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

SEMESTER-I (2019)

SCHOOL OF OPEN LEARNING
University of Delhi

Syllabus Applicable for the students seeking admission to B.A. (Hons.) Political Science Course in 2019
B.A. (HONS.) ENGLISH SEMESTER – I (2019)

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*Compulsory*

<table>
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<th>ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)</th>
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<td>Environmental Science</td>
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<th>GENERIC ELECTIVE</th>
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<td>2. Political Science: Nationalism in India</td>
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<td>3. Hindi: Hindi Cinema Aur Uska Adhyayan</td>
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*Choose any One*

*Note: Students opting for option 3 will not be provided with study material and other support.*
B.A. (HONS.) ENGLISH  SEMESTER – I (2019)

DSC

1. Indian Classical Literature

Course Statement
The paper introduces students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil. A key feature is the study of the poetics in the epics of both languages, including their literary traditions and their representations of a pluralist society in terms of linguistic, religious, and generic diversity. The paper lays a foundation in Indian poetics, theories of representation, aesthetics, aspects of Indian theatre, and traditions of story-telling and narrative structures. Optional papers on Indian literature in subsequent semesters will reinforce the centrality of this paper in providing an understanding of key concepts related to the form and content of Indian literatures.

Course Objectives
The course aims to

- study significant sections of Vyasa’s Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness;
- examine selections from Ilango’s Cilapattikaram to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains;
- study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects;
- explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalised, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre;
- introduce students to selections elucidating Tamil and Sanskrit poetics (Unit 5); a critical overview of the theorisation of Akam, Puram, and Thinai in Tolkappiyam, juxtaposed to lyrics from Sangam poetry; the Rasa theory from Natyashastra, to help students appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka

Facilitating the Achievement of Course Learning Outcomes

<table>
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<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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<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>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>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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Course Contents

Unit 1

  a) ‘The Dicing’ and ‘Sequel to Dicing’, Book 2, Sabha Parva Section XLVI-LXXII
  b) ‘The Temptation of Karna’, Book 5, Udyog Parva, Section CXL-CXLVI.
  c) ‘Dhritrashtra and Gandhari’s Wrath’, Book 11, Section XI-XV.

Unit 2


Unit 3


Unit 4


Unit 5


Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.
Teaching Plan
Paper 1: Indian Classical Literature

Week 1 – Introduction to Indian Classical Literature
Week 2 – Unit 1 – The Mahabharata: The Dicing
Week 3 – The Mahabharata (contd): The Temptation of Karna; Dhritrashtra and Gandhari’s wrath
Week 4 – Unit 5 --Natyashastra, prescribed sections
Week 5 – Unit 2 -- Kalidasa, Abhijnasakuntalam
Week 6 – Kalidasa (contd)
Week 7 – Unit 3 -- Sudraka, Mrichchakatika
Week 8 – Sudraka (contd)
Week 9 – Unit 5 -- Venkatachalapathy, ‘Introduction’, in Love Stands Alone: Selections from Tamil Sangam Poetry
Week 10 – Unit 4 -- Introduction to Atikal, Cilappatikaram, Cantos1, 2, 7, 18, 19
Week 11 – Atikal (contd), Cantos 20, 21, 22, 24, 26, 30
Week 12 – Unit 5 – Gerow, ‘Indian Poetics’ Irawati Karve, ‘Draupadi’
Week 13 – Sanskrit plays revisited; critical discussion on the prescribed plays
Week 14 – Indian epics revisited; critical discussion on Mahabhara and Cilappatikaram

Keywords

Indian Epics
Natyashastra
Akam Puram
Rasa
2. EUROPEAN CLASSICAL LITERATURE

Course Statement

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue. Selections from the Old and New Testament of The Bible provide the context to literary styles and ideas governing Western literature’s interface with the community and its spiritual needs.

Course Objectives

This course aims to

- explore the historical, cultural, and philosophical origins of tragedy and comedy;
- engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;
- examine representations of disability in mythology through the reading of selections from Ovid
- examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings;
- juxtapose the Old Testament to ideas of compassion and surrender to God's will as outlined in the selection from the New Testament;
- study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace; and
- study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self.

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Course Contents

Unit 1


Unit 2


Unit 3


Unit 4


Unit 5


Essential reading

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

Teaching Plan

Paper 2: European Classical Literature

Week 1 – Introduction to European Classical Literature; Unit 1 -- Homer, *The Iliad*
Week 2 – Homer (contd)
Week 3 – Unit 2 -- Sophocles, *Oedipus Rex*
Week 4 – Sophocles (contd)
Week 5 – Unit 3 -- Discussion: Old Comedy, Roman Comedy; Plautus, *Brothers Menaechmus*

Week 6 – Plautus (contd)

Week 7 – Unit 3 -- Ovid, prescribed selections

Week 8 – Unit 5 -- Horace, ‘Ars Poetica’

Week 9 – Unit 5 -- Sappho, prescribed selections

Week 10 – Unit 5 -- Plato, prescribed selections

Week 11 – Unit 4 -- The Bible, *Book of Job*

Week 12 – *Book of Job* (contd)

Week 13 – Unit 4 -- The Bible, *The Gospel according to Matthew*, prescribed sections

Week 14 – Critical discussion of texts, discussion of question paper, examination related queries from students, revision.

**Keywords**

Epic
Tragedy
Comedy
Satire
Lyric
Myth
Dialogue
Bible
Poetics
War
Heroism
Environmental Studies

Compulsory course on Environmental Studies at UG level (AECC I)

Course Learning Outcomes

The course will empower the undergraduate students by helping them to:

i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.

ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.

iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.

iv. Acquire values and attitudes towards understanding complex environmental-economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.

v. Adopt sustainability as a practice in life, society, and industry.

Unit 1
Introduction to Environmental Studies (2 lectures)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Suggested Readings


Unit 2
Ecosystems (6 lectures)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis
- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration
Suggested Readings


Unit 3
Natural Resources (8 lectures)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international inter-state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

Suggested Readings


Unit 4
Biodiversity and Conservation (8 lectures)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples
• Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
• Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation
• Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Suggested Readings

Unit 5
Environmental Pollution (8 lectures)
• Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
• Nuclear hazards and human health risks
• Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
• Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

Suggested Readings

Unit 6
Global Environmental Issues and Policies (7 lectures)
• Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture
International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

Sustainable Development Goals: India’s National Action Plan on Climate Change and its major missions

Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Suggested Readings

Unit 7
Human Communities and the Environment (6 lectures)
- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Suggested Readings

Field work/ Practicals
(Equal to 5 lectures, including two mandatory field visits)
- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural
history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom

- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Study of common plants and animals; basic principles of identification
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students

**Essential Readings**


**Weekly Lesson Plan**

**Week 1**
Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

**Week 2**
Definition and concept of Ecosystem: Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

**Week 3**
Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

**Week 4**
Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
Natural and man-made sources of water; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water
Week 5
Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source.
Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

Week 6
Definition of Biodiversity; Levels of biological diversity; India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories.
Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples.

Week 7-8
Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis; Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation.
Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc).

Week 9
Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards.
Related case studies.

Week 10
Nuclear hazards and human health risks; Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal.
Related case studies.

Week 11
Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture.
International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc.

Week 12
Sustainable Development Goals: India’s National Action Plan on Climate Change and its major missions.

Week 13
Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print; Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies; Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc; Environmental justice: National Green Tribunal and its importance.
Week 14
Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Week 15-16
Practical/project
- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the classroom
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom
- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students
- Basic exercise to Calculate and Assess carbon footprint/ Solid waste generation/ water consumption for a specific duration at individual/ family/ college/ locality level.

Teaching Learning process
The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

Assessment methods
1. Written examinations (Semester exams, Internal assessment)
2. Project work and reports related to field visits and practical learning
3. Assignment/presentations on any contemporary environmental issue

Keywords
Environment, Ecosystem, Biodiversity, Conservation, Pollution, Natural Resources, Environmental Degradation, Protection, Sustainable Development, Climate Change, Environmental Justice, Environmental Ethics, Environmental Communication
Generic Elective

1. History: Delhi through the Ages: The Making of the Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi’s presence and its uneasy relationship with its past.

Learning Outcomes:

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

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

I. Unit I: Between Myth and History -- Delhi’s Early Pasts: Indraprastha, Lalkot
II.
III. Unit II: From settlements to citiescape – Understanding the Many cities of Delhi
IV.
V. Unit III: Delhi’s 13th and 14th Century settlements
   Case study of any two: 1) Dehli-i kuhna’s masjid-i jami’ (old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad

VI. Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.
VII.
VIII. Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of ‘decline’.
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. (Teaching Time: 2 weeks Approx.)


Unit 2: This unit will study the proverbial ‘seven cities of Delhi’, focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. (Teaching Time: 3 weeks Approx.)


Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. (Teaching Time: 4 weeks Approx.)


Anand Taneja, ‘Saintly Visions: Other histories and history’s others in the medieval ruins of Delhi’ *IESHR*, 49 (2012).

**Unit 4:** This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre. *(Teaching Time: 4 weeks Approx.)*


**Unit 5** This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The ‘decline’ in the authority meant turbulence, perhaps, in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. *(Teaching Time: 4 weeks Approx.)*


SUGGESTED READINGS:

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation
2. Political Science: Nationalism in India

Course Objective
The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently, on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

Course Learning Outcomes
On successful completion of the course, students would be able to:

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle
- Demonstrate awareness of the history of partition and the moment of independence that followed
Unit 1
Approaches to the Study of Nationalism in India (8 lectures)
Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit 2
Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)
Major Social and Religious Movements in 19th century

Unit 3
Nationalist Politics and Expansion of its Social Base (18 lectures)
a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
c. Socialist Alternatives: Congress Socialists, Communists

Unit 4
Social Movements (8 lectures)
a. The Women’s Question: Participation in the National Movement and its Impact
b. The Caste Question: Anti-Brahmanical Politics
c. Peasant, Tribals and Workers Movements

Unit 5
Partition and Independence (6 lectures)
a. Communalism in Indian Politics
b. The Two-Nation Theory, Negotiations over Partition
References

I. Approaches to the Study of Nationalism in India

II. Reformism and Anti-Reformism in the Nineteenth Century

III. Nationalist Politics and Expansion of its Social Base

IV. Social Movements

V. Partition and Independence

Additional Resources:
Teaching Learning Process
Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Assessment Methods
Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords
Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers
3. Hindi: Hindi Cinema Aur Uska Adhyayan

Course Objective(2-3)

हिंदी सिनेमा जगत की जानकारी
सिनेमा के निर्माण, प्रसारण और उपभोग से संबंधित आलोचनात्मक चिंतन की समझ

Course Learning Outcomes

हिंदी सिनेमा, समाज और संस्कृति की समझ
सिनेमा निर्माण, प्रसार और कैमरे की भूमिका आदि की व्याख्यात्मक समझ

Unit 1

सिनेमा: सामान्य परिचय

1. जनमाध्यम के रूप में सिनेमा, सिनेमा की इतिहास यात्रा–वैश्विक और भारतीय परिप्रेक्ष्य
2. सिनेमा की भाषा (चित्रों के साथ शोट के आधार पर), शोट के तत्व, प्रश्न, काम, आदि
3. सिनेमा के प्रकार- व्यावसायिक सिनेमा, सामाजिक सिनेमा, कथात्मक सिनेमा।
4. सिनेमा की विषयवादी कोटियाँ- सामाजिक, धार्मिक, ऐतिहासिक,राजनीतिक, पारिशासिक,कॉमेडी और हॉर्रर

Unit 2

सिनेमा अध्ययन

1. सिनेमा अध्ययन की हार्मोनिया
2. सिनेमा में साधारण और सादृश्य जोड़, हाइपर रियल
3. हिंदी सिनेमा के दर्शकों की विविध कोटियां, जनता की भूमि और पसंद
4. हिंदी सिनेमा का राष्ट्रीय और अंतरराष्ट्रीय वाजार

Unit 3

सिनेमा: अंतर्वर्ती और तकनीक

1. पटकथा, अभिनय, संगीत, संगीत और नृत्य
2. कैमरा, लाइट, सॉउंड
3.सिनेदेशक और निर्देशक (चित्रव्यावसायिक अभियान की रुलिंग फिल्मों का अध्ययन)
4. सिनेमा और सेटवर्क, सिनेमा प्रसारण अधिनियम
Unit 4

सिनेमा अध्ययन की दिशाएँ

1. सिनेमा समीक्षा के विविध पहलु
2. हिंदी की महत्वपूर्ण फिल्मों की समीक्षा का व्यवहारिक ज्ञान (अद्वैत फ़ुल्ला, मदर इंडिया, काशीवाला, शोले, सदृढ़त, पार, भूमिका, जुबैदा, अमर अकबर एम्बी, बुधवारी गैंग, पीपू, भूश्याल, नाय नेम इंज खान)
3. सिनेमा के इतर, तकनीकी, कहानी, स्पेशल इकेक्ट, आइटम गीत, गीत, संगीत आदि की समीक्षा
4. सिनेमा की आधुनिकता का समाजशास्त्र

References

1. बालीबुड़: ए हिष्ट्रो, मिहिर योग, ट्रेंपस, तै दिल्ली.
2. 70 हवर आफ इंडियन सिनेमा, टी.एम. रामचंद्र, शरीफ, तै दिल्ली
3. हिंदी सिनेमा का समाजशास्त्र, जब्रीअल परब

Additional Resources:

लिख सिनेमा में सी. पिज़ शरीफ

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विश्लेषण

1 से 3 सत्र - इकाई - 1
4 से 6 सत्र - इकाई - 2
7 से 9 सत्र - इकाई - 3
10 से 12 सत्र - इकाई - 4
13 से 14 सत्र सामूहिक चर्चा, विश्लेषण व्याख्यात्व एवं आंतरिक भूमिकाकल संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सिनेमा, हिंदी सिनेमा, फिल्म समीक्षा, फिल्म तकनीक, रेल्टर ओर्ड