواعد

تشبيه استعماله، صنعت نضالة، صنعت تلميح، صنعت حسن تطبيق، صنعت مراها النظير،
صنعت تجليس، صنعت لن وشر

References

نصائي كتاب

1. جنرالدو أنساب (حضره الله) (أسطر من) ناشر: نعمه أحمد باي بوبورشتي

Keywords

Urdu Khutoot Nigari, Urdu Afsaney
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

حسب نظر:

1. سوپریمانر چک کی میری کہلی یہ پرنس بخاری
2. عزیز
3. سکر
4. کیا کہو
5. قربت

Unit 2

سواحہ مسیح

1. فانی ہیڈاولی
2. حمیط مورتی
3. جہیز سلطان بوری

Unit 3

غزائات

1. ایک معمود ہو سمجھیا کہ دی سمجھیا ہا
2. علی ہو کہ ہیں لیے علی ہو ہیں لیے
3. ایکا میں بلا جانی مینگی ہے ہیں سمجھتے ہے
4. ایکا راہ ہو ہیں تحقیق ہے راہ کریں
5. جہ یا عرفان تو غم آراں ہے ہیں کا با"کا

جہاں کہ مشکل کے ساتھ صفت جل
Unit 4

1. وسلامات
   یا آیت ہزار کی خوشی(علامہ قیلی)

2. کہتا ہو وہ میں اور ..، اور ..
   (سردار جغتائی)

3. چاند تارون کا بن انتظار
   (مخروم ممنوع)

Unit 5

قواعد

غزل، نظم اور انسانی کی تعریف

References

1. جعید امری نصاب حسین (اسکریم بی)۔عبد امردو ، بلال بلوئیورسٹی

Keywords

Fani, Hasrat, Majrooh Sultanpuri
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 نمبر

1. کابلی
   سری نام: محمد خیال

2. محمد مریم دولت سی بیجا
   سید حمزہ یوسف

3. حج اکبر
   بریم چند

4. اب کسی کی بیس
   ایبیر برودز

Unit 2

حصہ نمبر

1. قدرت موبیل
2. جگر مردانہ
3. فراق گوردیکر

Unit 3

مقامات

1. فرضی اطلاع
2. ایکر 3. ایمی
3. منزل ہوئن
4. درگاہ ساہب سربور
5. نیا شہر
6. محمد قیبل
Unit 4

قواعد
حرف کی تعریف اور اس کی قسمین، اسم کی تعریف اور اس کی قسمین، فعل کی تعریف اور اس کی قسمین، صفت اور اس کی قسمین

References

نصاب کتاب

نی درسی کتاب، کتابی دیی، دیی نی

Keywords

Urdu Afsana, Nazmaur 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.


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.


• Badran, Margot. (2009). *Feminism in Islam: Secular and Religious Convergences.* London: Oneworld Publications (Ch.5 and Ch.7).

**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.


**SUGGESTED READING:**


**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

References

Bernard Hoelkman and Michel Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP.
Additional Resources:

Classic Readings

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

Readings in Hindi
पुष्पेश पत्न (2016), भूमंडलीकरण एवं भारत, दिल्ली:एक्सेस पब्लिशिंग.

Keywords
Globalization, Migration, World Bank, IMF, WTO, Global South
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 हैं समझें।
2. पटकथा और संवाद लेखन में दक्षता हासिल करें।
3. कहानी, उपन्यास आदि साहित्यिक विधाओं को पटकथा में रूपांतरित करना सीखें।
4. भविष्य में पटकथा लेखन का आजीविका का माध्यम बना सकें।

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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