



CENTRAL UNIVERSITY OF KERALA

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(□□□□ □□□□□□□□ 2009 □□□□□□ □□□□□□□□ / Established under the Act of Parliament in 2009)

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CUK/CC/IR/2021
19/10/2021

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Minutes of the online meeting of Board of Studies in BA Programme in International Relations held on...19/10/2021..... at 10 a m.....

Agenda:- Approval of revision in the existing syllabus.

Members Present:-

- | | |
|---------------------------|----------|
| 1. Prof. K Jayaprasad | Member |
| 2. Dr. Reinhart Philip | ” |
| 3. Prof. R Suresh | ” |
| 4. Prof. M J Vinod | ” |
| 5. Dr. P C Prasanna Kumar | Chairman |

The board of Studies discussed the changes proposed to be introduced in the syllabus including the introduction of new courses such as

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|--|---------------|
| 1. Fundamentals of Research Methodology (GIR3401) | - (Core) |
| 2. Media and Politics (GIR3607) | - (Optional) |
| 3. Public Policy : Basic Concepts (GIR 3508) | - (Optional) |

Decisions

- 1. Resolved to introduce the above three new courses.**
- 2. Resolved to approve the changes in the objectives and outcomes in the various courses of the B.A Programme.**
- 3. Resolved to change the existing core course, “Politics of Developing Areas” as optional course.**
- 4. Resolved to shift the core course – ‘Political Thought’ to VI Semester and introduce the new course “Fundamentals of Research Methodology” in the IV Semester.**
- 5. Resolved to implement the revised syllabus from 2021 admission onwards.**

**CENTRAL UNIVERSITY OF KERALA
DEPARTMENT OF INTERNATIONAL RELATIONS
CAPITAL CENTRE, THIRUVANANTHAPURAM**

BA Programme in International Relations

The Objectives of the Programme:-

The syllabus of the BA programme in International Relations is developed in consultation with leading national scholars in the subject and international foreign policymakers. The programme aims to sensitise students to the historical and ideological undercurrents through which the discipline of international relations has evolved over time. It foregrounds significant changes in political theories, global principles of governance, and international policy initiatives, ensuring that students are updated with contemporary global concerns and its prospective implications.

Programme Outcome:-

The learners completing the Bachelors Programme in International Relations of the Central University of Kerala will be able to acquire knowledge and skills in the areas of international political analysis and critical thinking; they will be able to develop cross-cultural understandings of global issues, foster meaningful solutions, and apply ethical strategies of decision-making. Further, they will be able to enhance their research capabilities and hone the aptitude necessary for higher research endeavours. Through exposure to established and emerging academic domains, they would be able to nurture an empathetic attitude towards social, political, economic, and cultural affairs, synergising local and global perspectives.

Programme-Specific Outcomes:

On completion of the programme students should be able to achieve the following programme specific outcomes:

1. Achieve mastery in key concepts and theories in International Relations and Global Politics;
2. Acquaint students with seminal works, crucial historical events, policy processes, and strategies pertaining to political decision-making in the international arena;
3. Apply the knowledge of International Relations as well as major critical and theoretical frameworks in research.
4. Apply methodologies of comparative analysis in developing a cross-cultural political understanding.
5. Compare various modes of governance, foreign policies, mechanisms of conflict resolution, and cultural factors existing across times and spaces.
6. Advance creative thinking and innovative analytical arguments about international issues.
7. Engage academically and socially with important environmental issues in relation with international policies.
8. Compose logical, well-structured papers and responses in International Relations.

9. Introduction to the basics of research methodology and dissertation writing.
10. Enhance listening, speaking, reading and writing skills in English.
11. Interrogate world issues in a critical and analytical perspective using the tools of English Studies and Cultural Studies.
12. Enhance listening, speaking, reading and writing skills in Malayalam.
13. Understand the history and evolution of Malayalam literature, with special focus on literary genres, movements, and important works.
14. Enhance listening, speaking, reading and writing skills in Hindi.
15. Understand the history and evolution of Hindi literature, with special focus on literary genres, movements, and important works.
16. Enhance listening, speaking, reading and writing skills in French.
17. Enhance listening, speaking, reading and writing skills in German.
18. Build a strong foundation for careers in IR-based fields such as diplomacy, international NGOs, inter-governmental organisations,

PROGRAMME STRUCTURE (For 2021 Admission Onwards)

The BA Programme in International Relations is a three-year programme and the schedule of papers for the six semesters shall be as follows.

Besides papers on International Relations, students will have to study a Foreign Language as part of their core papers in International Relations. Students will have to choose either French or German for foreign Language, which is mandatory for the first two years.

English (First language) is mandatory. For second language they can choose between Malayalam and Hindi. Foreign Students will be provided a course on Indian Studies, instead of second language.

FIRST YEAR Semester I

Sl.No.	Course	Course Code	Credit
1	Introduction to Political Science (C)	GIR 3101	4
2	Foreign Language Paper I (French) (O)	GIR 3102	4
	Foreign Language Paper I (German) (O)	GIR 3103	4
3	English Paper I (C)	GIR 3104	4
4	English Paper II (C)	GIR 3105	4
5	Hindi Paper I (O)	GIR 3106	4
	Malayalam Paper I (O)	GIR 3107	4
	Indian Studies Paper I (O)	GIR 3108	4

Semester II

Sl.No.	Course	Course Code	Credit
6	Environmental Studies (C)	GIR 3201	4
7	Foreign Language Paper II (French) (O)	GIR 3202	4
	Foreign Language Paper II (German) (O)	GIR 3203	4
8	English Paper III (C)	GIR 3204	4
9	English Paper IV (C)	GIR 3205	4
10	Hindi Paper II (O)	GIR 3206	4
	Malayalam Paper II (O)	GIR 3207	4
	Indian Studies Paper II (O)	GIR 3208	4

SECOND YEAR

Semester III

Sl.No.	Course	Course Code	Credit
11	World since 1648 (C)	GIR 3301	4
12	Introduction to International Relations Theory (C)	GIR 3302	4
13	Foreign Language Paper III (French) (O)	GIR 3303	4
	Foreign Language Paper III (German) (O)	GIR 3304	4
14	English Paper V (C)	GIR 3305	4
15	Hindi III (O)	GIR 3306	4
	Malayalam III (O)	GIR 3307	4
	Indian Studies III (O)	GIR 3308	4

Semester IV

Sl.No.	Course	Course Code	Credit
16	Fundamentals of Research Methodology(C)	GIR 3401	4
17	Indian Political System (C)	GIR 3402	4
18	Foreign Language Paper IV (French) (O)	GIR 3403	4
	Foreign Language Paper IV (German) (O)	GIR 3404	4
19	English Paper VI (C)	GIR 3405	4
a20	Hindi IV (O)	GIR 3406	4
	Malayalam IV (O)	GIR 3407	4
	Indian Studies IV (O)	GIR 3408	4

THIRD YEAR

Semester V

Sl.No.	Course	Course Code	Credit
21	Introduction to International Political Economy (C)	GIR 3501	4
22	India's Foreign Policy (C)	GIR 3502	4
23	Diplomacy (C)	GIR 3503	4
24	Comparative Politics (C)	GIR 3504	4
25	UN and World Peace (O)	GIR 3505	4
	Human Rights (O)	GIR 3506	4
	Political Geography (O)	GIR 3507	4
	Public Policy: Basic Concepts(O)	GIR 3508	4

Semester VI

Sl.No.	Course	Course Code	Credit
26	Introduction to International Law (C)	GIR 3601	4
27	International Security (C)	GIR 3602	4
28	Issues in International Politics (C)	GIR 3603	4
29	Political Thought (C)	GIR 3604	4
30	India and International Organisations (O)	GIR 3605	4
31	Global Migration (O)	GIR 3606	4
32	Media and Politics (O)	GIR3607	4
33	Politics of Developing Areas (O)	GIR 3608	4
33	Dissertation Work	GIR 3609	4
	Comprehensive Viva-voce		4

Credit Structure:

The BA Programme in International Relations is a 128 Credit Programme, including Credits for Core and Optional Courses, Dissertation and Viva-Voce Examination. Minimum Credits required for the different Core/Optional Courses and for the award of the Degree are given below:

Type of Course	Min. Credits Required
First Language (English)	24
Second Language (Malayalam, or Hindi or Indian Studies)	16
Core Courses	
Main (International Relations/Dissertation/Viva)	72
Foreign Language (French or German)	16

Scheme of Examination:

1. English shall be the medium of instruction. Students shall write their individual examination papers in English only, except in case of language papers
2. Examination shall be conducted at the end of each Semester as per the Academic Calendar notified by the Central University of Kerala.
3. The performance of students in each course shall be evaluated by the respective teachers through Continuous Assessment (CA) and an End Semester Assessment (ESA) shall be evaluated by the external examiners and internal examiners.
4. A minimum pass percentage of 40% separately is needed for CA, ESA & Total for a pass.

Details of Scheme

Course	Continuous Assessment* (CA)	End Semester Assessment (ESA)	Total (Marks)
Core (International Relations)	40	60	100
Foreign Language	40	60	100
English & Second Language	40	60	100
Dissertation	40	40	Viva - 20
Viva-voce			100

*Continuous Assessment shall be spread across the entire duration of the semester. The methodology for CA shall be decided by the teacher concerned, and may involve assignments, quiz, seminars, term paper, mini projects etc., which shall be announced to students at the beginning of every semester. The scores obtained by the students in CA shall be made known to them from time to time.

Dissertation & Viva:

The Dissertation (Four Credits Compulsory) provides scope for the students to develop and demonstrate basic research skills. The dissertation work consists of a review of scholarly literature relating to a research question selected by the student and relevant to their area of specialization. It involves the submission of a well-structured research document of about 15,000-20,000 words.

While dissertation work, by definition, is an independent research work, there will be a Supervisor to advise the student at different stages of the work proposal, data collection, analysis and writing of the dissertation. The Viva-Voce carries 4 Credits

CORE COURSE (INTERNATIONAL RELATIONS)

SEMESTER – I

GIR 3101: INTRODUCTION TO POLITICAL SCIENCE

Course Description

The course is intended to provide the students with the basic principles and concepts of political science. It will give them a general awareness of the discipline; that is the nature, scope, development, interdisciplinary perspectives of the political system. The course will familiarise the students with the basic and major concepts in political science.

Course Outcomes:

On completion of the course students would be able to achieve the following course outcomes

- Students will be able to understand and comprehend the basics of political science, including major concepts, institutions, ideologies and processes as well as the nature, scope and significance of political science.
- The political concepts like state, liberty, equality, justice, law, rights and duties not only help them to grasp the discipline academically, but also to understand the society they live in a deeper fashion.
- This course will help them to understand the relations between political science and other disciplines and introduce them to interdisciplinary studies.
- It will enable them to appreciate the different theoretical and philosophical schools of thought in the discipline and hence contextualise their information accordingly.
- The awareness of the concepts of rights and duties in particular will enable them to be better citizens to our nation.
- They also become aware of the major analytical paradigms including political modernisation, political culture, socialisation, participation etc. and with issues of development and underdevelopment and political economy in a basic fashion. This will help them immensely while working towards higher education.
- They also study the structure and functions of the government, difference and relation between state and government etc. which will prove essential in making them apt candidates for all significant employment opportunities with the government.

Unit I: Introduction to Political Science: Meaning, Nature, Scope and Importance; Political Science and its relationship with other social sciences – History, Economics, Sociology and Law; Approaches to the Study of Political Science: Traditional, Behavioural and Post-Behavioural

Unit II: State: Meaning and Elements of the State; Theories of the Origin of the State; Nature and functions of the state; sovereignty; state and civil society.

Unit III: Basic Concepts: Law, Liberty, Equality, Justice, Rights & Duties

Unit IV: Major Concepts: Political Culture, Political Socialisation, Political Participation, Political Modernisation and Political Development

Unit V: Structure & Forms of Government: Unitary & Federal; Parliamentary & Presidential; Monarchy, Aristocracy, Totalitarianism & Democracy

Reading Materials

Andrew Heywood, Politics, Palgrave Foundation, New York, 2005.

Peter Harris- "Foundations of Political Science", Oxford University Press

Amal Ray and Mohit Bhattacharya – "Political Theory: Institutions and Ideas" - The World Press Private Ltd. Calcutta 1988

O.P Gauba – "An Introduction to Political theory" Macmillan India Ltd.2008

Robert Dahl – "Modern political Analysis." OUP 2007

Prof. A.C. Kapoor, "Principles of Political Science" Sterling Publishers PVT. Ltd.New Delhi 2005

A. Appadorai, "Substance of Politics" World Press Ltd. 1989

H.J Laski "A Grammar of Politics." S. Chand & Company Ltd.New Delhi 2000

G. Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.

Rajeev Bhargava and Asok Acharya "Political Theory – An Introduction", Pearson Education-2008

SEMESTER – II

GIR 3201: ENVIRONMENTAL STUDIES

Course Description

The Compulsory course on Environmental Science at Undergraduate level (AECCI) aims to train students to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages between ecology-society-economy. It will enable students to develop a comprehensive understanding of various facets of life forms, ecological processes and how humans have impacted them.

Course Outcomes:

On completion of the course students would be able to achieve the following course outcomes:

- As students of IR, they gain much knowledge about the environment and related global crises as it has become a central concern of international negotiations and politics.
- Gain in-depth knowledge on natural resources, scientific as well as social bases of ecological balance.
- Analyse the consequences of human actions on the web of life, global economy and quality of human life.
- Develop critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development.
- Acquire values and attitudes towards understanding complex environmental-economic-social challenges, and participating actively in solving current environmental problems and preventing the future ones.
- Adopt sustainability as a practice in life, society and industry.

Unit 1: Multidisciplinary nature of Environmental Studies (2 lectures)

- Definition, scope and importance; Need for public awareness

Unit 2: Natural Resources

(8 lectures)

Renewable and Non-renewable Resources:

Natural resources and associated problems

- Forest resources: Use and over-exploitation, deforestation, case studies.
Timber extraction, mining, dams and their effects on forest and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems

(6 lectures)

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flows in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem :-
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 4: Biodiversity and its Conservation

(8 lectures)

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit 5: Environmental Pollution

(5 lectures)

Definition

- Cause, effects and control measures of :-
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution

- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster Management: floods, earthquake, cyclone and landslides.

Unit 6: Social Issues and the Environment

(10 lectures)

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case Studies
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness
- Coastal Zone Regulation Act
- Wet land (Protection) Act

Unit 7: Human Population and the Environment

(6 lectures)

- Population growth, variation among nations.

- Population explosion – Family Welfare Programme
- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of Information Technology in Environment and human health.
- Case Studies.

Unit 8: Field Work

(Field Work Equal to 5 lecture hours)

- Visit to a local area to document environmental assets river/forest/grassland /hill /mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

Reference

ErachBharucha – Environmental Studies For Undergraduate Courses

SEMESTER – III

GIR 3301: WORLD SINCE 1648

Course Description

The paper gives a detailed account of the world since the Treaty of Westphalia that marked the beginning of the modern state system to the end of the cold war. The study of world history enables students to better understand how the past events have shaped the world we live in today. It takes students through various revolutions that happened across the world that contributed to different ideologies. The units dealing with the world wars provide a detailed narrative of their cause, course and consequences. Exposing students to incidents that happened in different parts of the world, the course enables them to connect the events together and analyse their collective impact on international relations.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

1. Trace the emergence of modern state system to the Thirty Years war and Treaty of Westphalia
2. Explain various revolutions and their contribution to IR
3. Interpret the rise of colonialism through industrial revolution
4. Analyse the cause, course and consequences of World War I
5. Analyse the cause, course and consequences of World War II
6. Evaluate the post- cold war world order and the process of decolonization
7. It would help them to pursue higher studies in the allied realms in International Relations

Unit I: Emergence of Modern State System -Thirty Years' War; Treaty of Westphalia (1648); Nation-States.

Unit II: World Prior the World War I - American Revolution (1776-1783); French Revolution (1789-1791); Latin American Revolutions (1800-1825); Congress of Vienna (1814-1815); Unification of Italy and Germany; Concert of Europe

Unit III: Industrial Revolution and Working Class; Expansion of Europe: Colonialism; Economic and political dimensions of colonialism.

Unit IV: The First World War – Causes, Course and Effects; The League of Nations.

Unit V: The Second World War - Causes, Course and Effects; The United Nations Organisation.

Unit VI: The Cold War Era – Unipolarity vs. Multipolarity; Decolonization; Emergence of New Nation states, Right to Self Determination

Reading Materials

Alexei Yurchak, *Everything Was Forever, Until It Was No More: The Last Soviet Generation* (Princeton UP, 2005).

Anthony Pagden, *Lords of the World: Ideologies of Empire in Britain, Spain and France, 1500-1800* New Haven: Yale University Press, 1996.

Benedict Anderson, *Imagined Communities*, (Verso, 2006).

E.P Thompson, *The Making of the English Working Class* (Vintage, 1966).

Gary Kates, ed. *The French Revolution: Recent Debates and New Controversies* (Routledge, 2006).

Geoff Eley and Keith Nield, *The Future of Class in History* (University of Michigan Press, 2007).

Jennifer Pitts, *Turn To Empire: The Rise of Imperial Liberalism in Britain and France* Princeton: Princeton University Press, 2005.

Nicholas B. Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain* (Harvard [Belknap], 2008).

Victoria de Grazia, *Irresistible Empire: America's Advance Through 20th Century Europe* (Harvard UP, 2005).

GIR 3302 : INTRODUCTION TO INTERNATIONAL RELATIONS THEORY

Course Description

This is an introductory course in the study of theories of international relations. The goal of this course is to acquaint the students with the major theories, concepts, ideas, and analytical tools necessary to understand state behaviour and relationships among actors in the international system. Various theoretical explanations for state behaviours, such as realism, liberalism, constructivism and such other alternative approaches will be introduced to the students.

Course Outcomes

On completion of the course students would be able to achieve the following course outcome;

- Learn how to think and write critically about key debates in contemporary IR theory.
- Explain different frameworks for thinking about international politics.
- Discuss a range of ideas, concepts and texts in international political theory and the historical contexts in which they arose.
- Evaluate the strengths and weaknesses of alternative ways of explaining, understanding and judging contemporary international politics.

Unit I: Introduction to International Politics – meaning, nature, scope and importance; Evolution of International Relations as a discipline; International Politics and International Relations; State and Non-state actors in international politics

Unit II: Introduction to International Relations Theory –Theories and Approaches: Idealism; Realism; Liberalism; World Systems Theory; Marxism; Ethics in IR.

Unit III: Concepts

- a) Power: Meaning and nature; National Power – nature, features and elements of national power.
- b) Ideology: meaning and role of ideology in international politics
- c) National Interest: meaning, components, classification and methods for the promotion of national interest

Unit IV: Structural Aspects

- a) Balance of Power – meaning, nature, methods of balance of power and techniques
- b) Collective Security – meaning, nature and working, collective security and United Nations
- c) Armament and Disarmament

Unit V: Issues

- a) Terrorism: definition, meaning and issues; global war on terrorism
- b) Poverty: global food crisis, environmental factors and crisis in the Third World
- c) Refugee crisis

Reading Materials

Alexander Wendt, “Anarchy is What States Make of it: The Social Construction of Power Politics”, *International Organisation*, Vol. 46 (2), 1992, pp.391-425.

Alexander Wendt, *Social Theory of International Politics*, Cambridge: Cambridge University Press, 1999.

Andrew Linklater (ed.), *International Relations: Critical Concepts in Political Science*, London: Routledge, 2000.

Arlene B. Tickner and Ole Wever (eds.), *International Relations Scholarship around the World*, London: Routledge, 2009.

Chris Brown with Kirsten Ainley, *Understanding International Relations*, 3rd Ed., USA: Palgrave Macmillan, 2005.

Chris Brown, *International Relations Theory: New Normative Approaches*, Hamel Hamstead: Harvester Wheatsheaf, 1992.

Christian Reus-Smit and Duncan Snidal (eds.), *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, 2008.

E.H. Carr, *The Twenty Years Crisis: 1919-1939*, London: Macmillan, 1981.

Hans J. Morgenthau, *Politics among Nations: The Struggle for Power and Peace* 6th ed., New York: Knopf, 1985.

Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, 3rd Ed., Basingstoke: Palgrave, 2002.

John Baylis and Steve Smith (eds.), *The Globalization of World Politics*, Oxford: Oxford University Press, 2001.

John Mearsheimer, *The Tragedy of Great Power Politics*, London: W.W. Norton, 2001.

Kanti Bajpai and Siddharth Mallavarapu (eds.), *International Relations in India: Bringing Theory Back Home*, New Delhi: Orient Longman, 2005.

Kenneth Waltz, *Theory of International Politics*, London: Addison-Wesley Publishing, 1979.

Martin Hollis and Steve Smith, *Explaining and Understanding International Relations*, Oxford: Oxford University Press, 1991.

Palmer & Perkins, *International Relations*, CBS Publishers & Distributors, 2001.

Paul, Wilkinson, *International Relations: A Very Short Introduction*, Ashford, Hampshire.

Raymond Aron, *Peace and War: A Theory of International Relations*, New York: Anchor Books, 1973.

Rebecca Grant and Newland (eds.), *Gender and International Relations*, Buckingham: Open University Press and Millennium Press, 1991.

Scott Burchill et al., *Theories of International Relations* 3rd Ed., Basingstoke: Palgrave Macmillan, 2005.

W. Carlsnaes, T. Risse and B. Simmons (eds.), *Handbook of International Relations*, London: Sage, 2006.

SEMESTER – IV

GIR 3401 Fundamentals in Research Methodology

The main objective of this course is to introduce the basic concepts in research methodology in Social science. This course address the issues inherent in selecting a research problem and discuss the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals.

Course Outcomes

- Students who complete this course will be able to understand and comprehend the basics in research methodology and applying them in research/ project work.
- This course will help them to select an appropriate research design.

- With the help of this course, students will be able to take up and implement a research project/ study.
- The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.
- The Students will develop skills in qualitative and quantitative data analysis and presentation.
- Students will be able to demonstrate the ability to choose methods appropriate to research objectives.

Unit I: Basics in Social Science Research

1. Social Science Research: meaning and significance,
2. Objectivity in Social Science Research
3. Types of Research: Historical and Analytical, Quantitative and Qualitative, Empirical and Normative

Unit II: Research Design

1. Experimental and exploratory research designs
2. Preparing research proposals: Selection of the topic, Review of literature, Identifying Objectives of the Study, preparing Research Questions,
3. Hypothesis formation

Unit III: Data Collection

1. Sources of Data: Primary and Secondary
2. Methods of collecting data: Observation, Questionnaire, Interview, Focus groups and Case study method
3. Types of Sampling: Random sampling, Systematic sampling and Stratified sampling
4. Survey Research: Role of library and Internet

Unit IV: Data Analysis

1. Validation of Data
2. Writing research report, Format of the report
3. Style of referencing, Bibliography

Unit V: Issues in Research

1. Research Ethics
2. Plagiarism, software to detect plagiarism

Reading Materials

Alan Bryman (2018): *Social Research Methods*, London: OUP

B A Prasad Sharma and P. Satyanarayan. Ed.(1983): *Research Methods in Social Sciences*, New Delhi: Sterling

Bridget Somek and Cathy Lewin (2005): *Research Methods in the Social Sciences*, New Delhi: Sage

B.N Ghosh (1984): *Scientific Method and Social Research*, New Delhi: Sterling.

C. R Kothari (2004): *Research Methodology: Methods and Techniques*. New Delhi: New Age International.

David McNaab (2010): *Research Methods for political Science*, New York: Routledge

Gary King et al., (1994): *Designing Social Inquiry; Scientific Interference in Social Research*, Princeton: Princeton University Press.

John W Cresswell & J David Cresswell (2017): *Research Design*, New Delhi: Sage.

Jayson D. Mycoff (2019): *Working with Political Science Research Methods*, London: Sage

Roger Pierce (2008): *Research methods In Politics: A Practical Guide*, New Delhi: Sage

S P Gupta (2012): *Statistical Methods*, New Delhi: Sultan Chand & Sons

William J.Goode and Paul K. Hatt (1952): *Methods in Social Research*, New York: Mc Graw-Hill Book Co.

Zina O Leary (2010): *The Essential Guide to Doing Your Research Project*, New Delhi: Sage.

GIR 3402: INDIAN POLITICAL SYSTEM

Course Objectives

The course helps students to appreciate the Constitution of India which is the supreme law of the land. It acquaints the students with the basic philosophy and ideals of the Indian Constitution. Students are made aware of the fundamental rights as well as duties incorporated in the Constitution. It enables them to evaluate the structure and functions of various arms of the government and understand the constitutional and political processes involved in the operation of the political system. The course also inculcates aptitude in Indian administration.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

- Trace the history of the Indian Constitution by understanding its making and evolution.
- Understand and appreciate the essence and spirit of the Indian Constitution.
- Differentiate between Fundamental Rights, DPSP and Fundamental Duties.

- Analyse the structures and functions of various organs of the government and the conjunction between them.
- Examine the nature and conduct of Indian Federalism through Centre- State relations.
- Explain the working of the political system by critically analysing the role of the party system, caste, language, region etc.
- The students would be able to perform well in the competitive examinations, including the civil services examination conducted by the UPSC

Unit I: Making of Indian Constitution: Constituent Assembly – composition and working; Philosophical and Ideological Base of the Constitution; Salient features of the Constitution; Preamble

Unit II: Fundamental Rights; Directive Principles of State Policy; Fundamental Duties; Constitutional Amendments

Unit III: Structure and Functions of the Political System:

- Executive: The President, Vice-President; Prime Minister and the Council of Ministers
- Parliament: Composition and functions of Lok Sabha and Rajya Sabha, Speaker, Committee System, Law Making Procedure, Procedure of Amendment.
- Judiciary: Supreme Court: Composition and Powers; Judicial Review, Judicial Activism

Unit IV: Indian Federalism: Nature and Features; Union-State relations; the issue of state autonomy.

Unit V: Working of the Political System:

- Political Parties and Pressure Groups
- Major Challenges – illiteracy, poverty, environmental degradation, regional imbalance
- Issues: caste, religion, language, region

Reading Materials

A. G. Noorani, *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.

A.S. Narang, *Indian Government and Politics*, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)

Bidyut Chakrabarty & Rajendra Kumar Pandey, *Indian Government and Politics*, SAGE, New Delhi, 2008

Brij Kishore Sharma: Introduction to the Constitution of India, Prentice Hall : New Delhi, 2005.

D.D. Basu, *An Introduction to the Constitution of India*, Prentice Hall, New Delhi. (Latest Edition)

G. Austin: 'Working a Democratic Constitution – The Indian Experience' Delhi, Oxford Uni. Press, 2000.

Prakash Chandra: Indian Political System, Bookhives, New Delhi, 1998.

M. V. Pylee – An Introduction to Constitution of India, New Delhi, Vikas, 1998.

W. H. Morris Jones: Government and Politics in India, Delhi, 1974.

SEMESTER – V

GIR 3501 INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY

Course Description

This paper will provide an introduction to the politics of international economic relations. It will analyze the interplay between politics and economics in three broad areas: international trade, international finance, and economic development. A preface to core economic theories that explain the causes and consequences of international commerce, capital flows, and economic growth will be given to the students and enables them to understand and analyse the international economic order.

Course Outcomes

- Owing to the peculiar nature of this course, the interdisciplinary nature of the course enables the students to pursue higher studies in areas of economics, International Relations, and Political Science. This course also familiarizes with various multilateral institutions like World Trade Organization, International Monetary Fund, and World Bank, which enables students to avail for internship opportunities.
- Understand the economic development in International Relations from the 18th century onwards.
- Examine and evaluate the role of the WTO, IMF, World Bank, and GATT in enhancing global development.
- Theoretical part of this course explaining the causes and consequences of international commerce, capital flows, and economic growth will help the students to understand and analyze the international economic order.
- This course provides excellent prospects for under graduates seeking entry to top global firms (MNCs) and U N Civil Service.

Unit I: Introduction to International Political Economy – meaning, IPE and Global Political Economy; origin and growth; dimensions; Perspectives of IPE – Mercantilism, Liberalism and Structuralism; Levels of Analysis.

Unit II: Major Tools of International Economics/Political Science – Absolute Cost Advantage, Comparative Cost Advantage, Prisoner’s Dilemma, Production Possibility Frontier.

Unit III: IPE and Development – Modernisation, Dependency and World System Theory; North-South Divide and NIEO

Unit IV: Structures and Actors – GATT; Bretton Woods Institutions – IMF and World Bank; IMF and the Debt Crisis; WTO and Intellectual Property Rights; Multinational Corporations.

Unit V: Globalisation and IPE – Globalisation; Trade Liberalism and rise of new “protectionism”; Commodification of Commons; Environmental Protection; and Global Civil Society.

Reading Materials

George Crane and Abla Amawi, *The Theoretical Evolution of International Political Economy* (Oxford: OUP, 1997).

Graham Bannock, R.E. Baxter, and Evan Davis, *The Penguin Dictionary of Economics*, Eighth edition (New York: Penguin, 2011).

John Ravinhill, Second Edition (2008), *Global Political Economy* (Oxford: Oxford University Press)

Randy Charles Epping, *A Beginner’s Guide to the World Economy*, Third Edition (New York: Vintage, 2001).

Robert O’Brian and Williams, Marc, Second Edition (2007), *Global Political Economy* (Basingstoke: Palgrave Macmillan)

Stephan Haggard, *Developing Nations and the Politics of Global Integration*, Brookings (1995); Thomas Oatley, *International Political Economy: Interests and Institutions in the Global Economy*, Fifth Edition (New York: Pearson Longman, 2012).

Richard Stubbs and Underhill, Geoffrey R. D, Third Edition, *Political Economy and the Changing Global Order* (Ontario: Oxford University Press)

Robert Gilpin, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987)

GIR 3502 INDIA'S FOREIGN POLICY

Course description

The course is a detailed study of the foreign policy of India, aimed at enabling students to comprehend international relations from a nationalist standpoint. The paper analyses the foreign policy of the nation, the factors determining the policies, and the economic instruments through which they are being worked out. India's relationship with its neighbors and other nations such as the USA, UK, France, Russia, China, etc., forms part of the course. The shift in foreign policy dimensions since 1991, the relevance of NAM, Panchasheel in the era of globalization is also part of the course.

Course outcomes

- This course will enable the students to understand the complexities involved in foreign policymaking.
- The students will be able to comprehend the implications of India's engagement with the world.
- Learning this course will enable the student to understand the institutional practices involved in foreign policymaking, and this will help them to develop a capacity to reflect on new issues emerging in India's interactions with other states/regional organisations.
- An institutional understanding of India's foreign policy-making may enhance a candidate's preference to develop his/ her career as a future diplomat.
- India's External Affairs Ministry facilitates excellent Internship Programmes for budding scholars to familiarize themselves with the process of foreign policymaking. This course will be an added advantage to get such internship.

Unit I: India's Foreign Policy – Fundamentals of Foreign Policy; NAM and Panchsheel; Nehruvian and Post Nehruvian Phases, India's Nuclear Policy.

Unit II: India and her Neighbours – Afghanistan, Pakistan, China, Nepal, Bhutan, Bangladesh, Myanmar, Srilanka.

Unit III: India and changing power equations - India and USA, India and Russia, India and China; India and United Nations.

Unit IV: Foreign Policy and Development; India as a rising economic power; India and regional economic formations – BRICS, ASEAN, BIMSTEC; India's Act East Policy.

Unit V: Challenges to India's Foreign Policy: Terrorism, Indian Ocean as a Zone of Peace, String of Pearls; Problems of Indian Diaspora – NRIs and PIOs.

Reading Materials

Khanna, V. N (2018), Foreign Policy of India, Vikas Publishing House: New Delhi
Reddy, K Raja (2012), Foreign Policy Of India & Asia Pacific, New Century: New Delhi
Srivastava, D (2007), India's Foreign Policy, ABD Publications: Jaipur
Balakrishnan, T K (2010), Foreign Policy of India: Problems & Paradoxes, Mohini Publishers: Bangalore
Dutt, V P (1999), India's Foreign Policy in a Changing World, Vikas Publishing House: New Delhi
JN Dixit (2010), India's Foreign Policy & Its Neighbours, Gyan Publishing House: Delhi
Mottoo, Amitab., & Happyman Jacob (2010), Shaping India's Foreign Policy, Haranand Publisher
Appadorai, A., & Rajan, M.S (1985), India's Foreign Policy & Relations, South Asian Publishers: New Delhi.

GIR 3503 DIPLOMACY

Course Description

This paper offers an introduction to diplomacy, the motivations and strategies of states, the role of national leaders and diplomats in shaping and conducting the diplomatic relationships between countries. This paper also provides a clear understanding to the students on the origins and development of diplomacy – messengers, envoys, missions and embassies, as well as ministries of foreign affairs, their tasks and duties, principles and tools etc. The paper will help students to gain an understanding of how states pursue their national interests in a complex and, occasionally, conflictual world and also, how cooperative decisions are made inside and outside institutional structures. Practical side of diplomacy is provided and the course explores how states strategize and negotiate with one another in order to achieve mutually desired goals is also the objective of this paper.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

- Students will understand the evolution of diplomatic processes through ancient, medieval and modern times.
- It will open them to the theoretical foundations of modern diplomacy, mainly realist and liberal theories.

- This course will help them understand the role of modern diplomacy in foreign policy and its efforts towards achieving world peace.
- The course will help them explore the different types of diplomacy and the contemporary relevance of each of those.
- The course will help them understand the role diplomats play in world affairs, including economic, social, cultural and technological spheres.
- It will help them gather a comprehensive view of the current international events, conferences, summits and conclaves on various issues.

Unit I: Diplomacy: Definition, Meaning and Nature; Diplomacy and International relations; Historical evolution of diplomacy – the Vienna Convention on Diplomatic Relations; Nation States as Mainstay of Diplomatic Relations

Unit II: Modern Diplomacy and Theories of World Politics - Realism, Liberalism

Unit III: Diplomacy: objectives, techniques and functions; tasks of diplomacy; diplomacy and foreign policy; The Ministry of External Affairs; Embassies and Diplomats – role, classification and privileges; Envoys and Diplomatic Missions; Diplomatic Methods and Negotiations

Unit IV: Old and New Diplomacy – European Diplomacy – limitations, factors responsible for the rise of New Diplomacy; Types of Diplomacy: Open vs Secret Diplomacy; Summit Diplomacy; Conference diplomacy; Democratic Diplomacy, Totalitarian Diplomacy, Shopkeeper Diplomacy, Warrior Diplomacy, Consular diplomacy, International financial diplomacy, Public Diplomacy, People to People/ Citizen Diplomacy, Cyber-diplomacy, Celebrity Diplomacy, S&T diplomacy

Unit V: Economic Diplomacy – origin, strategies by the state; commercial diplomacy; role of NGOs, international organisations and bilateral-multilateral agreements; WTO

Unit VI: Diplomatic Laws: Sources of Diplomatic Law, Securities of diplomatic facilities, Diplomatic Immunity and Waiver of Immunity, Diplomatic Premises, Diplomatic Bag, Diplomatic Asylum; Challenges to Diplomacy and Diplomats; diplomacy in an era of communication revolution; Ethics in diplomacy;

Reading Materials

Craig, Gordon A. and Alexander L. George(3rd Ed.), 1995, *Force and Statecraft: Diplomatic Problems of our Time*Oxford UP.

Jan Melisson, ed., *The New Public Diplomacy: Soft Power in International Relations*, Houndmills, England: Palgrave Macmillan, 2007.

Joseph S. Nye, Jr., *Soft Power: The Means to Success in World Politics*, New York: Public Affairs, 2004.

Kate MacDonald and Stephen Woolcock, "Non-State Actors in Economic Diplomacy" in *The New Economic Diplomacy*, Ashgate, Surrey, Burlington, 2007.

Lake, David and Robert Powell, 1999, *Strategic Choice and International Relations*, Princeton UP.

R.P.Barston, "The changing nature of Diplomacy", in *Modern Diplomacy (Third Edition)*, Pearson Education Limited, 2006.

William A. Rugh, ed., *Engaging the Arab & Islamic Worlds through Public Diplomacy*, Washington: The Public Diplomacy Council, 2004.

William P. Kiehl, ed., *America's Dialogue with the World*, Washington: The Public Diplomacy Council, 2006

GIR 3504 COMPARATIVE POLITICS

Course description

The course is designed to introduce to students some important concepts and ideas in comparative politics, with the goal of clarifying them with how politics works in other countries, and providing them with methods, for comparing the same among these countries. The goal of this course is to acquaint them with the concepts, ideas, and analytical tools necessary to understand the structures and processes of different types of political systems.

Course Outcomes

- This course will help the students to compare power structure and decision-making processes within and across the different political systems.
- This enables the students to understand developments in different countries.
- The student community will be in a position to understand political participation and representation in major political systems across the world.
- In higher studies, the students will be able to explore research in Area studies or Country specialization and to conduct research in Case study methods.

Unit I: Introduction to Comparative Politics: Meaning, nature, scope and evolution; Approaches to the study of comparative politics: (Traditional & Modern) System, Behavioural, Post-Behavioural, Decision Making and Communication.

Unit II: Political System: Meaning, nature and characteristic; approaches to the study of political system: Systems Approach and Structural Functional Approach.

Unit III: Constitutions and Constitutionalism: Objective and Basic Features of the Constitutions of UK, USA, Switzerland, Canada and France.

Unit IV: Institutional Arrangements: Legislature, Executive and Judiciary in UK, USA, Switzerland, Canada and France.

Unit V: Political Parties and Pressure Groups – UK, USA, Switzerland, Canada and France.

Reading Materials

A.C. Kapoor & K.K. Mishra, Select Constitutions, S. Chand & Co., Delhi

G.A. Almond, G. B. Powell, K. Strom and R. Dalton, Comparative Politics Today: A World View, Pearson Education, Delhi, 2007,

H. Finer, Theory and Practice of Modern Government, London, Methuen, 1969.

S. E. Finer, Comparative Government, Harmondsworth, Penguin, 1974.

Apter, David, M., Comparative Politics, Old and New in Robert E. Goodin & H. D. Klingemann (ed.), A Handbook of Political Science, Oxford University Press, New York, 1998.

Apter, David, A., Introduction to Political Analysis, Prentice Hall of India Ltd., New Delhi, 1981.

Landman, Todd, 'Issues and Methods in Comparative Perspective: An Introduction' Routledge, London, 2008.

Larrain, Jorge, Theories of Development, Polity Press, Cambridge, 2008.

Wiarda H.J. (ed.), New Developments in Comparative Politics, Boulder, Westview Press, 1986.

Robert Dahl & Bruce Stinebrickner: Modern Political Analysis, PHI Learning Pvt.ltd, De

GIR 3505: UN AND WORLD PEACE

Course Description

The course is for making the students aware about the role of the United Nations and its contribution to world peace. The origin, structure and role of the United Nations, its specialised agencies and their working are the focus of study. Particular attention is given to the collective security system under the UN, the peace keeping missions and the humanitarian affairs. The stand of the UN with regard to issues like poverty, gender justice, deprivation, development etc. will be critically analysed. The course will also debate on the issue of reforming the Security Council on democratic lines and the strengthening of the role of the General Assembly.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

- Helps students to understand the opportunities and limits of the UN by studying the structure of the United Nations and how the system works
- To understand the role of UN in the peacekeeping activities around the world in relation to the paradigm of Human Rights
- Exploring the development and humanitarian aid initiatives carried out by the UN
- Understanding the opportunities available to individuals to take part in the activities of the UN as volunteers, experts and civil servants

Unit I: Introduction to United Nations: Origin and Growth; Structure and Role of United Nations; Specialised Agencies; UN and the Cold War Politics.

Unit II: UN & International Peace and Security - Collective Security; Pacific Settlement of Disputes; UN Peace Keeping Operations; Disarmament and Arms Control - Terrorism

Unit III: UN & Social Development - Women, Children, Disabled, Refugees, Migrant Workers; Environmental Conservation & Development

Unit IV: UN and Human Rights - International Bill of Human Rights; Human Rights Council; International Criminal Court

Unit V: Re -Structuring of the UN - Reforming the UN on Democratic Lines, Strengthening the Role of General Assembly - UN and Global Governance

Reading Materials

Basu, Rumki (2004) *The United Nations structure and Functions of an International Organisations*, New Delhi, Sterling Publishers.

Dwivedi, Dharendra (2005) *Collective Security Under United Nation: Retrospects and Prospects*, New Delhi, Kanishka Publishers.

Fanning, W. Richard, (1995) *Peace and Disarmament: Naval Rivalry and Arms Control 1922-33*, Kentucky, The University Press of Kentucky.

Goldblat, Jozef (2002) *Arms Control The New Guide to Negotiations and Agreements*, New Delhi, Sage.

Islam, Nazrul (2005) *Reforming the United Nations*, New Delhi, Viva Books.

Johanes, Varwick and Garies Seven Bernard, (2005) *The United Nations: An Introduction*, New York, Palgrave Macmillan.

Johnson M.Glen and SymonidesJanusz, *The Universal Declaration of Human Rights: A History of its Creation and Implementation, 1948-1998, Part 295*,(1998), Paris, UNESCO.

JuyalShreesh and Babu B. Ramesh (1990) *United Nations and World Peace*, New Delhi, Sterling Publishers.

Kayathwal Mukesh Kumar (1997) *The United Nations Retrospects and Prospects*, New Delhi, Pointer Publishers.

Mehrish B.N. (2007) *The United Nations in the New Millennium: A Changing Scenario*, New Delhi, Academic Excellence.

Meisler Stanley (1995) *United Nations The First Fifty Years*, New York, The Atlantic Monthly Press.

Ramcharit Sujatha (1998) *United Nations and World Politics*, New Delhi, Kanishka Publishers.

Saksena K.P. (1993) *Reforming the United Nations: The challenge of Relevance*, New Delhi,Sage.

Streich Michel (2008) *The Universal Declaration of Human Rights*, London, Allen and Unwin.

United Nations Department of Public Information, (1998) *The UN Peacekeeping, 50 Years: 1948-1998*, United Nations Department of Public Information.

Weiss Thomas G. (1993) *Collective Security in a Changing World*, Boulder, Lynne Rienner Publishers.

GIR 3506 HUMAN RIGHTS

Course Objectives

This course is designed to provide students with the fundamentals of human rights. The course is designed to impart to students the importance of studying human rights, trace its history, and deal with different approaches to human rights. The course rightly finds place in the curriculum since human rights education equips students to cultivate values and beliefs that upholds and recognizes rights of all. Imparting knowledge about various laws and institutions setup for human rights and human rights issues, students will be able to critically analyse human rights violations happening all over the world. The course exposes students to global and national human rights movements and creates awareness about the rights of different marginalised sections- women, tribes and Dalits, refugees etc.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

- Understand the development of human rights from a historical point of view.

- Acknowledge the human rights protection efforts of the UN by assessing the laws, covenants and institutional setup of the UN for human rights.
- Evaluate the dynamics between State and Human Rights
- Examine the rights of the marginalised section- Women, Children, Tribes, Dalits, and Refugees etc.
- Explain the interrelationship between human rights and environmental rights.
- Analyse and interpret the challenges in implementation of human rights obligations at global and national level.

Unit I: Origin and Development of Human Rights - Meaning and Importance of Human Rights; Evolution of Human Rights; Approaches to Human Rights – Western, Socialist, Third World

Unit II: UNO and Human Rights - Universal Declaration of Human Rights 1948, International Covenants on Human Rights – Civil & Political, Economic, Social and Cultural; UN Human Rights Commission

Unit III: Challenges to Human Rights - State and Human Rights; Terrorism; Human Rights and the Marginalised – Tribals and Dalits; Gender Justice; Rights of the Children, migrants and refugees

Unit IV: Human Rights and Environmental Rights; Human Right to Water; Global Water Crisis and access to Water; Global Health Crisis

Unit V: Human Rights – Education and Awareness; Human Rights Movements; Global and National Efforts.

Reading Materials

Butler, Clark, Human rights Ethics: A Rational Approach, Purdue University Press, 2008.

Griffin, James, On Human Rights, Oxford, New York, 2008.

Ramcharan, B.G., Contemporary Human Rights Ideas, Routledge, 2008.

Rathod P. B., Focus on Human Rights, Jaipur, ADB Publishers, 2008.

Byne, Darren J., Human Rights, Pearson Education, Delhi, 2008.

Biswal, Tapan, Human Rights, Gender and Environment, Viva Book Pvt. Ltd., Delhi, 2007.

Rachna, Suchinmayee, Gender, Human Rights and Environment, Atlantic Publishers & Distributors, New Delhi, 2009.

Chand, Jagaish, Education for Human Rights, Anshah Publishing House, Delhi, 2007.

Fischlin, Daniel, *The Concise Guide to Global Human Rights*, Black Rose Books, Montreal, 2007.

Cranston, Maurice, *What are Human Rights?*, The Bodley Head, London.

Ian Brownlie, *Basic Documents on Human Rights*, OUP, 2004.

Brown, *Human Rights in World Politics*, Prentice Hall, 2000.

GIR 3507 POLITICAL GEOGRAPHY

Course Description

The course is designed to introduce students to the field of political geography and to make them aware of the importance of geography in international relations. This paper will enable students to describe the fundamentals of the spatial dimension of political power and their interrelation at global, national, regional, and local levels and to evaluate the relation between geographical environment and political processes of the world.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes

- The Students will be able to understand the importance of political geography in international relations and to familiarize them with the basics of political geography, including major theories, geopolitics and cartography.
- The major concepts like state, territory, and regulation not only help them to grasp the discipline academically, but also to understand the global environment they live in a deeper fashion.
- This course will help them to understand the relations between spatial power and politics and introduce them to interdisciplinary studies in global politics.
- It will enable them to appreciate the different theoretical and philosophical schools of thought in the discipline and hence contextualise their information accordingly.
- They also become aware of the major analytical paradigms in spatial power politics in seas and oceans, territorial waters, air space, and foreign and military interventions.
- This course also will give an overview with regard to human geography in Asia, Africa, North and South America, Europe along with the political economy of the environment.
- This will help them immensely while working towards higher education.

Unit I: Political Geography: meaning and definition; relationship with sociology and anthropology; Theories: World Systems Theory and Geo-Politics; Cartography.

Unit II: Human Geography: Asia, Africa, North & America, Europe and Australia – natural resources and inhabitations, land; oil as a political factor; Political Economy of the Environment

Unit III: State, Territory and Regulation: Sovereign States and its attributes, formation, downfall and loss of territories; State Borders, types of borders and border setting; State and territories

Unit IV: Power, Politics and Place: Political geographies of nations; Political geography of seas and oceans, territorial waters, Air space; Conflicts – regional and foreign; military interventions

Unit V: Nationalism, Democracy and Globalization:

- a) Nationalism – theory and practice; Multiculturalism
- b) Democracy – participation and citizenship, rise and fall of democracies in the third world
- c) Globalization and the Third World, Ascendance of Monocultures and crisis of identity; Unequal Development – Centre-Periphery relations; enclosure of the commons.

Reading Materials

David Harvey (2004): *The New Imperialism*, Oxford University Press, New York.

Jackson, W.A.D. (1964): *Politics and Geographic Relationships*, Englewood Cliffs, PrenticeHall.

John Rennie Short (1993): *An Introduction to Political Geography*, Routledge, New York & London.

Martin Jones, Rhys Jones & Michael Woods (2004): *An Introduction to Political Geography*, Routledge, London & New York.

Sack, R. (1986): *Human Territoriality: Its Theory and History*, Cambridge, Cambridge University Press, London.

Young, O. (1989): *International Cooperation: Building Regimes for Natural Resources and the Environment*, Cornell University Press, Ithaca, NY.

Journals

1. Political Geography
2. Antipode
3. Annals of American Geographers

GIR 3508: PUBLIC POLICY: Basic Concepts – (Optional – Partially Skill Based)

Course Objectives

The course on public policy is offered as optional with partially skill based nature. This course is intended to provide knowledge on the basic concepts and theories in the domain of public policy. The learners can also gain an understanding of the skill in policy analysis and evaluation of public policy pertaining to various aspects of governance and development.

Course Outcomes

1. Learners will be in a position to comprehend various theoretical perspective of public policy.
2. They will be able to employ necessary analytical tools to evaluate the practical context of public policy implementation.
3. They will also gain the skill to promptly apply the knowledge from learning this course to suggest policy options on matters related to significant issues and requirements
4. They will develop suitable methodological aptitude to pursue specialised studies in public policy at higher levels.

Contents

1. **Public Policy:** - Basic concepts and theories – nature, definition, evolution and scope of Public Policy: - Types of Public Policy – Relation between public policy and governance.
2. **Public Policy Analysis:** - Models for Public Policy Analysis – Simon’s bounded rationality model- Lindblom’s Incremental Approach-Public Choice Approach, Political Public Policy approach.
3. **Making of Public Policy :-** Actors and processes in public policy making – Role of political parties, pressure groups and Civil Society- Agenda setting for Public Policy.
4. **Policy Making in India:** - Agencies and stages in the formulation of Public Policy in India- Policy Implementation- Approaches to implementation- Agencies of Implementation-- Role of bureaucracy.
5. **Evaluation of Public Policy:** Need for evaluation of Public policy- Types of evaluation – Criteria for evaluation- Techniques of evaluation- Acceptability of evaluation -- Problems in evaluation.

Selected References

1. Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton
2. Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press
3. Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe

4. Brewer, Gary D., and Peter de Leon (1983), *The Foundations of Policy Analysis*, Homewood, IL: The Dorsey Press.
5. .
6. Dror.Y, (1989), *Public Policy making Re-examined*, 2nd ed., San Francisco, Chandler.
7. Dye Thomas (2008), *Understanding Public Policy*, Singapore, Pearson Education
8. Hill Michael, (2005), *The Public Policy Process*, Harlow, UK; Pearson Education, 5th Edition.
9. Howlett, Michael, and M. Ramesh, (1995), *Studying Public Policy: Policy Cycles and Policy Subsystems*, OUP, Toronto.
10. Jones, C.O., (1970), *An Introduction to the Study of Public Policy*, Belmont, Prentice - Hall.
11. Lerner, D. and H.D.Lasswell (eds.), (1951), *The Policy Sciences*, Stanford, Stanford University Press. Lindblom,
12. C.E., and E.J., Woodhouse, (1993), *The Policy making Process*, 3rd ed., New Jersey., Prentice - Hall. McCool,
13. DanielC.(ed.),(1995),*PublicPolicyTheories,Models,andConcepts:AnAnthology*,NJ:Prentice-Hall.
14. Moran Mitchel and Robert Goodin, (2006), *The Oxford Handbook of Public Policy*, Oxford University Press, New York.
15. Nachmias, David, (1979), *Public Policy Evaluation: Approaches and Methods*, New York: St. Martin's Press.
16. Jay M. Shafritz (ed) (1998), *International Encyclopaedia of Public Policy and Administration*, Westview Press

SEMESTER – VI

GIR 3601: INTRODUCTION TO INTERNATIONAL LAW

Course description

This paper examines the role that international law and legal institutions play in international relations. The paper begins by exploring broad theoretical questions as why states create international law and international legal institutions; and the conditions under which states are likely to comply with the rules set out by international law.

Course Outcomes

- Learning this course will help the students to conduct legal research using primary and secondary material to resolve practical and theoretical problems.

- An understanding of this paper will empower the student community to place a principled and ethical argument in issues pertinent to human rights, refugees, environment, conventional as well as a non-conventional arms race, etc.
- Learning this course will equip students to apply for internships in various research institutes and placement opportunities in various NGOs.

Unit I: International Law – concept, nature, development and significance; sources and Evidence of International Law; International legal principles – equality, treaty obligation, and nationality; Relation Between National and International Law/Municipal Law.

Unit II: Subjects of International Law

- International Organizations: Legal Definition, Rights and Duties under International Law; Other International Actors: Non-State Actors and International Regulations of their Activities
- State: Essentials of Statehood; Rights and duties of the state
- Individuals: Right to Self Determination, Citizenship, Nationality, Statelessness and Extradition

Unit III: International Agreements/Law of Treaties - General Principles, Interpretation of Treaties, Breach and Enforcement

Unit IV: Peaceful Settlement of Disputes

Unit V: Laws of Peace

- Laws of the Sea
- Laws of the Air Space and Outer Space
- The Environment
- Human Rights
- Refugee Rights
- International Humanitarian Law

Unit VI: Laws of Force

- Collective Security
- Laws of war
- Arms Control and Disarmament
- International Criminal Law – War Crimes and Terrorism
-

Reading Materials

- Akehurst's Modern Introduction of International Law, Routledge, 1997
- Andrew Clapham, Human Rights: A Very Short Introduction, OUP, 2007
- Antonio Cassese, International Law, OUP, 2004
- Carrubba, Clifford. 2005. Courts and Compliance in International Regulatory Regimes. *Journal of Politics* 67:2.
- Demrosch, Henkin, Pugh, Schachter, & Smit, *International Law: Cases & Materials*. 4th ed. (West Publishing Co., 2001)
- Downs, et al. "Is the Good News about Compliance Good News about Cooperation?" *International Organization*, 1996.
- Downs, George and Michael Jones. 2002. Reputation, Compliance, and International Law. *Journal of Legal Studies* 33(1): S95-114.
- Ian Brownlie, Principles of Public International Law, OUP, 2008.
- Jack L. Goldsmith. Eric A. Posner. 2005. *The Limits of International Law*. Oxford University Press.
- Jeffrey L. Dunoff. Steven Ratner. David Wippman. 2006. *International Law: Norms, Actors, Processes*. Aspen Law & Business Publishers. (Second edition)
- Malanczuk, Peter. *Modern Introduction to International Law*, seventh 7th Edition. Routledge.
- Rosalyn Higgins, Problems and Prospects: International Law, How we use it, OUP, 1994.

GIR 3602 INTERNATIONAL SECURITY

Course Description

This paper introduces students to the subfield of international security or strategic studies. Theoretical ideas and abstract concepts that are linked with the national security policies of states will be introduced to the students which include current topics and debates about nuclear proliferation, terrorism, 9/11, the Iraq war, the rise of India and China, US security policy for the 21st century etc.

Course Outcomes

On completion of the course students will be able to achieve the following course outcomes;

- Understand the relevance of state sovereignty and national interest in International Relations.
- Evaluate intellectual framework for understanding and thinking about both enduring problems and current issues in the field of international security.

- Analyze for a better understanding of specific current and future challenges in international security.
- Students will improve their ability to comprehend and communicate social and scientific approaches and pursue specialised programmes in higher studies.

Unit I: International Security: An Introduction; Tools – The Threat and Use of Force

Unit II: Theoretical Approaches: Structural Realism, Critical Security Studies, and Copenhagen School

Unit III: Broadening and Deepening the Security: Environmental Security, Economic Security, Migration, Human Security, Regional Security, Global Security, Collective Security

Unit IV: International Security and the Great Powers

Unit V: International Security and the Third World Countries – Weaker States and Nuclear Proliferation/WMD; Deterrence.

Unit VI: 9/11 and a new security strategy; Securitisation of domestic policies

Reading Materials

Barbara Farnham (ed.) *Avoiding Losses, Taking Risks: Prospect Theory and International Conflict* (Ann Arbor: University of Michigan Press, 1994).

Charles T. Call with Vanessa Wyeth (eds.). 2008. *Building States to Build Peace*.

Gareth Evans. 2008. *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*

John J. Mearsheimer. *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2001)

Kenneth A. Schulz. *Democracy and Coercive Diplomacy* (New York: Cambridge University Press, 2001).

Kenneth N. Waltz. *Theory of International Politics* (Reading Mass.: Addison Wesley, 1979).

Mary Kaldor. 2007. *Human Security: Reflections on Globalization and Intervention*.

Navnita Chadha Behera, (ed.), *State, People and Security: The South Asian Context*, New Delhi: Har-Anand, 2002.

Robert Cooper. 2004. *The Breaking of Nations: Order and Chaos in the Twenty-First Century*.

Robert I. Rotberg (ed.). 2003. *State Failure and State Weakness in a Time of Terror*.

Stephen Biddle. *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2004).

Thomas C. Schelling. *Arms and Influence* (New Haven: Yale University Press, 1966).

GIR 3603 ISSUES IN INTERNATIONAL POLITICS

Course description

The paper provides a comprehensive understanding of the major issues that international politics is confronted with. The nature of the emerging world order will be studied by looking at the relative decline of the United States and the rise of Asia with a special focus on China. It will discuss various movements for democracy in different parts of the world, issues of armament and disarmament and global security, terrorism, and militancy as challenges to world peace. The role of regional and international organizations will be focused on.

Course Outcomes

- This course will enable the students to develop the skills to understand core issues in international politics such as contemporary world order, international institutions, and threats emanating from military as well as non-military spheres.
- Learning this course will help the students to develop the skills in writing and speaking persuasively regarding major issues in the contemporary world.
- The student community will also be in a position to apply conceptual tools to the global predicament, and real-time shifts in global policies.
- Students will develop a skill to understand the rise of actors on multilateral global arrangements such as EU, NATO, ASEAN, etc. In higher studies, this understanding will help the students to pursue a specialization in these actors.

Unit I: Post-Cold War Era in International Politics. Post-Cold War Period- The New World Order – Unilateral/Multilateral

Unit II: Global Governance- Major Stakeholders, International Institutions- IMF, WTO; Economic Groupings - G-20- BRICS- EU- ASEAN; Political-Security Organizations - NATO and SCO

Unit III: Contemporary Issues in World Politics, International Terrorism –Refugees- Climate Change, Nuclear Proliferation, Ocean Governance, Maritime Security, Cyber Security

Unit IV: Contemporary Practices of Neo-colonialism and Neo-imperialism, Politics of Intervention-US Intervention in Afghanistan

Unit VI: Rise of Nationalism and Challenges of Globalization, USA, Britain, China

Reading materials:

- Herman, Lelieveldt and Sebastian, Prince (2011) *The Politics of European Union*, Cambridge University Press, Cambridge.
- Allison, Robert (2008) *Global Terrorism Ideology and Operation*, Global Vision Publishing House, New Delhi.
- Dalacoura, Katerina (2011) *Islamist Terrorism and Democracy in the Middle East*, Cambridge University press, Cambridge.
- Diehl, F Paul (Ed.) (2005) *The Politics of Global Governance: International Organizations in an Interdependent World*, Viva Books, New Delhi.
- Christopher, W. Hughes and Meng, Yew Lai (2011): *Security Studies: A Reader*, Routledge, London.
- Eliot, M. Lorraine (1998) *The Global Politics of the Environment*, New York, University Press.
- Evan, McWilliams and Hilgartner, Stephen (1987) *The Arms Race and Nuclear War*, PTR, Prentice Hall,.
- Derek, S. Reveron (2012) *Cyberspace and National Security Threats, Opportunities and Power in a Virtual World*, Georgetown University Press.
- Ishay, R. Michelin (2004) *The History of Human Rights: From Ancient to the Globalization Era*, Orient Longman, London.
- Baylis, John and Smith, Steve (eds.) (2001) *The Globalization of World Politics*, Oxford University Press, Oxford.
- Stans, Jill (1998) *Gender in International Relations: An Introduction*, Cambridge Polity Press, Cambridge.
- Karns, P. Margaret, Mingst, A .Karen (2005) *International Organizations: The Politics and Process of Global Governance*, Lynne Rienner Publishers, New Delhi.
- Chandra, Satish and Chandra, Mala (2006) *International Conflicts and Peace Making Process; Role of the UN*, Mittal Publications, New Delhi.
- Lanoszka, Anna (2010) *The World Trade Organisation; Changing Dynamics in the Global Political Economy*, Lynne Rienner Publishers, New Delhi.
- Singh K.R (2012) *Coastal Security: Maritime Dimensions of India's Home land Security*, Vij Book, New Delhi.
- Suresh R (Ed.) 2015 *The Changing Dimensions of Security: India's Security Policy Options*, (Ed.) Vij Books India Pvt. Ltd. New Delhi ISBN: 978-93-84464-80-6
- Suresh R (Ed.) 2014 *Maritime Security of India: The Coastal Security Challenges and Policy Options* (Ed.) Vij Books India Pvt. Ltd. New Delhi ISBN: 9789382652366
- Clegg, Jenny (2009) *China's Global Strategy towards a Multi polar World*, Palgrave Macmillan, New York.
- Collins, Alan (2013) *Contemporary Security Studies*, (3rd edn.), Oxford University Press, New York.
- Helen, Maras Marie (2013) *Counter Terrorism*, Cathleen Sether, New York.

- Dittner, Lowell and Tyu, George (eds.) (2012) *China, the Developing World and the New Global Dynamic*, Lynne Rienner Publishers, New Delhi.
- Cavelty, Dunn Mariam and Mauer, Victor (eds.) (2012) *The Routledge Handbook of Security Studies*, Routledge, London.
- Zakaria , Fareed (2008) *The Post -American World*, NewYork, W.W.Norton& Company.
- Mansbach, W.Richard and Taylor, L. Kirsten (2012) *Introduction to Global Politics (2nd edn)*; Routledge, New York.
- Malik, Khalid (2012) *Why has China Grown So Fast for So Long*, University Press, New Delhi.
- Schmidt, Eric and Cohen, Jared (2013) *The New Digital Age: Reshaping the Future of People, Nations and Business*, John Murray Publications.
- Nye, Joseph S., The Twenty-First Century will not be a “Post American World”*International Studies Quarter 2012*, 56, 215-217.
- Foot ,Rose Mary (2006) “Chinese Strategies in a US Hegemonic Global Order Accommodating and Hedging” *International Affairs*, V.82, No.1, Jan, 22
- Tickner, J. Ann (September 2006) ‘On the Frontlines or Sidelines of Knowledge and Power? Feminist Practices of Responsible Scholarship’,*International Studies Review*, vol. 8, Issue 3, 383-395.
- Dalacoura, Katerina (2012) The 2011 uprisings in the Arab Middle East: Political Change and Geopolitical Implications, *International Affairs* 88: 1) 63–79, *The Royal Institute of International Affairs*, , Blackwell Publishing, London.
- Burton John, (1979), *Deviance, Terrorism and War: The Process of Solving Unsolved Social and Political Problems*, Palgrave Macmillan, London
- Phalneikim, Haokip (2009) *The Evolution of European Union Problems and Prospects*, Akansha Publishing House, New Delhi.
- A.K Gaur (2011) *Terrorism and Threat of Nuclear Warfare*, Cyber Tech Publications, New Delhi.
- Betz, D.J. and Stevens T. (2011) *Cyberspace and the State: Toward a Strategy for Cyber Power*, Routledge, Oxon.
- Tickner, Ann J. (2008) *Gender in World Politics* in Baylis John Smith, Steve Owens Patricia (2011) *The Globalization of World Politics: An Introduction to the study of International Relations*, Oxford University Press, Oxford, pp 262-277
- Dr. Mathur, Vibha (2005) *WTO and India, Development Agenda for the 21st Century*, New Century Publications, New Delhi.
- J. A. Tickner (2001) *Gendering World Politics: Issues and Approaches in the Post Cold War World*: Columbia University Press,New York, chapter 1, ‘Troubled Encounters: Feminism Meets IR’
- Vohra, Ravi, ChakrabortyDevabrat (Eds.) (2007) *Maritime Dimensions of a New World Order*, National Maritime Foundation, New Delhi.

Chetty, A. Lekshmana, *BRIC : An Instrument for Building a Fair Global Economic and Political Architecture in India China Relations: Changing Profile in the 21st Century*, Reddy Yagama(2012) Gyan Publishing House, , New Delhi ,pp.86-106

Gilley, Bruce (2011) Beyond the Four Percent Solution: Explaining the Consequences of China's Rise, *Journal of Contemporary China* 20, no. 72

Tickne, J. Ann (1997) "You just do not understand: Troubled Engagements Between Feminist & IR Theorists", *International Studies Quarterly*, 41, p.611-632.

Franzese P.W. (2009) Sovereignty in Cyberspace: Can it exist? *Air Force Law Review*, Vol. 64, and pp.1-42.

Thia, Eng- Chua, Kullenberg, Gunnar and Bonga, Danilo (Eds.) (2008) *Securing the Oceans: Essays on Ocean Governance: Global and Regional Perspectives* published jointly by PEMSEA and the Nippon Foundation.

<http://www.jstor.org/action/showJournals?discipline=43693417>

<http://www.jstor.org/action/showJournals?browseType=discipline&contentType=journals&discipline=43693>

GIR 3604: POLITICAL THOUGHT

The main objective of this course is to provide an introduction to the works of the most influential political philosophers of Western world with a focus given to Indian Political thought. The course provides the students an insight into the ways in which these thinkers have responded to the political problems of their times, and the ways in which they contribute to a broader conversation about human goods and needs, justice, democracy, and the ever-changing relationship between the citizen and the state.

Unit I: Ancient Political Thinkers

- a) Plato - Justice, Ideal State, Communism, Education, Philosopher King.
- b) Aristotle - Theory of State, Classification of Governments.
- c) Kautilya - Saphthanga Theory of State

Unit II: Medieval and Modern Thinkers

- a) Machiavelli - Separation of Politics and Ethics, Human Nature.
- b) Thomas Hobbes - Social Contract, Individualism.
- c) John Locke - Social Contract, Natural Rights, Limited Government.
- d) Jean Jacques Rousseau - Social Contract, General Will.

Unit III: Utilitarianism & Idealism

- a) Jeremy Bentham – Utilitarianism
- b) J.S Mill – Liberty and Individualism
- c) Hegel – Dialectics and State

Unit IV: Marxist Theories

- a) Marx: Class and Class Struggle
- b) Antonio Gramsci: Theory of Hegemony

Unit V: Indian Political Thinkers

- a) Swami Vivekananda – Nationalism
- b) Mahatma Gandhi – views on State; Non-violence, Sathayagraha; Cosmopolitanism
- c) B R Ambedkar – Social Justice

Reading Materials

- Brian R. Nelson, *Western Political thought*, Pearson Education, Delhi, 2009
- Ian Adams & R.W. Dyson, *Fifty Great Political Thinkers*, Routledge, 2004.
- J. H. Hallowell, *Main Currents in Modern Political Thought*, New York, Holt, 1960.
- J. Laski, *Political Thought from Locke to Bentham*, Oxford, Oxford University Press, 1920.
- S. Mukherjee and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, New Delhi, Prentice Hall, 1999.
- Sir E. Barker, *The Political Thought of Plato and Aristotle*, New York, 1959.
- Ebenstein – *Great Political Thinkers (Plato to Present)*, Sterling Publishers PVT. Ltd., New Delhi 2007.
- G. Sabine, *History of Political Theory: PHI-* New Delhi, 2004.
- Bhandari D. R – *History of European Political Philosophy*; OUP; New Delhi.
- Dunning – *History of political Theories*: S. Chand & Company Ltd., New Delhi 2000.
- A. Appadorai, *Documents on Political Thought in Modern India*, 2 vols. Bombay Oxford University Press, 1970.
- J. Bandopandhyay, *Social and Political Thought of Gandhi*, Allied Publishers, Bombay, 1969.
- M.N. Jha, *Political Thought in Modern India*, Meenakshi Prakashan, Meerut.

GIR 3605 INDIA AND INTERNATIONAL ORGANIZATIONS

Course Objectives

The course familiarises the students with the major international organizations, their organizational structure and functions. The students will be able to understand and appreciate the pivotal role played by international organizations in a plethora of subjects ranging from trade, international peace, education, human rights, environment etc. Through a theoretical explanation of their evolution and features, the paper also throws light on the legitimacy of international organizations. It provides the students a clearer vision on the working of the international system in an age of complex interdependence by exploring a wide range of organizations such as the League of Nations, the UN and its agencies, WTO, IMF etc. Exposure to several regional organizations of which India is a member enables students to recognize India's position in the global system.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

- Understand the significance, development, functions and legal status of international organizations
- Analyse international organizations through a theoretical lens
- Explain the dichotomy between State sovereignty and legitimacy of international organizations
- Evaluate the success as well as drawbacks of League of Nations and United Nations
- Assess the working of different UN agencies and India's role in them
- Evaluate the role of UN during the post-cold war era, its relevance and reforms
- Identify India's relationship with regional organizations

Unit I: The Meaning, Nature, Classification, Evolution and Functions of International Organization; Legal Status of International Organizations.

Unit II: Theoretical underpinnings of International Organizations; Realism, Liberalism, Neo-Realist, Neo-Functionalist, Legalism And Constructivism; Nation-State Sovereignty vs. The legitimacy of International Organisations.

Unit III: Major International Organisations: League of Nations - origin, structure, working and reasons for its failure; The United Nations – Origin, Structure, Powers and Functions; Specialised agencies of the UN - IAEA, UNESCO, UNCTAD, WHO and ILO; UN Programmes – UNICEF, UNEP; UN Peacekeeping

Unit IV: United Nations in the Post Cold War Era: Relevance of UN; Reformation and Restructuring of the UN and Revision of UN Charter; Expansion of Security Council and India's claim for Permanent membership in the Council

Unit V: India and International Regional Organizations – India and European Union; India and Association of SouthEast Asian Nations (ASEAN); South Asian Association for Regional Cooperation (SAARC)

Reading Materials

Daniel R Brower, (2005) *The World Since 1945: A Brief History*, Pearson Prentice Hall

David Lake, *Entangling Relations: American Foreign Policy in its Century*. Princeton: Princeton University Press. 1999.

Downs, George W. 2000. Constructing Elective Environmental Regimes." *Annual Review of Political Science* 3:25-42.

Gilligan, Michael and Stephen John Stedman. 2003. Where Do the Peacekeepers Go?" *International Studies Review* 5:37-54.

Gilpin, Robert. 1981. *War and Change in World Politics*. Cambridge: Cambridge University Press.

John Ikenberry, *After Victory. Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*. Princeton: Princeton University Press. 2001.

Joseph Schwartzberg, *Revitalizing the United Nations: Reform Through Weighted Voting*. New York: Institute for Global Policy. 2004.

Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions*. Princeton: Princeton University Press. 2000.

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Cornell University Press. 1998.

Margaret P. Karns and Karen A. Mingst (2010), *International Organizations: The Politics and Processes of Global Governance*, 2nd edition. Boulder: Lynne Rienner.

Michael Barnett and Martha Finnemore (2004), *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell UP.

Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Cornell University Press, 2004.

Paul Diehl, *The Politics of Global Governance: International Organizations in an Interdependent World*. Lynn Reiner, 2001.

Paul Kennedy (2006), *The Parliament of Man: The Past, Present, and Future of the United Nations*. Toronto: Harper Collins.

Paul R Viotti, Mark V Kauppi, (2007), *International Relations and World Politics*, Pearson Prentice Hall.

Posen, Barry R. 2006. "European Union Security and Defense Policy: Response to Unipolarity?" *Security Studies* 15, 2: 149-186.

Price, Richard M. 2003. Transnational Civil Society and Advocacy in World Politics." *World Politics* 55:579-606.

Sebastian Mallaby, *The World's Banker: A Story of Failed States, Financial Crises, and the Wealth and Poverty of Nations*. New York: Penguin Press. 2004.

Simmons, Beth A. 1998. Compliance with International Agreements." *Annual Review of Political Science* 1:75-93.

Simon Chesterman (ed.), *Secretary or General? The UN Secretary-General in World Politics*. Cambridge: Cambridge University Press, 2007.

Journal of Conflict Resolution
 International Organization
 International Studies Quarterly
 Yale Law Journal

GIR 3606 GLOBAL MIGRATION

Course Description

This course is designed to impart a broad knowledge on the history, related theories and issues in global migration. Global migration is an omnipresent issue that has social, political, economic and cultural dimensions. Global migration studies is significant especially in a world that has witnessed several catastrophic refugee crises. This paper helps students to examine how global migration shapes identity and culture. Its impacts on livelihoods as well as on topics like global human rights regime, environment, development etc are also discussed in this paper. The change in global perception of migration following the securitisation of migration in the post 9/11 era is also analysed.

Course Outcomes

On completion of the course students would be able to achieve the following course outcomes:

1. Examine the history, significance and different modes of migration
2. Explain the key theories and approaches to global migration
3. Analyse the interrelationship between globalisation, state and citizenship
4. Understand the basics of migration policy making and regional and international regimes on global migration
5. Identify the role of gender, sexuality and family relations in global migration and its impacts on livelihoods, environment, development
6. Evaluate the impact of 9/11 on securitisation of migration.

Unit I: History, Significance and Modes of Migration

Unit II: Theories and Approaches to Migration

Unit III: Globalization, the State and Citizenship

Unit IV: Immigration and Integration Policy Making

Unit V: Identity, Culture and Social Transformation

Unit VI: Impacts on Livelihoods, Rights, Development and Environment

Unit VII: Gender, sexuality and family relations in global migration

Unit VIII: Securitisation of Migration in the post 9/11 era

Unit IX: International and Regional Migration Regimes

Reading Materials

C. Hirschman, et. al., *The Handbook of International Migration*, New York: Russell Sage, 2000

Caroline Brettell and James Hollified, *Migration Theory: Debating Across Disciplines*, 2nd edition, Routledge, 2007

Castles, Stephen and Mark J. Miller. 2009. *The Age of Migration: International Population Movements in the Modern World*, Fourth Edition, New York: Palgrave Macmillan.

Christian Joppke, ed., *Challenge to the nation-state: Immigration in Western Europe and the United States*, New York: Oxford, 1998.

Christian Joppke, *Selecting by Origin: Ethnic Migration in the Liberal State*, Harvard University Press, 2005.

Douglas Massey, et al. *Worlds in Motion*, Oxford: OUP, 1998

Fix, Michael, Demetrios G. Papademetriou, Jeanne Batalova, Aaron Terrazas, Serena Yi-Ying Lin, and Michelle Mittelstadt. 2009. *Migration and the Global Recession*. Washington, DC: MigrationPolicy Institute, Report Commissioned by the BBC World Service

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor Massey, D.S. et al. 1998. *Worlds in Motion: Understanding International Migration at the End of the Millenium*. Oxford: Oxford University Press.

Massey, DS, Arango, J, Hugo, G, Kouaouci, A., Pellegrino, A., and Taylor, JE. 2008 [1998]. *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford University Press.

Ruud Koopmans et al, *Contested Citizenship: Immigration and Cultural Diversity in Europe*, Minneapolis: U of Minnesota Press, 2005.

Seyla Benhabib, *The Rights of Others: Aliens, Residents, and Citizens* (Cambridge: Cambridge University Press, 2004)

T. Alexander Aleinikoff and Douglas Klusmeyer. *Citizenship Policies for an Age of Migration* (Washington, DC: Carnegie Endowment for International Peace, 2002)

Timothy Hatton and Jeffrey G. Williamson, *Global Migration and the World Economy: Two Centuries of Policy and Performance*. Cambridge, MIT Press, 2005.

Wayne A. Cornelius, Takeyuki Tsuda, Philip L. Martin, and James F. Hollifield, eds., *Controlling Immigration: A Global Perspective*, 2nd ed. (Stanford: Stanford University Press, 2004)

William Rogers Brubaker ed. *Immigration and the Politics of Citizenship in Europe and North America*, New York: University Press.

GIR 3607: Media and Politics

Course Description

This course explores the dynamic role of media in politics, particularly as it works to mould public opinion around socio-cultural debates, political institutions, and systems of power. It contextualizes key issues raised by the intersection between media and politics, focusing on the evolution of media forms, their impact on political strategies, and the transformations of political/media practices through this confluence. Through detailed readings, class discussions, seminars and written assignments, students would gain a deep understanding of the course. This course examines how media and political institutions interact to shape public thinking and debates around social and political problems, cultural norms, policies, and both media and politics themselves. The course is designed to impart training pertaining to media, to compose various media formats and to network with media organizations. Students are encouraged to take up internships in the print media, and electronic media.

Course Outcomes

On completion of the course students would be able to achieve the following course outcome;

- Develop the critical ability to analyze media politics and narratives.
- Equip students with hands-on skills needed to engage in professional journalism.
- This programme is ideal preparation for research work and employment in media, politics, communication and related fields.
- The course also empowers students to critically place and analyze media texts across a variety of spaces such as newspaper, radio, television, and social media platforms, It would help develop student competency in journalistic writing and job opportunities in media houses. .

I. Introduction to Media and Politics

Role of media in politics; Media narratives & representation; Transformations in media and impact on politics; Media and State; Globalization and Media; Rise of digital activism; Online civic/political engagement.

II. Mass Media an Overview

Historical Development of Mass Media: Functions, Advantages, and Characteristics of Mass Media.

Types of Mass Media: Traditional Media, Print Media, Electronic / Broadcasting Media, Outdoor Media, and Digital Media; Social Media.

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III. Media and Politics

Media and Democracy: Role of Media in Democracy, and Media as Fourth Estate.

Media and Election: Political Communication, Political Campaigns, Political Debates, Public Voice and Discussion, and Media as Public Educator

Media and Anti-corruption efforts.

IV. Media Critique & Analysis

Introduction to Media Critique

Basics of Media Analysis; Regulation of Media; Gender in Media; Issues of New Media; Right to Privacy; Media Ethics, evaluation of media.

V. Journalistic Practices

Introduction to Journalistic Practices: Article Writing; Editorial Writing; Opinion Essay; Blog Writing; Infotainment News; Investigative journalism.

Suggested Readings:

- 1) Gabriel S.Lene, Chappel Lawson (2011). *Looking at the part Television leads to less informal citizens to vote based on candidates' appearance*, American Journal of Political Science.
- 2) David A Graham (2015). *Political pollingsunfavorable are on the rise*.The Atlantic.
- 3) Kaid, L.L&Stromback, J (2009).*The Handbook of Election News Coverage Around the World*. New York: Routledge.
- 4) Branston , G, & Stafford, R (2010). *The Media Student's Book*. (Vol.5th ed). Routledge.
- 5) Altheide, David and Robert Snow (1979). *Media Logic*. Beverly Hills, CA: Sage.
- 6) Cook, Timothy (1998). *Governing with the News: The News Media as a Political Institution*.Chicago: University of Chicago Press.
- 7) Ditchev, Ivaylo (2009). *Money Can't Buy Me Love*. Sofia: Foundation Media Democracy.
- 8) Morley, David (2006). *What's Home Got to Do With It*. In: Berker, T. et al. (eds.) *Domestication of Media and Technology*. Berkshire: Open University Press, pp. 21-39.
- 9) De Fleur, Melvin and Dennis, Everett (3rd Edition) (1988). *Understanding Mass Communication*, Houghton Mifflin Company.
- 10) Dr.Baldev Raj (1997). *Mass Communication and Development*, VishwavidyalyaPrakashan.
- 11) Keval J Kumar (Fifth Edition) (1994). *Mass Communication in India*. Jaico Publishing House.
- 12) Fourie , Peter .J (2008). *Media Studies : Media History* , Media and Society Journal.
- 13) Ross , Corey (2010). *Mass Communications , Society , and politics from the Empire to the Third Reich*. Oxford University Press.
- 14) Jones, Nicholas (1995). *Soundbites and Spin Doctors: How Politicians Manipulate the Media – and Vice Versa*. London: Cassell.
- 15) Mancini, Paolo and David Swanson (1996). *Politics, Media, and Modern Democracy: Introduction*. In: Swanson, D. and P. Mancini (eds.) *Politics, Media and Modern Democracy:An International Study of Innovations in Electoral Campaigning and Their Consequences*.Westport, Conn: Praeger.
- 16) Pinkleton, Bruce, Erica Austin and Kristine Fortman (1998). *Relationships of Media Use and Political Disaffection to Political Efficacy and Voting Behavior*. Journal of Broadcasting & Electronic Media, 42: 34-49.
- 17) Maarek, Phillip J. and GadiWolfsfeld. "Introduction." *Political Communication in a New Era: A cross-national perspective*. Routledge, 2003, pp. i-iv.
- 18) Lacey, Nick. "Chapter 1." *Image and Representation: Key Concepts in Media Studies*. Palgrave Macmillan, 2009. pp.5-54.

- 19) Ouellete, Laurie and Jonathan Grey. Editors. *Keywords in Media Studies*. New York UP, 2017.
- 20) McChesney, Robert. "Rich Media, Poor Democracy." *The Political Economy of Media*. Monthly Review Press, 2008, pp. 425-443.
- 21) Romero, Leocadia Diaz. "On the Web and Contemporary Social Movements: An Introduction." *Social Media in Politics: Case Studies on the Political Power of Social Media*. Edited by Bogdan Patrut and Monica Patrut, Springer, 2014, pp. 19-34.
- 22) Rudin, Richard and Trevor Ibbotson. *Introduction to Journalism: Essential Techniques and Background Knowledge*. Taylor and Francis, 2013.
- 23) Nuenendorf, Kimberly. "Chapter 1." *The Content Analysis Guidebook*. Sage, 2017. pp.1-31.
- 24) Berger, Arthur Asa. *Media Analysis Techniques*. Sage, 2017.

GIR 3608 POLITICS OF DEVELOPING AREAS

Course Description

The aim of this course is to study the politics of the developing areas in particular. Focus is given to the study of the political systems and political processes in the third world countries of Asia, Africa and Latin America. Through the theories of development, under-development and centre-periphery relationships, the reasons for the backwardness of the third world are analysed. The impact of globalisation on the third world, the call for a new world order and greater representation in the international political and economic space are spaced to enable the student to be lively on matters related to the developing areas.

Course Outcomes

On completion of the course students would be able to achieve the following course outcome;

- ❖ The assessment of the major theoretical and conceptual tools available to us for the analysis of development and underdevelopment.
- ❖ Evaluate Third World politics and economics, and to engage in comparative assessment of the problems of development in different regions of the world.
- ❖ Examine the most innovative public policy solutions for managing and meeting the challenges of development in the Third World.
- ❖ Critically analyse the notion of "development" as a concept and an enterprise both at home and abroad.
- ❖ The opportunity to enhance research and analytical skills by producing a 'policy-oriented development' research within the realm of third world nations.

Unit I: Developing Areas and Different Interpretations – Meaning, Nature and Characteristics – Socio-political-economic and cultural of the Third World; Historical Features of the Third World

Unit II: Approaches to the Study of Developing Areas - Modernization theory; Dependency and World System theory; Human Development; Marxian and Gandhian approaches

Unit III: Politics of Developing Areas – Democracy – Personality and Leadership – Civil Society – Authoritarianism and Military Rule.

Unit IV: Challenges – Ethnicity and Terrorism

Unit V: Globalisation and the Third World

Reading Materials

Newton Kenneth and Wan Deth Jan W. (2008) *Foundations of Comparative Politics*, New York, Cambridge University Press.

Peter Burnell and Vicky Randal, (2008) *Politics in Developing World*, New Delhi, Oxford University Press.

Petrus James and Veltmeyer Henry, (2001) *Globalisation Unmasked*, Delhi, Madhyam Books.

Randall V. and Theobald R. (1990) *Political Change and Under development: A Critical Introduction To Third World Politics*, London, Macmillan.

Roy Ash Narain (1999) *The Third World in the Age of Globalization*, London, Zed Books.

Jalal Ayesha, (1995) *Democracy and Authoritarianism in South Asia*, New Delhi, Cambridge University Press.

Huntington Samuel P. (1991) *The Third Wave: Democratization in The Late 20th Century*, Norman, University of Oklahoma Press.

Diamond Larry, Linz J.J. and Lipset S.M. (1990) *Politics in Developing Countries: Comparing Experiences with Democracy*, London, Lynne Rienner Publishers.

FOREIGN LANGUAGE (FRENCH)

Duration of B.A. (IR), foreign languages (French & German): First 4 semesters

No. of Papers: 4 papers in 4 semesters

Duration of each Paper: 60 hours/Semester

Whether mandatory or optional : Mandatory

Each semester will have 1 paper i.e. 4 papers in 4 semesters

4 credits /semester

Objective : To introduce the students of B.A.(IR) to French as a language and a tool of communication and knowledge acquisition which is a fundamental requirement for the students of international relations. In fact, the comprehensive knowledge of IR will be rather impaired without the working knowledge of a foreign language, i.e. French or German in the context of SGS/DIR/CUK.

In today's fast changing world, international relations hold the key to diplomatic studies, peace studies, and contemporary socio-politic and socio-economic studies, relations between countries and so on. In such a transnational academic and intellectual framework, it goes beyond saying that a good working knowledge of a foreign language is mandatory.

The knowledge of French thus will enable the students of IR to

- Have access to original documents without the recourse of a third language
- Interact freely with the knowledge base of the country/region of study
- Strengthen the area study programme
- Access to a different world view which is essentially different from the Anglo-Saxon world view
- Be sensitive to a non Anglo-Saxon world order
- Discover the Francophone world
- Be able to discover the rich academic and intellectual heritage of France and the French speaking countries
- Delve especially into Francophone Africa

Method of French as a Foreign Language:

1. Echo A 1 (Cle International 2010) to be taught in first 2 semesters, Sem 1 & 2
2. Echo A 2 (Cle International 2010) to be taught in 2 semesters ,Sem 3 & 4

Semester Wise Break Up

SEMESTER – I

GIR 3102: FRENCH LANGUAGE PAPER I

Language Functions and Topic Areas

- Greetings and exchanging personal information
- Countries and nationalities
- Numbers, Days and months
- Alphabet, Spell names and other words
- Professions
- Telling time
- Talk about Leisure activities and your likes and dislikes
- Describing people
- Ask questions to gather information
- Telephoning
- Giving and asking for directions
- Travelling at the airport, catching a train
- Food and drinks
- Shops and shopping [How to ask for price]
- French meals, understand a menu and order [restaurant bill, taxi fare, hotel bill etc]
- French etiquette
- Making suggestions and polite requests
- Writing an informal not a post card

Language Structures

- Verbs
- Articles
- Adjectives
- Present tense and Present Continuous
- Past tense
- Immediate future
- Prepositions
- Partitive articles to express quantity
- Imperative – for order and to advice

SEMESTER – II

GIR 3202: FRENCH LANGUAGE PAPER II

Language Functions and Topic Areas

- Accommodation
- Talk about one's health and enquire about another person's health
- Weather
- Talk about different moments of life
- Talk about family and relationship
- Talk about means of communication
- Talk about a problem
- Take an appointment
- Physical descriptions
- Clothes, size and colour

Language Structures

- Reflexive Verbs
- Expression of Quantity
- Past continuous
- Expression of duration
- Direct object pronouns
- Recent past
- Reported speech
- Position of adjectives

SEMESTER – III

GIR 3303: FRENCH LANGUAGE PAPER III

Language Functions and Topic Areas

- At work
- Education and Training
- Administration
- Politics
- Press - Television, Radio, Newspaper
- Festivals
- French Cuisine

Language Structures

- Simple Futur
- Express a condition
- Expression of quantity
- Past continuous
- Indirect object pronouns

SEMESTER – IV

GIR 3403: FRENCH LANGUAGE PAPER IV

Language Functions and Topic Areas

- Understand Rules and regulations
- Describe an itinerary
- Narrate an anecdote
- Human relation
- Talk about Success and Failure
- Sports
- Day to day errands
- Income and expenditure
- Accidents and Incidents

Language Structures

- Present conditional
- Reported speech
- Subjunctive
- Indefinite pronouns and adjectives
- Forms of appreciation

FOREIGN LANGUAGE (GERMAN)

Course Name: German, Paper 1, 2, 3, 4

Credits: 4/semester

Total credits: 4 x 4 =16

Each semester will have 1 paper i.e. 4 papers in 4 semesters

Optional/Mandatory: Mandatory

Objective: To introduce the students of B.A.(IR) to German as a language and a tool of communication and knowledge acquisition which is a fundamental requirement for the students of international relations. In fact, the comprehensive knowledge of IR will be rather impaired without the working knowledge of a foreign language.

The **Common European Framework of Reference for Languages** abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The six reference levels are becoming widely accepted as the European standard for grading an individual's language proficiency. The Common European Framework describes what a learner can do at six specific levels: A1, A2, B1, B2, C1, and C2.

- Basic User (A1 and A2)
- Independent User (B1 and B2)
- Proficient User (C1 and C2)

A student of BA (IR) will cover the first two levels of the CEFR

In today's fast changing world, international relations hold the key to diplomatic studies, peace studies, and contemporary socio-politic and socio-economic studies, relations between countries and so on. In such a transnational academic and intellectual framework, it goes beyond saying that a good working knowledge of a foreign language is mandatory.

The knowledge of German thus will enable the students of IR to

- Have access to original documents without the recourse of a third language
- Interact freely with the knowledge base of the country/region of study
- Strengthen the area study programme
- Access to a different world view which is essentially different from the Anglo-Saxon world view
- Be sensitive to a non Anglo-Saxon world order
- Discover the German speaking world
- Be able to discover the rich academic and intellectual heritage of Germany

Course Material for German as a Foreign Language:

Studio D A1 for Semester 1 & 2;

Studio D A2 for Semester 3& 4

Semester Wise Break Up

SEMESTER – I

GIR 3103: GERMAN LANGUAGE- PAPER I

LESSON 1

TOPICS:

- To introduce oneself and others
- Numbers+ Telephone numbers
- The German Alphabet and learning to spell a name.
- To order something and pay for it in a Café.
- Introduction to Money-Euro
- “My German Course”
- Countries and Languages + Currencies in different countries.
- My profession
- Days of the Week +Weekend activities and hobbies

Grammar

- The noun: definite Article & indefinite articles + Building of plurals
- W-questions + Framing questions
- Personal pronouns
- Conjugation of regular and irregular verbs
- Introduction to verbs:”to be” and “to have”

LESSON 2

TOPICS

- Naming the furniture, fittings and other objects in the classroom

---- Learning to make requests and express wishes.

---- Calendar: Months of the Year

GRAMMAR

---- Composite

---- Negation

---- Past tense of the verb “to be”

---- Difference between W-questions and Yes/No Questions.

LESSON 3

TOPICS

---- Sightseeing places in Europe; revision of countries and their capital cities

---- Learning to describe Trivandrum

---- The Railway station and Airport

GRAMMAR

---- Past tense of “to be” and “to have”

---- Revision of W-Questions and Yes/No questions

LESSON 4

TOPICS

---- Learning to describe things and people

---- Learning to describe different types of houses, hostel rooms + furniture and comment on them.

---- How to rent a house, and planning shifting into a new house.

GRAMMAR

- Accusative case: Verbs+prepositions
- Adjective and opposites
- Possessive articles of nominative and accusative cases
- Calibrated differentiation between adjectives.

LESSON 5

TOPICS

- Telling time: official and unofficial methods.
- To make appointments and to make changes in that.
- Visit to a doctor
- Talking about the daily routine
- To fill up information in a form.

GRAMMAR

- Difference between negations: no/not
- Dative Case: Verbs+ prepositions
- Separable verbs

LESSON 6

TOPICS

- To ask for directions.
- Orientation in a building with many departments
- Telling the date + telling the year
- Holidays and festivals

GRAMMAR

- Ordinal number
- Temporal prepositions: at /on

I. Literature [in German & English]:

Selected short literary texts (poetry, prose) to be introduced at the discretion of the teacher in translation; materials to be supplied by the concerned department. Question paper to be answered in English.

II. Information about the Culture and Civilisation of Germany [in English]

Geography: Information about Germany. neighboring states/ the five largest cities (Berlin, Hamburg, Munich, Cologne, Frankfurt)

History: Short overview of German history 800-1806

Source: Introduction of "Facts about Germany".

Society in Germany: Population features/ Political System in condensed form

Assessments: Selected topics for class projects from political, social, historical events and conditions in the German speaking countries.

SEMESTER – II

GIR 3203: GERMAN LANGUAGE - PAPER II

LESSON 7

TOPICS

- Professions and their descriptions
- Visit to a bank
- Place details with appropriate prepositions, e.g. in a workshop, at the university etc.

GRAMMAR

- Modal verbs: müssen / können
- Two-case prepositions

LESSON 8

TOPICS

- Sightseeing places in Berlin.
- Learning to describe a way.
- Reading a city map
- Learning to narrate about a travel.
- Writing a postcard.

GRAMMAR

- Revision of prepositions to describe the way : in / durch / über / an...vorbei

LESSON 9

TOPICS

- To speak about vacations and holidays
- To describe an accident.

GRAMMAR

- Present perfect tense

LESSON 10

TOPICS

- Visit to a supermarket and talking about eating habits
- To shop for provisions : Measurements and weights
- Time of meals, names of dishes, menu, and recipes.
- Vegetables, cutlery, vessels, fruits etc.
- Newspaper advertisements

GRAMMAR

- Declension of Adjectives
- Positive-superlative-Comparative

LESSON 11**TOPICS**

- Fashion, Weather, buying clothes, and colors.
- Winter holidays and summer holidays
- Talking about the weather

GRAMMAR

- Adjective endings in accusative case in indefinite articles
- Demonstrative articles

LESSON 12**TOPICS**

- Body parts and sports, illnesses and emotions
- More body parts and vital organs, talking about health matters
- Giving recommendations and instructions
- Learning to write a letter

GRAMMAR

- Imperative form

I. Literature [in German & English]:

Selected short literary texts (poetry, prose) to be introduced at the discretion of the teacher in translation; materials to be supplied by the concerned department. Question paper to be answered in English.

II. Information about the Culture and Civilisation of Germany [in English]

Geography: Information about the German-speaking countries of Germany / Austria / Switzerland and Liechtenstein; Source: Facts about Germany [Location / Size / landscapes / climate/]

History: Short overview of German history 1806 to 2002
Source: Introduction of “Facts about Germany”.

SEMESTER – III

GIR 3304: GERMAN LANGUAGE - PAPER III

Lek. Num	Topics for S3	Grammar
1	Languages and Biography	subordinate clauses with <i>mitweil</i> ,comparativ with <i>wie und als</i> , Superlativ : <i>am höchsten, am weitesten</i>
2	Family album	possessivartikel in Dativ , Adjective in Dativ, subordinate clauses with <i>dass</i> , Genitiv-s
3	Travel und Mobility	Modal verb <i>sollen</i>
4	Activities in the leisure time	Reflexive pronoun : <i>sich</i> ausruhen, Zeitadverbien : <i>zuerst, dann, danach</i> , Verbs with Prepositions : <i>sich</i> hüternüber , Indefinitianiemand , <i>wenige,viele, alle</i>
5	Media	indirect questions in subordinate clauses: <i>ob-Sätze / indirect W-Questions</i> , Adjective without Artikel : Nominativ and Akkusativ
6	Outing	Personal pronoun in Dativ: <i>mitdir, mitihm</i> Relative clause, Relative clause in Nominativ and Akkusativ

Information about German Culture:

Importance of Hobbys for Indians
Possibilities of learning languages in Germany
Family status and forms and occasions in families in Germany
Traveling habits of Germans
Associations and clubs and means of freetime activities in Germany
Media and Communication in Germany
Relationships in Germany

SEMESTER – IV

GIR 3404: GERMAN LANGUAGE - PAPER IV

Lek. Num	Topics for S4	Grammar
7	At home	Modal verbs in Präteritum, Nebensätze with als
8	Experiencing culture	time adverbs :damals, früher / heute, jetzt , Verbs in Präteritum : er lebte, ich arbeitete, es gab , Perfekt und Präteritum – spoken and written language.
9	Working environment	sentences connecting with den, weil , das Verb werden, nominalisation : wohnen – die Wohu-ung, lesen – das Lesen , Wishes / Politeness : hätte, könnte
10	Festival and gifts	prepositions withDativ, Verbs with Dativ, Verbs with Dativ- and Akkusativ supplement, conditions and result : Relative clause with wenn
11	Learning with all senses	Indefinita :einige, manche, Wechselpräpositionen , Verbs with Akkusativ verbs with Dativ : liegen/legen ,Paragraph lesen : Genitiv understanding , Relative clauses : in, mit+Dativ
12	inventions and inventor	Relative clause with um zu / damit ,Vorgänge narrating : Passivmitwerden / wurden
<p><u>Landeskunde:</u></p> <p>Shared living in Germany (in youth hostels...) Cultural activities in Germany and important cities Education system in Germany Films in Germany Discoveries made in Germany and chocolates in Germany</p>		

FIRST LANGUAGE (ENGLISH)

Syllabus for First Language in English for the BA Degree Course in International Relations – a Rationale

The syllabus for First Language (English) for the BA Degree Course in International Relations, a trans-disciplinary programme of the Central University of Kerala, highlights the following aspects:

1. To build a general awareness of world affairs
2. To enhance communication skills

It is with these two pertinent goals that the course contents of the seven papers have been designed.

There are six papers in the First Language Course, spread over four semesters in the First and Second Years of the programme.

The three papers on **Communication Skills** and one paper on **English Grammar and Usage** aim at helping the students to attain commendable proficiency in English language skills as well as in grammatically and idiomatically correct spoken and written discourse. It is hoped that the course contents and course materials will suffice to help the students of the Programme master the required English language skills and the required techniques to use English for effective international communication. Similarly, the need to strengthen the confidence in the students while preparing for various International English Language Tests as well as other competitive tests has also been taken into consideration very seriously.

The three papers on **Writings on World Issues** contain pertinent essays of grave importance intended to help the students become aware of issues relating to globalization, environment, human rights, gender, inequality, freedom, peace and cooperation, culture and economics in the present world scenario. The views of great minds like Martin Luther King, Aung San SuuKyi, Al Gore, Arnold Toynbee, John F. Kennedy, Edward Said, AmartyaSen, etc. on these issues have been selected to sensitize the students to the socio-political, economic and cultural issues that have ignited and agitated the best minds of our times.

Semester	Paper
Semester One	Paper I: Communication Skills in English I
	Paper II: Writings on World Issues I
Semester Two	Paper III: Communication Skills in English II
	Paper IV: English Grammar and Usage
Semester Three	Paper V: Communication Skills in English III
	Writings on World Issues II
Semester Four	Paper VI: Writings on World Issues III Project & Viva

SEMESTER – I

GIR 3104: English Paper I - Communication Skills in English I

Aim:

To help the students attain proficiency in language skills.

Objectives:

1. To communicate effectively and accurately in English.
2. To use English for international communication.
3. To enhance their ability in listening and speaking.
4. To equip them for competitive examinations and various International English Language Tests.

Course Outcomes:

1. Empower learners to communicate effectively and accurately in English.
2. Facilitate the use of English for international and public communication.
3. Advance learners' skill sets in listening and speaking.
4. Equipping learners for competitive examinations and International English language tests.

Course Description:

Module 1: English Sound System

Varieties of modern English – British, American, Indian – basic sounds – deviations in American and other varieties. Phonemic symbols – consonants – vowels – syllables – word stress – strong and weak forms – intonation.

Module 2: Listening Skills

Listening for details – listening and note-taking – listening to sound contents of videos – listening to talks; descriptions; interviews – listening to announcements – listening to news programmes.

Module 3: Speaking Skills

Conversation Skills:– how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions – how to respond – using language in various contexts/situations greeting – introducing – making requests – asking for / giving permission – giving instructions and directions – agreeing / disagreeing – seeking and giving advice – inviting and apologizing – set expressions in different situations.

Module 4: Non-Verbal Communication

Soft Skills –Body language; Etiquette – In the office; Formal meetings/gatherings – postures – orientation – eye contact – spacing –facial expression – dress – self-concept – self-image – self-esteem – attitudes. Attending an interview – addressing an audience – using audio-visual aids – compering – group discussion –talking about oneself and others.

Course Materials:

Core reading: Kumar, Sanjay, and PushpLata. *English for Effective Communication*. Oxford UP, 2013.

Further reading:

1. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: Cambridge UP, 2008.
2. Lynch, Tony. *Study Listening*. New Delhi: Cambridge UP, 2008.
3. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: Cambridge UP, 2007.
4. Mukhopadhyay, Lina, et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
5. O'Connor, J. D. *Better English Pronunciation*. Cambridge UP.

GIR 3105: English Paper II - Writings on World Issues I

Aim:

To sensitize students to the socio-political, economic and cultural issues of the world.

Objectives:

1. To deepen awareness of issues pertaining to globalization.
2. To familiarize the students with environmental issues.
3. To create consciousness of human rights and their violation.

Course Outcomes:

1. Allow learners to critically reflect on world issues related to globalisation, environmental crises, and human rights violation.
2. Equip students to contextualise, analyse, and theorise on world issues, and respond to the same with sensitivity and responsibility.

Course Description:

This paper will introduce the students to the issues that have agitated the best minds of our times, through essays that will highlight aspects such as globalization, environment and human rights.

Required Reading:

1. AvinashJha. "The Globalized World"
2. AmitBhaduri. "Globalization and Education: Third World Experience"
3. RomilaThapar. "Forests and Settlements"[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
4. Rachel Carson. "A Fable for Tomorrow". Chapter I, *SilentSpring*. Boston: Houghton Mifflin, 1962.
5. Al Gore. Nobel Peace Prize Lecture on Global Environmental Issues (2007)
<http://www.nobelprize.org/nobel_prizes/peace/laureates/2007/gore-lecture_en.html>
6. ManishaPriyam, Krishna Menon, Madhulika Banerjee. "Thinking about Human Rights"
[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
7. Martin Luther King, Jr. "I Have a Dream"
<<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>>
8. Aung San SuuKyi. The Nobel Prize Acceptance Speech. *Freedom from Fear and Other Writings*. Part 2. Chap 20. Penguin India, 1991, 1995.

SEMESTER – II**GIR 3204: English Paper III - Communication Skills in English II****Aim:**

To help the students attain proficiency in language skills.

Objectives:

1. To make students competent in advanced reading and writing skills.
2. To identify various text types and comprehend them.
3. To apply reading techniques to understand proposal, arguments and suggestions for international relations
4. To help them master writing techniques for better international relations.

Course Outcomes:

1. Empower learners to be proficient in English communication skills.
2. Facilitate understanding of various texts, reading techniques, and writing strategies
3. Advance learners' skill sets in reading and writing.
4. Equipping learners for competitive examinations and International English language tests.

Course Description:**Module 1**

Introducing students to different text types – fictional/nonfictional/Scientific/biographical and autobiographical –newspaper and magazine articles – reviews – legal language – business communication

Module 2

Various types of dictionaries – how to use them – enrichment of vocabulary – application of scanning and skimming passages – reading for pleasure and knowledge. Activities/exercises for reading comprehension

Module 3:

Mechanics of writing – drafting – revising – editing – computer as an aid – keyboard skills – word processing – desk top publishing–Writing for specific purposes – international and business writing

Module 4:

Writing models – letter writing – personal letters–formal letters – CV – surveys – questionnaire – e-mail – fax – job application – report writing – agenda, minutes – copy editing – accuracy. Symposium – presenting different aspects of a topic of international relevance

Course Materials:**Core reading:**

Kumar, Sanjay, and PushpLata. *English for Effective Communication*. Oxford UP, 2013.

Further reading:

1. Barraas, Robert. *Students Must Write*. London: Routledge, 2006.
2. Glendinning, Eric H., and Beverly Holmstrom. *StudyReading*. South Asian Edition. Cambridge UP, 2008.
3. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing*. 2nd Edition. Cambridge UP, 2008.
4. McCarthy, Michael et al. *English Collocation in Use*. Cambridge UP, 2007.

5. McCarter, Sam, and Norman Whitby. *Writing Skills*. Macmillan India, 2009.
6. Mukhopadhyay, Lina, et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
7. Wainwright, Gordon. *How to Read Faster and Recall More*. Macmillan India, 2008.

GIR 3205 English Paper IV - English Grammar and Usage

Aims:

1. To help the student have a good understanding of modern English grammar.
2. To help improve verbal communication skills of the student.

Objectives:

On completion of the course, the student should be able to

1. have an appreciable understanding of English grammar
2. produce grammatically and idiomatically correct spoken and written discourse
3. spot language errors and correct them
4. improve vocabulary and written communication skills.

Course Outcomes:

1. Allow learners to acquire effective understanding of English grammar.
2. Advance vocabulary, speaking skills, and written communication.

Course Description:

Module 1: Descriptive Grammar

Parts of Speech – Determiners – Nouns – different types – number and gender – verbs – finite – nonfinite – tense – mood – voice – concord – auxiliary verbs – adjectives – adverbs – degrees of comparison – prepositions – prepositional phrases – syntax – phrasal verbs – direct and indirect speech – Elements of a sentence – clauses – simple complex and compound sentences – synthesis of sentences – transformation of sentences.

Module 2: Vocabulary/Word Power

Synonyms – Antonyms – Formation of antonyms by adding a prefix – by changing the suffix – by a completely new word – Words often confused – One word substitutes – Idioms and phrases.

Module 3: Remedial Grammar

Common errors – Errors in the use of verbs – nouns and determiners – prepositions – miscellaneous mistakes – correction of sentences.

Module 4: Right Writing

Note taking – summary writing – précis – expansion – dialogue writing – writing stories from outlines – short essays.

Course Material:

Core Reading:

Moothathu, V. K. *Concise English Grammar*. Oxford UP, 2012.

Further Reading:

1. Leech, Geoffrey, et al. *English Grammar for Today: A New Introduction*. 2nd Edition. Palgrave, 2008.
2. Carter, Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge UP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford UP, 2005.
4. Sinclair, John, ed. *Collins Cobuild English Grammar*. Harper Collins, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*. Cambridge UP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. Cambridge UP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them*. Cambridge UP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India, 2008.
9. Turton. *ABC of Common Grammatical Errors*. Macmillan India, 2008.
10. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. Third Edition. New Delhi: Pearson Education, 2009.
11. Wood, F. T. *A Remedial English Grammar for Foreign Students*. Madras: Macmillan India, 1965.
12. Corder, S. Pit. *An Intermediate English Practice Book*. New Delhi: Orient Longman, 1965.

Direction to Teachers: The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

SEMESTER – III

GIR 3305: English Paper V

Part A: Communication Skills in English III

Aim:

To help the students attain proficiency in language skills.

Objectives:

1. To make students competent in advanced reading and writing skills.
2. To identify various text types and comprehend them.
3. To apply reading techniques to understand proposal, arguments and suggestions for international relations
4. To help them master writing techniques for better international relations.

Course Outcomes:

Part A: Communication Skills in English III

1. Empower learners to master various writing techniques.
2. Facilitate understanding of different texts and writing tools.
3. Advance learners' skill sets in writing, reading, and communication skills.
4. Equipping learners for competitive examinations and International English language tests as well as for contemporary scenarios.

Course Description:

Module 1: operating systems: Microsoft Word – Excel – Power Point – file formats – jpg – jpeg – zip – mp3

Module 2: audio-visual aids – handouts – use of Power Point – seminar paper presentation and discussion

Module 3: Preparation of slides for Power Point presentation – creation of Excel spreadsheet – preparation of a Word document as per a relevant Style Sheet.

Course materials:

Core reading: Kumar, Sanjay, and PushpLata. *English for Effective Communication*. Oxford UP, 2013.

Further reading:

Asari, Ravindran. *The Basics of Informatics*. Scientific International, 2013.

Part B: Writings on World Issues II

Aim:

To sensitize students to the socio-political, economic and cultural issues of the world. .

Objectives:

1. To create an awareness of gender inequality and related issues.
2. To familiarize the students with the issues of freedom, peace and co-operation

Course Outcomes:

Part B: Writings on World Issues II

1. Allow learners to critically reflect on world issues related to gender inequality, world peace, international co-operation and other related issues.
2. Equip students to contextualise, analyse, and theorise on world issues, and respond to the same with sensitivity and responsibility.

Course Description:

This paper will sensitize the students to many issues that have agitated the best minds of our times, through essays that will highlight aspects such issues of gender, inequality, freedom, peace and cooperation.

Required Reading:

1. ManishaPriyam, Krishna Menon and Madhulika Banerjee. “Gender, Culture and History”
[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
2. *Beijing Declaration*. <<http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>>
3. Arnold Toynbee. “India’s Contribution to World Unity” [From Toynbee’s *Anthology*]
4. John F. Kennedy. “A Strategy of Peace”. [Commencement address delivered by President John F. Kennedy at the American University in Washington, D.C., on June 10, 1963]
<<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-university/>>
5. Orlando Lourenco. “Toward a Positive Conception of Peace”. *How Children Understand War and Peace: A Call for International Peace Education*. Eds. AmiramRaviv, Louis Oppenheimer, and Daniel Bar-Tal. New Jersey: Wiley, 1999.

SEMESTER – IV

GIR 3405: English Paper VI

Part A: Writings on World Issues III

Aim:

To sensitize students to the socio-political, economic and cultural issues of the world.

Objectives:

1. To enable the students to understand issues of identity
2. To create in them an awareness of the nuances of culture and economics in the world scenario.

Course Outcomes:

Part A: Writings on World Issues III

- a. Allow learners to critically reflect on world issues related to identity, as well as nuances of culture and economy in the world scenario.
- b. Equip students to contextualise, analyse, and theorise on world issues, and respond to the same with sensitivity and responsibility.

Course Description:

This paper will examine issues of identity, and raise the consciousness of students with respect to aspects of culture and economics in the present world scenario.

Required Reading:

1. Edward Said. "Identity, Authority and Freedom: The Potentate and the Traveller". *Reflections on Exile and Other Essays*. USA: Harvard UP, 2000.
2. K. Satchidanandan. "That Third Space: Interrogating the Diasporic Paradigm". *In Diaspora: Theories, Histories, Texts*. Ed. Makarand R. Paranjape. Indialog, 2001.
3. Toby Miller. "What it is and what it isn't: Introducing Cultural Studies". *A Companion to Cultural Studies*. Ed. Toby Miller. Blackwell, 2001: 1-5.
4. Kumud Pawde. "The Story of My Sanskrit". *Subject to Change: Teaching Literature in the Nineties*. Ed. Susie J. Tharu. New Delhi: Orient Longman, 1998: 85-97.
5. Amartya Sen. "Poverty, Evil and Crime".
<<http://content.undp.org/go/newsroom/2007/october/amartya-sen-poverty-evil-and-crime.es>>

Part B: Project & Viva

Course Outcomes:

Part B: Project and Viva

- a. Facilitate practical understanding of critical research, and the significance of producing knowledge in the fields.
- b. Equip learners with effective understanding of research format, style sheeting, documentation, academic writing, and research methodologies.

❖ **Details of Course Contents:**

- (1) Academic writing: The following areas are to be made familiar to the students during the course of the 2 instructional hours/week set aside for the same in the fourth semester:

- (a) Selecting a Topic: pages 6–7.
- (b) Compiling a Working Bibliography: pages 31–33.
- (c) Writing Drafts: pages 46–49.
- (d) Plagiarism and Academic Integrity: pages 51–61.
- (e) Mechanics of Writing: pages [Spelling & Punctuation]: pages 63–78.
- (f) Methods of quoting texts: pages 92–101.
- (g) Format of the Research Paper: pages 115–121.

Reference text: *MLA Handbook*, 7th edition.

- (2) Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

❖ **Guidelines for Project preparation:**

1. Areas of Research: Studies on any issues relating to globalization, environment, human rights, gender, inequality, freedom, peace and cooperation, culture and economics in the present world scenario can be chosen. Students can also do studies based on any newspaper editorials or articles by leading international or national columnists like Thomas Friedman, Paul Krugman, Anees Jung, etc. on current relevant international issues.
- I. Texts prescribed for study (both detailed and non-detailed) are not permitted for project work.
- II. Length of the Project: 50 pages excluding Works Cited.

III. Format: (a) Font: Times New Roman 12.
(b) Spacing: Uniform double space between lines and paragraphs.

IV. Printing: On both sides of A4 paper.

V. Page indent: 1.5” on left and right sides and 1” on top and bottom of paper.

VI. Indented quotes: 2 tabs indent. Justified on the right margin also.

VII. Page numbering: Bottom right.

VIII. Binding: Spiral binding, with only **white** plastic sheets on both sides.

IX. Number of copies: 4 copies.[One each for the University, the Supervising Teacher,the Department and for the candidate]

❖ **Order of items in the Project:**

1. Title Page
2. Certificate of Supervising Teacher [Not to be included in the University copy]
3. Declaration of Candidate [Not to be included in the University copy]
4. Acknowledgement [Not to be included in the University copy]
5. Contents
6. Preface: Should begin with a thesis statement and limited to 2 pages: pages to be numbered as **i, ii,iii, iv,**
7. Chapters: Not less than 3 and not more than 5. (Page numbers in Arabic Numerals at bottom right corner).
8. Works Cited: alphabetized and in bibliography format as per *MLA Handbook*, 7th Edition

(Title Page Format)

**Title of the Dissertation in Title Case/Upper Case
(Times New Roman 16, Bold, Centred, 0 Space between Lines)**

**Dissertation
Submitted to the Central University of Kerala
in partial fulfilment of the requirements for
the First Language Course of the
BA Degree in International Relations
(Times New Roman 14, Bold, Centred, 0 Space between Lines)**

by

**Name of Candidate
(Times New Roman 14, Bold, Centred)**

**Central University of Kerala
Department of International Relations
Capital Centre, Thiruvananthapuram**

**Month & Year
(Times New Roman 14, Bold, Title/Upper Case, Centred)
Declaration**

I hereby declare that the dissertation entitled “.....” submitted to the Central University of Kerala in partial fulfilment of the requirements for the First Language Course of the BA Degree in International Relations, is a record of studies and research carried by me under my guidance and supervision “.....”. No part of this dissertation has been submitted earlier for the award of any other degree, diploma, title or recognition.

Signature
Name of Candidate
Date

Certificate

Certified that the dissertation entitled “.....” submitted to the Central University of Kerala by “.....” in partial fulfillment of the First Language Course of the BA Degree in International Relations, is a record of studies and research carried out under my guidance and supervision. No part of this dissertation has been submitted earlier for the award of any other degree, diploma, title or recognition.

Signature
Name and Designation of the Supervising Teacher
Date

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SECOND LANGUAGE (HINDI)

Aims and objectives

Hindi is the second most widely spoken language in the world, and is the national official language of the constitution of India. It belongs to Indo-European language family.

Current syllabus designed based on the model curriculum framed by the University Grants Commission (UGC) This course also caters the need of the learner in the globalization arena. This will enable the students to have higher education and job opportunities.

Learning outcome

The syllabus will enable students to know the Literature, Linguistics, Translation theory, Spoken language and to know more about editing, reporting. In addition to that, functional aspects of the language are also included.

As citizens of an increasingly global world, the more the learners can know about each other, the better they will be able to live together on our shrinking planet.

Eligibility Norms: For Admission in the course students must have passed the higher secondary course and studied Hindi as Part –I Language

Components	I Semester Hours	Credits
Prose	2	4
Short stories	2	
Grammar	1	
Components	II Semester Hours	Credits
Drama	2	4
Novel	1	
Functional Hindi	2	
Components	III Semester Hours	Credits
Poetry	3	4
Comparative Literature	2	

Components	IV Semester Hours	Credits
Indian Culture	2	
Translation	1	
Noting and Drafting in Hindi	2	4

SEMESTER – I

GIR 3106: HINDI PAPER I- PROSE, SHORT STORIES, GRAMMAR; TEXT: EDITED BY BOS, MEMBERS

Unit –I: Prose

Lessons to be taught:

1. Mere Swapnonka Bharath-Mahatma Gandhi
2. Shikshaka Udeshya –Dr. Sampurnanand
3. Lalit Kalayen - Dr. Shyamsundar Das
4. Trisanku Bechara –Harishankar Parsai
5. Meri Badrinath Yatra-Vishnu Prabhakar

Unit –II: Short stories

Lessons to be taught:

1. Nasha-Premchand
2. Dillimeinek Mouth-Kamleshwar

Unit –III: Grammar

Text-Vyakaran Pradeep: By Ramdev; Publisher:Hindi Bhavan,Allahabad-2

Topics to be Covered: Noun, Gender, Number, Case ending, Verb, Tense, Pronoun, Adjectives, Voice.

SEMESTER – II

GIR 3206: HINDI PAPER II: Drama, Novel and Functional Hindi

Unit –I: Drama

Text: Ek Aur Dronacharya by Shankar Sesh; Publisher: Vani Prakashan, 21-A Dariyaganj, New Delhi-110002

Unit –II: Novel

Text: AapkaBantibyMannuBhandari; Publisher:VaniPrakashan,21-A Dariyaganj,New Delhi-110002

Unit –III: Functional Hindi

Text:PrayojanMoolak Hindi by Dr.Maya Singh; Publisher: Vani Prakashan, 21-A Dariyaganj,New Delhi-110002

SEMESTER III

GIR 3306: HINDI PAPER III- POETRY AND COMPARATIVE LITERATURE

Unit –I: Ancient Poetry

Topics to be Covered:

- 1.Kabirdas
- 2.Surdas
- 3.Tulsidas
- 4.Meeradas

Unit –II: Modern Poetry

Topics to be covered:

- 1.MaithilisharanGupt
- 2.Dinkar
- 3.Sumitranandan Pant
- 4.MahadeviVarma
- 5.SuryakanthTripathiNirala
- 6.Agney
- 7.Dhoomil
- 8.Nagarjun
- 9.Arun Kamal

Unit-III: Comparative Literature

Text: TulanatmakSahitya by Dr.IndranathChoudhary

Publisher:VaniPrakashan,21-A Dariyaganj,New Delhi-110002

Reference Books:

Comparative Literature : Ed. by Dr. A. Aravindakshan; Publisher: Bharathiya Sahitya Pratishtan, Kochi-22,Kerala

SEMESTER IV

GIR 3406: HINDI PAPER IV- INDIAN CULTURE, TRANSLATION AND NOTING AND DRAFTING

Unit –I: Indian Culture

Text: Edited by the BoS, Members

Topics to be covered- Ashoka, Gandhiji, Nehru, Ambedkar, Sankaracharya

Unit –II: Translation Practice

Text: Anuvad Abhyas – Vol.-II

Published by Dakshin Bharath Hindi Prachar Sabha, Chennai-17, TN

Topics to be covered: Hindi to English and English to Hindi

Unit-III: Noting and Drafting

Text: Vyavharik Hindi Aur Rachana by Dr. Krishnakumar Goswami

Publisher: Vani Prakashan, 21-A Dariyaganj, New Delhi-110002

Topics to be Covered: Leave application, Application for a notified vacancy, Application for Bank loan, Ordering of Books from a Publisher, Complaining to civil authorities, Administrative and Banking Hindi Technical Terminology used in different field (Fifty words to be taught)

**CENTRAL UNIVERSITY
KASARGOD**

**COURSE STRUCTURE OF ADDITIONAL LANGUAGE - MALAYALAM
FOR BA/MA INTERNATIONAL RELATIONS DEGREE PROGRAMME**

Semester Credit No.	Course Code	Course title	Instructional hours/week course
			L T P C
I	GIR 3107	Lang. Course II (Addl Lang. II) മലയാളകവിത	5 - - - - 4
II	GIR 3207	Lang. Course V (Addl Lang. II) ഗദ്യസാഹിത്യം	5 - - - - 4
III	GIR 3307	Lang. Course VII (Addl Lang. III) ദൃശ്യകലാസാഹിത്യം	5 - - - - 4
IV	GIR 3407	Lang. Course IX (Addl Lang. IV) വിനിമയം, വിവർത്തനം സർഗ്ഗാത്മകരചന	5 - - - - 4
		Total	20 - - - - 4

ആമുഖം

മലയാളം ഉപഭാഷയായി പഠിക്കുന്ന വിദ്യാർത്ഥി അതിന്റെ സാഹിത്യത്തോടൊപ്പം ചരിത്രം, കേരളസംസ്കാരം എന്നിവകൂടി അറിഞ്ഞിരിക്കണം. ഈ അറിവു നേടേണ്ടത് മലയാളത്തിലെ ഏറ്റവും ഹൃദ്യവും വിശിഷ്ടവുമായ രചനകളിലൂടെയാകുന്നതാണ് ഉത്തമം. കേരളത്തിലെ 98% ആളുകളുടെയും മാതൃഭാഷയാണ് മലയാളം. ലോകഭാഷകളുടെ കൂട്ടത്തിൽ ഇതിന് 26-ാമത്തെ സ്ഥാനമുണ്ട്. ഭാരതത്തിലെ അഞ്ചു ക്ലാസിക് ഭാഷകളിലൊന്നാണു മലയാളം. അതിനർത്ഥം 1500 വർഷത്തിലധികം പഴക്കവും വൈവിധ്യമാർന്ന സാഹിത്യപൈതൃകവും ഈ ഭാഷയ്ക്കുണ്ടെന്നാണ്.

ലോകത്തിലെ ഏതു ഭാഷയിലെയും ഏതാണ്ട് എല്ലാ ശബ്ദങ്ങളെയും മലയാളലിപി കൊണ്ട് എഴുതാൻ കഴിയും. ഉച്ചാരണത്തിന്റെ കാര്യവും വ്യത്യസ്തമല്ല. മറ്റു ഭാഷകൾ, സാഹിത്യങ്ങൾ, സംസ്കാരങ്ങൾ എന്നിവയെ സ്വീകരിക്കാനും സ്വാംശീകരിക്കാനുമുള്ള മലയാളത്തിന്റെ സന്നദ്ധത ഏറെയാണ്. അതുകൊണ്ടുതന്നെ പുതുമയുടെയും പരീക്ഷണത്തിന്റെയും സത്ഫലങ്ങൾകൊണ്ടു സമ്പന്നമാണ് മലയാളസാഹിത്യം.

മലയാളസാഹിത്യത്തിന്റെ വിവിധ ഘട്ടങ്ങളിലൂടെയുള്ള അർത്ഥവത്തായ ഒരു പ്രയാണം സാധ്യമാക്കുകയാണ് ഈ പഠനപദ്ധതിയുടെ ഉദ്ദേശ്യം. പഠന-പഠനപ്രവർത്തനങ്ങൾ ഒറ്റയ്ക്കും കൂട്ടമായും, ശാസ്ത്രസാങ്കേതികസംവിധാനങ്ങളുടെ സഹായത്തോടെയും നടത്താവുന്നതാണ്. യഥായോഗ്യം നിർവഹിക്കപ്പെടുന്ന ഇത്തരം പ്രവർത്തനങ്ങൾ വിദ്യാർത്ഥിയെ അറിവിന്റെയും അനുഭൂതിയുടെയും ലോകത്തിലേക്കുയർത്തും. അങ്ങനെ സംഭവിക്കട്ടെ എന്നു പ്രത്യാശിക്കുന്നു.

ഓരോ കോഴ്സും അവയുടെ ഉള്ളടക്കത്തിന്റെ സ്വഭാവമനുസരിച്ച് മൊഡ്യൂളുകളായി വിഭജിച്ചിരിക്കുന്നു. ഓരോ മൊഡ്യൂളിന്റെയും പഠനത്തിനാവശ്യമായ സമയക്രമം സൂചിപ്പിച്ചിട്ടുണ്ട്. ആ സമയപരിധിക്കുള്ളിൽ സാധ്യമാകുന്നവിധത്തിൽ മാത്രം വിശദമായിട്ടാണ് ഓരോ മൊഡ്യൂളിന്റെയും പഠനം പൂർത്തിയാക്കേണ്ടത്. വ്യത്യസ്ത സമയക്രമം നൽകിയിട്ടുള്ള ഓരോ കോഴ്സും അതിനുള്ളിൽ സെമിനാർ അസൈൻമെന്റ്, ടെസ്റ്റ് പേപ്പറുകൾ, പരീക്ഷ എന്നീ ഉൾപ്പെടെയുള്ള പഠനപ്രക്രിയകളിലൂടെ പൂർത്തിയാക്കേണ്ടതാണ്.

സെമിനാർ അസൈൻമെന്റ്, പ്രോജക്ട്/ഡിസ്സർട്ടേഷൻ തുടങ്ങിയ പഠനപ്രവർത്തനങ്ങൾക്കുവേണ്ടി വിദ്യാർത്ഥികളെ ഗ്രൂപ്പുകളാക്കാവുന്നതാണ്. ഗ്രൂപ്പുകളിൽ വിദ്യാർത്ഥികളുടെ എണ്ണം, പഠനപ്രവർത്തനങ്ങളുടെ സ്വഭാവമനുസരിച്ച് വ്യത്യസ്തമാകാം. എന്നാൽ അത് പത്തിൽ അധികമാകാതിരിക്കുന്നതാണ് ഉചിതം.

സെമിനാർ അസൈൻമെന്റ്, പഠനപ്രവർത്തനം എന്നിവയ്ക്കായി ചില നിർദ്ദേശങ്ങൾ കോഴ്സുകളിൽ നൽകിയിട്ടുണ്ട്. അത്തരം നിർദ്ദേശങ്ങൾക്കപ്പുറത്തു പോയി പുതിയ വിഷയങ്ങളും മേഖലകളും കണ്ടെത്തി അധ്യയനം കൂടുതൽ മെച്ചപ്പെടുത്താവുന്നതാണ്.

വിശദപഠനം, അധികവായന/സാമാന്യവായ, സഹായകഗ്രന്ഥങ്ങൾ എന്നീ വിഭാഗങ്ങളിൽപ്പെടുത്തി ധാരാളം ഗ്രന്ഥങ്ങൾ ഓരോ കോഴ്സിലും നിർദ്ദേശിക്കപ്പെട്ടിട്ടുണ്ട്. ഈ ഗ്രന്ഥങ്ങളെല്ലാംതന്നെ ലൈബ്രറിയിൽ വിദ്യാർത്ഥികളുടെയും അധ്യാപകരുടെയും ഉപയോഗത്തിന് ലഭ്യമാക്കണം.

നാലു സെമസ്റ്ററിലെ സിലബസ്സും പ്രോഗ്രാമിന്റെ തുടക്കത്തിൽത്തന്നെ പരിശോധിക്കുകയും ചർച്ച ചെയ്യുകയും ഓരോ കോഴ്സിന്റെയും മൊഡ്യൂളിന്റെയും ചുമതല ഏതദ്ധ്യാപകനായിരിക്കുമെന്ന് ഡിപ്പാർട്ടുമെന്റുതലത്തിൽ തീരുമാനിക്കുകയും വേണം. അതനുസരിച്ച് കോഴ്സുകൾ ഫലപ്രദമായി അവതരിപ്പിക്കുവാനുള്ള രീതികൾ നേരത്തേതന്നെ കണ്ടെത്താനും തയ്യാറെടുപ്പുകൾ നടത്താനും അദ്ധ്യാപകർക്കു സാധിക്കും.

ഓരോ കോഴ്സിനും സെമിനാർ, അസൈൻമെന്റ്, ടെസ്റ്റ് പേപ്പർ, ഹാജർ എന്നിവ പ്രത്യേകം ഉണ്ടായിരിക്കും. ഇവയെല്ലാം തന്നെ 3:1 എന്ന അനുപാതത്തിൽ കണ്ടിന്യൂവൻ്റ് ഇവാല്യൂവേഷനു (സി.ഇ.) വിധേയമായിരിക്കും. ഓരോ കോഴ്സും 75% എൻഡ് സെമസ്റ്റർ പരീക്ഷയുടെയും (ഇ.എസ്.ഇ.) 25% കണ്ടിന്യൂവൻ്റ് ഇവാല്യൂവേഷന്റെയും അടിസ്ഥാനത്തിൽ വിലയിരുത്തുന്നതാണ്. ഇക്കാര്യങ്ങൾ ഫലപ്രദമാക്കാൻ വേണ്ടി വിദ്യാർത്ഥികൾക്കാവശ്യമായ മാർഗ്ഗനിർദ്ദേശം നൽകേണ്ട ചുമതല അദ്ധ്യാപകർക്കായിരിക്കും.

പരീക്ഷാപദ്ധതി

ആകെയുള്ള മാർക്കിന്റെ 75% എഴുത്തുപരീക്ഷയ്ക്കും 25% തുടർ മൂല്യനിർണയത്തിനും ആയി വിഭജിച്ചിരിക്കുന്നു. 3:1 റേഷ്യോ.

തുടർമൂല്യനിർണയനത്തിനുള്ള വെയ്റ്റ്

സെമിനാർ	-	5 മാർക്ക്
മിഡ്സെം പരീക്ഷ	-	10 മാർക്ക്
അസൈൻമെന്റ്	-	10 മാർക്ക്

എഴുത്തുപരീക്ഷയ്ക്കുള്ള മാതൃക

സമയം : 3 മണിക്കൂർ
 ആകെ മാർക്ക് : 75

ഒബ്ജക്ടീവ് മാതൃകയിലുള്ള എല്ലാ ചോദ്യത്തിനും ഉത്തരമെഴുതണം. ഇതിൽ 10 ചോദ്യമുണ്ടായിരിക്കും. ഓരോ ചോദ്യത്തിനും 4 ഉത്തരം നൽകിയിരിക്കും. ശരിയുത്തരം എടുത്തെഴുതേണ്ടതാണ്. ഒരു ചോദ്യത്തിന് 1 മാർക്ക് വീതം മൊത്തം 10 മാർക്ക്.

ഒരു പുറത്തിൽ ഉത്തരമെഴുതാനുള്ള ചോദ്യങ്ങളാണ് അടുത്ത വിഭാഗത്തിൽ. 8 ചോദ്യങ്ങളിൽ 5 എണ്ണത്തിന് ഉത്തരമെഴുതണം. ഒരുത്തരത്തിന് 5 മാർക്ക് വീതം മൊത്തം 25 മാർക്ക്.

രണ്ടുപുറത്തിൽ ഉത്തരമെഴുതാനുള്ള 4 ചോദ്യങ്ങളിൽ 5 എണ്ണത്തിന് ഉത്തരമെഴുതണം. ഓരോ ഉത്തരത്തിനും 8 മാർക്ക് വീതം. മൊത്തം മാർക്ക് (10+25+40=75 മാർക്ക്)

ഒന്നുമുതൽ നാലുവരെയുള്ള സെമസ്റ്ററുകളിലേക്കുള്ള കോഴ്സുകളും സിലബസും

സെമസ്റ്റർ : I
 കോഴ്സ് കോഡ് : GIR 3107
 ലാംഗ്വേജ് കോഴ്സ് : II (അഡീഷണൽ ലാംഗ്വേജ് : I)
 സമയക്രമം : ആഴ്ചയിൽ 5 മണിക്കൂർ)
 18 ആഴ്ചയിൽ 90 മണിക്കൂർ
 ക്രെഡിറ്റ് : 4

മലയാളകവിത

പഠനോദ്ദേശ്യം

ചെറുശ്ശേരി മുതലുള്ള മലയാളകവികളുമായി വിദ്യാർത്ഥികളെ പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം. കാവ്യാസവാദനത്തിനും വിശകലനത്തിനും പഠിതാക്കളെ സജ്ജരാക്കുകയും വേണം.

ഈ കോഴ്സ് നാലു മൊഡ്യൂളായി തിരിച്ചിരിക്കുന്നു. ഓരോന്നിലും കാവ്യചരിത്രപരമായ വസ്തുതകളും സവിശേഷതകളും സൂചിപ്പിക്കുന്നതോടൊപ്പം സാമാന്യവായനയ്ക്കും വിശദപഠനത്തിനും നിശ്ചയിച്ചിട്ടുള്ള കവിതകൾ വെവ്വേറെ നൽകിയിട്ടുണ്ട്.

പഠനലക്ഷ്യം

- ◆ പ്രാചീനകാലം മുതൽ ഉത്തരാധുനികകാലം വരെയുള്ള മലയാളകവിതകളെ മനസ്സിലാക്കുക.
- ◆ ഓരോ കാലഘട്ടത്തിലെയും കവിതയുടെ പരിണാമം പരിചയപ്പെടുക.
- ◆ കവിതയുടെ പ്രമേയം, ശൈലി എന്നിവയുടെ പരിണാമത്തിലൂടെ കാവ്യാസവാദനവും കാവ്യവിശകലനവും നടത്താൻ വിദ്യാർത്ഥികളെ സന്നദ്ധരാക്കുക.
- ◆ കവിതയുടെ ബിംബങ്ങൾ, അലങ്കാരങ്ങൾ എന്നിവയെ മനസ്സിലാക്കുക.

പഠനത്തിന്റെ രീതിശാസ്ത്രം

വിശദപഠനത്തിനായി 32 കവിതകൾ ഉൾക്കൊള്ളിച്ചിട്ടുണ്ട്. 1,3,5,7,9,11,13, 15,17,19,21,23,25,27,29,31 എന്ന ക്രമത്തിൽ 16 കവിതകളും 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32 എന്ന ക്രമത്തിൽ 16 കവിതകളും യഥാക്രമം ഒന്നിടവിട്ട വർഷങ്ങളിലെ ആദ്യ സെമസ്റ്ററിൽ പഠിക്കേണ്ടതാണ്. വിദ്യാർത്ഥികളെക്കൊണ്ട് വിവിധ വിഷയങ്ങൾ ആസ്പദമാക്കി അസൈൻമെന്റുകൾ എഴുതിക്കേണ്ടതാണ്. അതിനായി സാമാന്യ വായനയ്ക്കുള്ള കവിതകളും ഉപയോഗിക്കാം. അസൈൻമെന്റുകൾ തയ്യാറാക്കുന്നതിലും സെമിനാറിലെ ചർച്ചയിൽ പങ്കെടുക്കുന്നതിലും പഠിതാക്കൾ പുലർത്തുന്ന മികവ് ആന്തരമൂല്യനിർണ്ണയം നടത്തുന്നിന് ആധാരമായി സ്വീകരിക്കണം.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന്

(22 മണിക്കൂർ)

പ്രാചീന കവികളും ആധുനിക കവിത്രയവും

ശാമാപ്രസ്ഥാനം - കിളിപ്പാട്ടു പ്രസ്ഥാനം - തുള്ളൽപ്രസ്ഥാനം - സ്തോത്രസാഹിത്യം - വഞ്ചിപ്പാട്ടു പ്രസ്ഥാനം - കേരളവർമ്മപ്രസ്ഥാനം - വെണ്ണണിപ്രസ്ഥാനം - ആധുനികകവിത്രയം - കാല്പനികതയുടെ സമാരംഭം - അന്തഃസംഘർഷങ്ങളുടെ ആവിഷ്കാരങ്ങൾ - ദേശീയബോധം ഉജ്ജ്വലിപ്പിക്കൽ - ആർഷപാരമ്പര്യഭക്തി.

സാമാന്യവായന

- | | | |
|----------------------|---|---------------------|
| ചെറുശ്ശേരി | - | കൃഷ്ണഗാഥ |
| കുഞ്ചൻനമ്പ്യാർ | - | സ്യമന്തകം, ഘോഷയാത്ര |
| കേരളവർമ്മ | - | മയൂരസന്ദേശം |
| പുന്താനം | - | ജ്ഞാനപ്പാന |
| രാമപുരത്തു വാര്യർ | - | കുചേലവൃത്തം |
| ചേലപ്പറമ്പൻ, ഒറവങ്കര | - | മുക്തകങ്ങൾ |

വിശദപഠനം

- | | | |
|-------------------|---|---|
| 1. ചെറുശ്ശേരി | - | കൃഷ്ണഗാഥ - ഹേമന്തലീല - 'ഇങ്ങനെയുള്ളൊരു ഹേമന്തകാലത്ത്' എന്നു മുതൽ 'ഏറിന നാണത്തെ പ്പുണ്ടുനിന്നാർ' വരെ 120 വരി. |
| 2. എഴുത്തച്ഛൻ | - | മഹാഭാരതം കിളിപ്പാട്ട് - പാർത്ഥസാരഥീ വർണ്ണനം - 'നിറന്ന പീലികൾ' മുതൽ 'അതുകണ്ടെല്ലാവരും തെളിഞ്ഞു വാഴ്ത്തിനാർ' വരെ 98 വരി |
| 3. കുഞ്ചൻനമ്പ്യാർ | - | കല്യാണസൗഗന്ധികം - 'നോക്കെടൊ നമ്മുടെ മാർഗ്ഗേ കിടക്കുന്ന' മുതൽ 'അറിയാഞ്ഞിട്ടു ചോദിച്ചേൻ അരിശമുണ്ടാകവേണ്ടാ' വരെ 120 വരി |
| 4. പുന്താനം | - | ജ്ഞാനപ്പാന (ആദ്യത്തെ 100 വരി) 'ഗുരുനാഥൻ തുണചെയ്ക' മുതൽ 'ഈശ്വരന്റെ വിലാസങ്ങളിങ്ങനെ' വരെ |
| 5. കുമാരനാശാൻ | - | ഗ്രാമവൃക്ഷത്തിലെ കുയിൽ |
| 6. ഉള്ളൂർ | - | പ്രേമസംഗീതം |
| 7. വള്ളത്തോൾ | - | കിളിക്കൊഞ്ചൽ |

മൊഡ്യൂൾ : രണ്ട്

(22 മണിക്കൂർ)

കവിത്രയാനന്തരകവിത

കാല്പനികതയുടെ രണ്ടാംഘട്ടം - വികാരസാന്ദ്രമായ കവിത - പാശ്ചാത്യസ്വാധീനത - വൈയക്തികതയുടെ ആവിഷ്കാരം - രാഷ്ട്രീയ - സാമൂഹികവിരോധം - സാമൂഹിക പരിവർത്തനോപാധി - സമകാലികജീവിതാനുഭവങ്ങൾ.

സാമാന്യവായന

- പി.കുഞ്ഞിരാമൻനായർ - കളിയച്ഛൻ
- ഇടപ്പള്ളി - മണിനാദം
- വെണ്ണിക്കുളം - മാണിക്യവീണ
- പാലാ നാരായണൻനായർ - കേരളം വളരുന്നു
- ബാലാമണിയമ്മ - മഴുവിന്റെ കഥ
- ഒളപ്പമണ്ണ - സുഹൃദ്

വിശദപഠനം

- 8. ജി.ശങ്കരക്കുറുപ്പ് - മറ്റൊരു നചികേതസ്സ്
- 9. ചങ്ങമ്പുഴ - മനസിനി
- 10. വൈലോപ്പിള്ളി - ഉജ്ജ്വലമുഹൂർത്തം
- 11. ബാലാമണിയമ്മ - പിച്ചവെപ്പ്
- 12. ഇടശ്ശേരി - നെല്ലുകുത്തുകാരി പറുവിന്റെ കഥ
- 13. അക്കിത്തം - പണ്ടത്തെ മേശാന്തി

മൊഡ്യൂൾ : മൂന്ന്

(16 മണിക്കൂർ)

ആധുനികപുർവ്വഘട്ടം

കവിതയിലെ റിയലിസം - പുരോഗമനസാഹിത്യപ്രവണതകളുടെ സ്വാധീനത - ഭാവുകത്വ നവീകരണം.

സാമാന്യവായന

- പുനലൂർ ബാലൻ - കോട്ടയിലെ പാട്ട്
- ചെമ്മനം ചാക്കോ - നെല്ല്
- തിരുനല്ലൂർ കരുണാകരൻ - തുഞ്ചൻപറമ്പിൽ
- യുസഫലി കേച്ചേരി - സ്വർണ്ണസീത
- എം.പി.അപ്പൻ - പ്രസാദം

വിശദപഠനം

- 14. വയലാർ - സർഗ്ഗസംഗീതം
- 15. പി.ഭാസ്കരൻ - ഓർക്കുക വല്ലപ്പോഴും
- 16. ഒ.എൻ.വി.കുറുപ്പ് - കൃഷ്ണപക്ഷത്തിലെ പാട്ട്
- 17. സുഗതകുമാരി - പാദപ്രതിഷ്ഠ
- 18. വിഷ്ണുനാരായണൻനമ്പൂതിരി - കാടിന്റെ വിളി
- 19. ജി.കുമാരപിള്ള - ചുവപ്പിന്റെ ലോകം
- 20. ആർ.രാമചന്ദ്രൻ - ദിവ്യദുഃഖത്തിന്റെ നിഴലിൽ

**മൊഡ്യൂൾ : നാല്
(26 മണിക്കൂർ)**

ആധുനിക - ആധുനികാനന്തരഘട്ടം

മലയാളകവിതയിലെ നവീനഭാവുകത്വം - പാശ്ചാത്യ ആധുനികപ്രവണതയുടെ സ്വാധീനത - പുതിയ മധ്യവർഗ്ഗത്തിന്റെ കവിത - വിശ്വാസത്തകർച്ച - നഷ്ടമൂല്യവിഷാദം - വൃത്തനിരാസം - പ്രമേയത്തിലും ശൈലിയിലുമുള്ള സ്വാതന്ത്ര്യം - സ്വതന്ത്രനോഷണത്തിന്റെ പുതിയ തലങ്ങൾ.

സാമാന്യവായന

- കെ.ജി.ശങ്കരപ്പിള്ള - മെഴുക്കു പുരണ്ട ചാറുകസേര
- എസ്.രമേശൻനായർ - സൂര്യഹൃദയം
- ആറ്റൂർ രവിവർമ്മ - സംക്രമണം
- എൻ.കെ.ദേശം - മഴ
- വി.മധുസൂദനൻനായർ - അഗസ്ത്യഹൃദയം
- സാവിത്രി രാജീവൻ - മരിച്ചവരുടെ ചോദ്യങ്ങൾ
- പവിത്രൻ തീക്കുനി - വീട്ടിലേക്കുള്ള വഴികൾ
- സെബാസ്റ്റ്യൻ - കാലവർഷം
- അനിതാ തമ്പി - അഴുക്ക്
- മനോജ് കുറൂർ - ഉത്തമപുരുഷൻ കഥപറയുമ്പോൾ

വിശദപഠനം

- 21. കെ.അയ്യപ്പപ്പണിക്കർ - ഗോപികാദണ്ഡകം
- 22. എൻ.എൻ.ക്കാട് - വഴിവെട്ടുന്നവരോട്
- 23. കടമ്മനിട്ട രാമകൃഷ്ണൻ - നദിയൊഴുകുന്നു.
- 24. സച്ചിദാനന്ദൻ - ഇവനെക്കൂടി
- 25. ഡി.വിനയചന്ദ്രൻ - കാട്
- 26. എ.അയ്യപ്പൻ - മാളമില്ലാത്ത പാമ്പ്
- 27. ബാലചന്ദ്രൻ ചുള്ളിക്കാട് - ഗസൽ

- 28. ജെ.പ്രമീളാദേവി - രാമേശ്വരം കടൽ
- 29. വിജയലക്ഷ്മി - മൃഗശിക്ഷകൻ
- 30. റഫീക്ക് അഹമ്മദ് - അമ്മ
- 31. എസ്.ജോസഫ് - കറുത്ത കല്ല്
- 32. പി.പി.രാമചന്ദ്രൻ - മാമ്പഴക്കാലം

സഹായകഗ്രന്ഥങ്ങൾ

- സമ്പൂർണ്ണമലയാളസാഹിത്യചരിത്രം - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- ദർശനങ്ങളുടെ ഋതുഭേദങ്ങൾ - കെ.സച്ചിദാനന്ദൻ
- ഉണർച്ചിന്റെ ലഹരിയിലേക്ക് - എം.ഗംഗാധരൻ
- മലയാളകവിതാപഠനങ്ങൾ - കെ.സച്ചിദാനന്ദൻ
- രുദിതാനുസാരീകവി - എം.തോമസ് മാത്യു
- ഒറ്റയൊറ്റ ഇതളുകൾ - മേലത്ത് ചന്ദ്രശേഖരൻ
- മാറ്റൊലി - പ്രൊഫ.ജോസഫ് മുണ്ടശ്ശേരി
- മലയാളകവിതാസാഹിത്യചരിത്രം - എം.ലീലാവതി
- വർണ്ണരാജി - എം.ലീലാവതി
- കവിതാധനി - എം.ലീലാവതി
- അമൃതമൺനൂതേ - എം.ലീലാവതി
- കവിതാരതി - എം.ലീലാവതി
- നവകാന്തം - എം.ലീലാവതി
- കവിതാപഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- കാല്പനികത മലയാളകവിതയിൽ - ഡി.ബഞ്ചമിൻ
- ഉൾക്കാഴ്ചകൾ - ഡോ.ജാൻസി ജയിംസ്
- സിംബലിസം മലയാളകവിതയിൽ - കെ.എം.വേണുഗോപാൽ
- മലയാളകവിത ആധുനികതയും പാരമ്പര്യവും - സി.രാജേന്ദ്രൻ
- ഹരിതദർശനം ആധുനികാനന്തര മലയാളകവിതയിൽ - സി.ആർ.പ്രസാദ്
- അക്ഷരവും ആധുനികതയും - ഇ.വി.രാമകൃഷ്ണൻ
- ഗാഥയും കിളിപ്പാട്ടും - എം.മുകുന്ദൻ
- കവിയരങ്ങ് - കെ.എസ്.നാരായണപിള്ള
- വെണ്മണിപ്രസ്ഥാനം - അകവൂർ നാരായണൻ
- എഴുത്തച്ഛന്റെ ഭക്തിയും ദർശനവും - ഡോ.പി.ഉഷ
- കവിരാമായണയുദ്ധം - ടി.എം.ചുമ്മാർ
- ആധുനികകാവ്യപഠനങ്ങൾ - ഡോ.സി.പി.ശിവദാസൻ
- കുഞ്ചൻനമ്പ്യാരും അദ്ദേഹത്തിന്റെ കൃതികളും - വി.എസ്.ശർമ്മ
- കവിതയിലെ പുതുവഴികൾ - നെല്ലിക്കൽ മുരളീധരൻ
- അക്കിത്തത്തിന്റെ ലോകം - കുമ്പളളി ശിവരാമൻ (എഡിറ്റർ)
- വൈലോപ്പിള്ളിക്കവിതാസമീക്ഷ - എസ്.രാജശേഖരൻ (എഡിറ്റർ)
- കവിയുടെ കലാതന്ത്രം - ദേശമംഗലം രാമകൃഷ്ണൻ
- കാവ്യകല - കെ.എം.നരേന്ദ്രൻ
- വേരുകളിലെ ജീവതാളം - ഡോ.എ.എം.ഉണ്ണിക്കൃഷ്ണൻ

ആധുനികത മലയാളകവിതയിൽ	-	എൻ.അജയകുമാർ
തുഞ്ചൻപഠനങ്ങൾ	-	പത്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
കുചേലവൃത്തം വഞ്ചിപ്പാട്ട് (പഠനം)	-	ഡോ.ജി.രഘുകുമാർ, കുടവട്ടൂർ
കടലിൽ തങ്ങിയ കാന്തഭൂമി (ആശാൻകവിതാപഠനം)	-	ഡോ.ബി.വി.ശശികുമാർ
അനുഭവങ്ങളെ ആർക്കാണു പേടി	-	ഇ.വി.രാമകൃഷ്ണൻ
കവിതയുടെ വഴികൾ	-	എൻ.അജയകുമാർ
മുഹൂർത്തങ്ങൾ	-	സച്ചിദാനന്ദൻ
ആഖ്യാനം കാലം കഥ	-	ഡോ.എ.എം.ശ്രീധരൻ
വാക്കിന്റെ രാഷ്ട്രീയം	-	ഡോ.എ.എം.ശ്രീധരൻ
കാവ്യാനുശീലനം	-	എസ്.കെ.വസന്തൻ
കവിതയും കാലവും	-	എം.അച്യുതൻ

- സെമസ്റ്റർ : II**
കോഴ്സ് കോഡ് : GIR 3207
ലാംഗ്വേജ് കോഴ്സ് : V (അഡീഷണൽ ലാംഗ്വേജ് : II)
സമയക്രമം : ആഴ്ചയിൽ 5 മണിക്കൂർ
18 ആഴ്ചയിൽ 90 മണിക്കൂർ
ക്രെഡിറ്റ് : 4

ഗദ്യസാഹിത്യം

പഠനോദ്ദേശ്യം

മലയാളഗദ്യസാഹിത്യത്തിന്റെ വിവിധ മാതൃകകൾ പരിചയപ്പെടുക - അതിലൂടെ ഭാഷയുടെ വ്യത്യസ്ത സന്ദർഭങ്ങളിലെ പ്രയോഗസാധ്യതകളും പ്രമേയവൈവിധ്യങ്ങളും മനസ്സിലാക്കുക - ലേഖനം, പഠനം എന്നീ രൂപങ്ങൾ വിനിമയം ചെയ്യുന്ന ആശയതലങ്ങളുമായി പരിചയപ്പെടുകയും അവ മുന്നോട്ടുവയ്ക്കുന്ന സംവാദത്തിന്റെ സാധ്യതകൾ പ്രയോജനപ്പെടുത്തുകയും ചെയ്യുക - ചെറുകഥ, നോവൽ എന്നീ ഭിന്നരൂപങ്ങളുടെ ആശയതലങ്ങൾ മനസ്സിലാക്കുക - അവ വിനിമയം ചെയ്യുന്ന സാംസ്കാരികവും സാമൂഹികവുമായ നിലപാടുകളുമായി സംവാദത്തിലേർപ്പെടുക - കൃതികളുടെ സൗന്ദര്യാത്മകമായ സവിശേഷതകൾ തിരിച്ചറിയുകയും അവയെ വിലയിരുത്തുകയും ചെയ്യുക.

പഠനലക്ഷ്യം

- ◆ മലയാളഗദ്യസാഹിത്യത്തിന്റെ വിവിധ മാതൃകകളെ പരിചയപ്പെടുത്തുക.
- ◆ ഭാഷയുടെ പ്രമേയവൈവിധ്യങ്ങളും പ്രയോഗസാധ്യതകളും മനസ്സിലാക്കുക.
- ◆ നോവൽ, ചെറുകഥ, ലേഖനം, പഠനം എന്നീ രൂപങ്ങൾ വിനിമയം ചെയ്യുന്ന ആശയ, ഭാഷ, പ്രയോഗതലങ്ങളെ മനസ്സിലാക്കുക.
- ◆ നോവൽ, ചെറുകഥ എന്നീ ഭിന്നരൂപങ്ങൾ മുന്നോട്ടുവയ്ക്കുന്ന സാമൂഹികവും സാംസ്കാരികവും സൗന്ദര്യാത്മകവുമായ സവിശേഷതകൾ തിരിച്ചറിയുകയും അവയെ വിലയിരുത്തുകയും ചെയ്യുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന്
(24 മണിക്കൂർ)

നോവൽ

മലയാളനോവൽപ്രസ്ഥാനം - വ്യത്യസ്തഘട്ടങ്ങൾ - വ്യത്യസ്തമായ നിലപാടുകൾ - ഉള്ളടക്കവും രൂപവുമായി ബന്ധപ്പെട്ട സമീപനങ്ങൾ - പ്രധാനപ്പെട്ട നോവലിസ്റ്റുകൾ - പ്രധാനനോവലുകൾ - ഇവയുടെ സാമാന്യപരിചയം - വായനം, വിലയിരുത്തൽ എന്നിവയിലൂടെ നോവൽപ്രസ്ഥാനവുമായുള്ള വിദ്യാർത്ഥിയുടെ സൂക്ഷ്മമായ ഇടപെടൽ - ഇത്, സെമിനാർ, അസൈൻമെന്റ് ചർച്ച എന്നിവയിലൂടെ സാധ്യമാക്കാവുന്നതാണ്. വിശദപഠനത്തിനു നിർദ്ദേശിച്ചിരിക്കുന്ന നോവലും സാമാന്യ വായനയ്ക്കു നിർദ്ദേശിച്ചിരിക്കുന്ന നോവലുകളും അദ്ധ്യാപകരും വിദ്യാർത്ഥികളും യോജിച്ചു തിരഞ്ഞെടുക്കുന്ന കൃതികളും വിഷയങ്ങളും ഇതിനായി പ്രയോജനപ്പെടുത്താവുന്നതാണ്.

സാമാന്യവായന

- ഇന്ദുലേഖ - ഒ.ചന്ദ്രമേനോൻ
- മാർത്താണ്ഡവർമ്മ - സി.വി.രാമൻപിള്ള
- ചെമ്മീൻ - തകഴി
- ബാല്യകാലസഖി - വൈക്കം മുഹമ്മദ് ബഷീർ
- കാലം - എം.ടി.വാസുദേവൻനായർ
- ഗുരുസാഗരം - ഒ.വി.വിജയൻ
- അജ്ഞതയുടെ താഴ്വര - കാക്കനാടൻ
- നൃത്തം - എം.മുകുന്ദൻ
- ആൾക്കൂട്ടം - ആനന്ദ്
- ഫ്രാൻസിസ് ഇട്ടിക്കോര '9' - ടി.ഡി.രാമകൃഷ്ണൻ
- അമ്യൂസ്മെന്റ് പാർക്ക് - സുസ്മേഷ് ചന്ദ്രോത്ത്
- വിശദപഠനം - ഇ.സന്തോഷ്കുമാർ
- എൻ.മോഹനൻ

മൊഡ്യൂൾ : രണ്ട്
(30 മണിക്കൂർ)

ചെറുകഥ

മൊഡ്യൂൾ ഒന്നിൽ സ്വീകരിച്ച പഠനരീതി ഇവിടെയും സ്വീകരിക്കാവുന്നതാണ്.

സാമാന്യവായന

- ഉളി പിടിച്ച കൈ - അമ്പാടി നാരായണപ്പൊതുവാൾ
- ഉതുപ്പാന്റെ കിണർ - കാരൂർ നീലകണ്ഠപ്പിള്ള
- രാച്ചിയമ്മ - ഉറൂബ്
- മനുഷ്യപുത്രി - ലളിതാംബിക അന്തർജ്ജനം

ശബ്ദിക്കുന്ന കലപ്പ	-	പൊൻകുന്നം വർക്കി
കാലം	-	എൻ.പി.മുഹമ്മദ്
നദീതീരത്തിൽ	-	എസ്.കെ.പൊറ്റെക്കാട്ട്
മുരുകൻ എന്ന പാമ്പാട്ടി	-	എം.പി.നാരായണപിള്ള
കണ്ണാടിവീട്	-	കാക്കനാടൻ
മോരിന്റെ പര്യായം	-	വി.കെ.എൻ.
തിങ്കളാഴ്ചകളിലെ ആകാശം	-	സേതു
എപ്പോഴെത്തുമോ എന്തോ?	-	ടി.വി.കൊച്ചുബാവ
വേട്ടച്ചേകോൻ എന്ന തെയ്യം	-	അംബികാസുതൻ മങ്ങാട്
ബേർണിംഗ് ഇന്ത്യ	-	വത്സലൻ വാതുശ്ശേരി
നീലക്കുതിരയുടെ മനസ്സ്	-	പി.സുരേന്ദ്രൻ
നിലാവിന്റെ നാട്ടിൽ	-	അഷിത
ഉത്തരാർത്ഥം	-	സിതാര.എസ്സ്
ലോറ, നീ എവിടെ?	-	ബി.മുരളി
ഘടികാരങ്ങൾ നിലയ്ക്കുന്ന സമയം	-	സുഭാഷ് ചന്ദ്രൻ
കഴുതപ്പുലികളുടെ ചിരി	-	വിനു എബ്രഹാം
കണ്ണീർപ്പശു	-	ഇ.പി.ശ്രീകുമാർ
മ്യാവു	-	വി.പി.ഏലിയാസ്
കറുത്ത കുരിശ്	-	പി.എ.ഉത്തമൻ
സീബ്രാക്രോസ്	-	എസ്.സജീവകുമാർ

വിശദപഠനം

1. വെള്ളപ്പൊക്കത്തിൽ	-	തകഴി
2. ടൈഗർ	-	വൈക്കം മുഹമ്മദ് ബഷീർ
3. വാനപ്രസ്ഥം	-	എം.ടി.വാസുദേവൻനായർ
4. നെയ്പ്പായസം	-	മാധവിക്കുട്ടി
5. മലൻസിങ്ങിന്റെ മരണം	-	ടി.പത്മനാഭൻ
6. കടൽത്തീരത്ത്	-	ഒ.വി.വിജയൻ
7. തണ്ണീർകുടിയന്റെ തണ്ട്	-	എം.മുകുന്ദൻ
8. രേഖയില്ലാത്ത ഒരാൾ	-	എസ്.വി.വേണുഗോപൻനായർ
9. മഴ	-	സക്കറിയ
10. ഹിഗ്ഗിറ്റ്	-	എൻ.എസ്.മാധവൻ
11. റെയ്ൻഡിയർ	-	ചന്ദ്രമതി
12. മൂന്നാമതൊരാൾ	-	മുണ്ടൂർ കൃഷ്ണൻകുട്ടി
13. മൂന്നാമത്തെ ഐസ്ക്രീം	-	യു.കെ.കുമാരൻ
14. മായാചരിത്രം	-	ശിഹാബുദ്ദീൻ പൊയ്ത്തുംകടവ്
15. മോഹമഞ്ഞ	-	കെ.ആർ.മീര
16. കൊമാല	-	സന്തോഷ് ഏച്ചിക്കാനം

1,3,5,7,9,11,13,15 എന്ന ക്രമത്തിൽ എട്ടു കഥകളും 2,4,6,8,10,12,14,16 എന്ന ക്രമത്തിൽ എട്ടു കഥകളും യഥാക്രമം ഒന്നിടവിട്ട വർഷങ്ങളിലെ രണ്ടാം സെമസ്റ്ററിൽ പഠിക്കേണ്ടതാണ്.

മൊഡ്യൂൾ : മൂന്ന്
(36 മണിക്കൂർ)

മലയാളഗദ്യസാഹിത്യവികാസത്തിന്റെ ഭിന്നഘട്ടങ്ങൾ - ഉപന്യാസം, പഠനം എന്നിവയുടെ രൂപപ്പെടൽ - ഭിന്നസമീപനങ്ങൾ - എഴുത്തുകാർ - ഇവ സാമാന്യമായി പരിചയപ്പെടണം - നമ്മുടെ സാമൂഹിക - സാംസ്കാരികരംഗങ്ങളിലുണ്ടായ പരിവർത്തനങ്ങളിൽ ഈ മേഖല സൃഷ്ടിച്ച ആശയപരമായ സ്വാധീനത ചർച്ചചെയ്യണം. ഒന്നും രണ്ടും മൊഡ്യൂളുകളിൽ സ്വീകരിച്ച പഠനരീതി ഇവിടെയും സ്വീകരിക്കാവുന്നതാണ്.

സാമാന്യവായന

- എന്റെ ക്ലാസിക് പക്ഷപാതം - ജോസഫ് മുണ്ടശ്ശേരി
- ശാസ്ത്രവും ധാർമ്മിക മൂല്യങ്ങളും - ഡോ.കെ.ഭാസ്കരൻനായർ
- ഇന്ത്യ-ഇന്നും ഇന്നലെയും നാളെയും - സുകുമാർ അഴീക്കോട്
- ഗാന്ധിജിയുടെ സ്വാധീനത സാഹിത്യത്തിൽ - സി.പി.ശ്രീധരൻ
- ആനയും അല്പം തെലുങ്കും - എ.പി.ഉദയഭാനു
- കവിതയും ഒരു തൊഴിൽ - പാബ്ലോ നെരൂദ (വിവ. രാഘവൻ വേങ്ങോട്)
- നമുക്കു സംഗീതത്തെപ്പറ്റി സംസാരിക്കാം- ഗബ്രിയേൽ ഗാർസിയ മാർക്കേസ് (വിവ.) രാധാകൃഷ്ണൻ എം.ജി.)
- മാധ്യമങ്ങളും മലയാളവും - പന്മന രാമചന്ദ്രൻനായർ
- പരിസ്ഥിതിയും ഭാരതീയ ജീവിതദർശനവും - ഡോ.എസ്.നാരായണൻ
- സ്വാതിയുടെ സന്നിധിയിൽ - എസ്.ഗുപ്തൻനായർ
- ആഗോള മാധ്യമസ്വരൂപങ്ങൾ - എൻ.എം.പിയേഴ്സൻ
- കൊളമ്പസ് മുതൽ സച്ചിൻ ടെണ്ടുൽക്കർ വരെ - ആർ.വിശ്വനാഥൻ
- ശൈലിയുടെ പ്രകാശതീരങ്ങളിൽ - വി.രാജകൃഷ്ണൻ
- അതുകൊണ്ട് തത്തമ്മേ - ഗീതാ ഹിരണ്യൻ

വിശദപഠനം

- കിരാതമൂർത്തി - കുട്ടികൃഷ്ണമാരാർ
- കേരളത്തിന്റെ വാചികാവ്യാനപാരമ്പര്യം - അയ്യപ്പപ്പണിക്കർ
- ജനാധിപത്യവും പത്രങ്ങളും - എം.ഗോവിന്ദൻ
- കാലം ആദ്ധ്യാത്മികഭാവനയിൽ - കെ.പി.അപ്പൻ
- ദുരന്തബോധം സി.വി.സാഹിത്യത്തിൽ - ഡി.ബഞ്ചമിൻ
- പുസ്തകങ്ങൾക്കിടയിൽ എന്റെ രഹസ്യജീവിതം - ഡോ.പി.കെ.രാജശേഖരൻ
- സഞ്ചാരിയുടെ വീട് - ഐ.ഷൺമുഖദാസ്
- ചരിത്രത്തിൽ ചിത്രകാരികൾ ഉണ്ടായത് - കവിതാ ബാലകൃഷ്ണൻ
- നാം മറ്റു ഗ്രഹങ്ങളിൽ കുടിയേറേണ്ടതുണ്ടോ? - സ്റ്റീഫൻ ഹോക്കിങ് (വിവർത്തനം: ഡോ.എ.രാജഗോപാൽ കമ്മത്ത്)
- പ്രേമവും ദാമ്പത്യവും - നിത്യചൈതന്യയതി
- കുഞ്ഞിരാമൻനായർക്കവിതയിലെ ഭാരതീയത - മേലത്ത് ചന്ദ്രശേഖരൻ
- വേണം ചില കരുതൽ - ജോൺ പോൾ

1,3,5,7,9,11 എന്ന ക്രമത്തിൽ ആറെണ്ണവും 2,4,6,8,10,12 എന്ന ക്രമത്തിൽ ആറെണ്ണവും യഥാക്രമം ഒന്നിടവിട്ട വർഷങ്ങളിലെ രണ്ടാം സെമസ്റ്ററിൽ പഠിക്കേണ്ടതാണ്.

സഹായകഗ്രന്ഥങ്ങൾ

- കേരളസംസ്കാരപഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- കൈരളിയുടെ കഥ - എൻ.കൃഷ്ണപിള്ള
- ആധുനികസാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - (എഡി.) ഡോ.കെ.എം.ജോർജ്ജ്
- മലയാളനോവൽസാഹിത്യചരിത്രം വോല്യം 1, വോല്യം 2 - ഡോ.എം.എം.ബഷീർ
- ചെറുകഥ ഇന്നലെ, ഇന്ന് - എം.എച്ചുതൻ
- ചിത്രയും ചിദാകാശവും - ഡോ.എ.എം.ഉണ്ണിക്കൃഷ്ണൻ
- കഥാപഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- നോവൽ പഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- മലയാളസാഹിത്യനിരൂപണം - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- ചെറുകഥ - വാക്കും വഴിയും - ഡോ.കെ.എസ്.രവീകുമാർ
- കഥയും ഭാവുകത്വപരിണാമവും - ഡോ.കെ.എസ്.രവീകുമാർ
- ചെറുകഥയുടെ ഛായസ്സ് - വി.രാജകൃഷ്ണൻ
- നോവൽവായനകൾ - വി.സി.ശ്രീജൻ
- വിമർശനത്തിന്റെ രാജവീഥികൾ - ഡോ.സി.രാജേന്ദ്രൻ
- ആഗോളീകരണവും മലയാളചെറുകഥയും - ഡോ.എം.എ.സിദ്ദീഖ്
- നഗരവും കാമികഭാവനയും - (എഡിറ്റർ) വി.രാജകൃഷ്ണൻ
- വാക്കിൽ പാകപ്പെടുത്തിയ ചരിത്രം - എൻ.ശശിധരൻ
- സി.വി.പഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- കഥയും പരിസ്ഥിതിയും - ജി.മധുസൂദനൻ
- ചിത്രകലയും ചെറുകഥയും - ടി.ആർ.
- കഥാന്തരങ്ങൾ - ഡോ.പി.കെ.രാജശേഖരൻ
- നവമാലിക - എസ്.ഗുപ്തൻനായർ
- ആഖ്യാനത്തിന്റെ അടരുകൾ - ഡോ.കെ.എസ്.രവീകുമാർ
- ഉത്തരാധുനിക ചർച്ചകൾ - പ്രസന്നരാജൻ
- ആധുനികോത്തരം-വിശകലനവും വിമർശനവും - വി.സി.ശ്രീജൻ
- സമകാലികസാഹിത്യസിദ്ധാന്തം ഒരു പാഠപുസ്തകം - ഡോ.രാധിക സി.നായർ
- പുനർവായന - ഡോ.എ.എം.ഉണ്ണിക്കൃഷ്ണൻ

സെമസ്റ്റർ : III
 കോഴ്സ് കോഡ് : GIR 3307
 ലാംഗ്വേജ് കോഴ്സ് : VII (അഡീഷണൽ ലാംഗ്വേജ് : III)
 സമയക്രമം : ആഴ്ചയിൽ 5 മണിക്കൂർ)
 18 ആഴ്ചയിൽ 90 മണിക്കൂർ
 ക്രെഡിറ്റ് : 4

ദൃശ്യകലാസാഹിത്യം

പഠനോദ്ദേശ്യം

ദൃശ്യകലകൾക്ക് ആധാരമായ സാഹിത്യപാഠങ്ങൾ പരിചയപ്പെടുക - കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നിങ്ങനെയുള്ള ക്ലാസിക്കൽ - ജനപ്രിയ കലാരൂപങ്ങളെക്കുറിച്ച് സാമാന്യധാരണയുണ്ടാവുക - അതുവഴി നമ്മുടെ ദൃശ്യകലാസംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള അറിവുനേടുക എന്നിവയാണ് ഈ കോഴ്സിന്റെ ലക്ഷ്യം.

പഠനലക്ഷ്യം

- ◆ ദൃശ്യകലയ്ക്ക് ആധാരമായ സാഹിത്യപാഠങ്ങൾ പരിചയപ്പെടുക.
- ◆ കഥകളി, നാടകം, തുള്ളൽ, സിനിമ തുടങ്ങിയ ക്ലാസിക്കൽ - ജനപ്രിയ കലാരൂപങ്ങളെക്കുറിച്ച് സാമാന്യധാരണയുണ്ടാവുക.
- ◆ ദൃശ്യകലാ സംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ച് അറിവ് നേടുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന്
(18മണിക്കൂർ)

ആട്ടക്കഥ, തുള്ളൽസാഹിത്യം

കഥകളി എന്ന കലാരൂപത്തിന്റെ ഉത്ഭവം - കൊട്ടാരക്കര തമ്പുരാൻ - രാമനാട്ടം - കൃഷ്ണനാട്ടം - കോട്ടയത്തു തമ്പുരാൻ, ഉണ്ണായി വാര്യർ, അശ്വതിതിരുനാൾ, കാർത്തികതിരുനാൾ, വി.കൃഷ്ണൻതമ്പി തുടങ്ങിയവരുടെ ആട്ടക്കഥകൾ - സാമാന്യപരിചയം - തുള്ളൽപ്രസ്ഥാനത്തിന്റെ ഉത്ഭവം - കുഞ്ചൻനമ്പ്യാരുടെ തുള്ളൽക്കൃതികൾ.

വിശദപഠനം

1. നളചരിതം ആട്ടക്കഥ - ഉണ്ണായിവാര്യർ (വ്യാഖ്യാനം: പന്മന രാമചന്ദ്രൻനായർ) ഒന്നാം ദിവസം: ദൂതം പൂർണ്ണമാകുന്നതുവരെ
2. സ്യമന്തകം - കുഞ്ചൻനമ്പ്യാർ ('ഇതഥം കിമപി പറഞ്ഞു വിശേഷം' മുതൽ 'കണ്ണൻ തന്നുടെ നാടകമെല്ലാം കേട്ടിട്ടില്ലേ?' വരെ)

അധികവായനയ്ക്ക്

- കല്യാണസൗഗന്ധികം ആട്ടക്കഥ - കോട്ടയത്തു തമ്പുരാൻ
- താടകാവധം ആട്ടക്കഥ - വി.കൃഷ്ണൻതമ്പി
- അഹല്യാമോക്ഷം തുള്ളൽ - കുഞ്ചൻനമ്പ്യാർ

പ്രോജക്ട്, അസൈൻമെന്റ്, അനുബന്ധപ്രവർത്തനങ്ങൾ എന്നിവയ്ക്ക്

മേൽപ്പറഞ്ഞ കലാരൂപങ്ങളുടെ ചരിത്രം, സാഹിത്യപാഠങ്ങൾ, അധികവായനയ്ക്ക് ഉൾപ്പെടുത്തിയിട്ടുള്ള കൃതികൾ എന്നിവയുമായി ബന്ധപ്പെട്ട് അസൈൻമെന്റുകൾ നൽകാവുന്നതാണ്. കഥകളി, തുള്ളൽ എന്നിവയുടെ അവതരണം, അതിനുപയോഗിക്കുന്ന ചമയങ്ങളുടെ പ്രദർശനം, കഥകളിസംഗീതം, തുള്ളൽപ്പാട്ട് എന്നിവയുടെ അവതരണം തുടങ്ങിയവ സംഘടിപ്പിക്കാവുന്നതാണ്. കഥകളി, തുള്ളൽ കലാകാരന്മാരെ പങ്കെടുപ്പിച്ചുകൊണ്ടുള്ള ശില്പശാല, അവരുമായുള്ള അഭിമുഖങ്ങൾ എന്നിവയും സംഘടിപ്പിക്കാവുന്നതാണ്.

**മൊഡ്യൂൾ : രണ്ട്
(54 മണിക്കൂർ)**

നാടസാഹിത്യം

മലയാളനാടകപ്രസ്ഥാനം - വ്യത്യസ്തധാരകൾ - ആദ്യകാല വിവർത്തനനാടകങ്ങൾ - സംസ്കൃതനാടകങ്ങൾ - കാളിദാസൻ - ഭാസൻ - തമിഴ്നാടകങ്ങൾ - ഷേക്സ്പിയർ നാടകങ്ങൾ - ഇതര യൂറോപ്യൻ നാടകങ്ങൾ - സംഗീതനാടകപ്രസ്ഥാനം - സ്വതന്ത്ര മലയാള നാടകങ്ങൾ - സാമൂഹികനാടകങ്ങൾ - രാഷ്ട്രീയനാടകങ്ങൾ - അരങ്ങനെക്കുറിച്ചുള്ള കേരളീയസങ്കല്പം - തനതുനാടകപ്രസ്ഥാനം - പരീക്ഷണനാടകങ്ങൾ - നാടകസാഹിത്യം ഇന്ന്.

വിശദപഠനം

1. സ്വപ്നവാസവദത്തം - ഭാസൻ (വിവർത്തനം - വള്ളത്തോൾ)
2. ആ മനുഷ്യൻ നീ തന്നെ - സി.ജെ.തോമസ് - അങ്കം 2
3. കല്യാണസാരി - ശ്രീജ കെ.വി.

അധികവായന

1. അഭിജ്ഞാനശാകുന്തളം - കാളിദാസൻ - വിവ. ഏ.ആർ.രാജരാജവർമ്മ
2. ഓമല്ലോ - ഷേക്സ്പിയർ - വിവ: എം.ആർ.നായർ
3. മറക്കുടയ്ക്കുള്ളിലെ മഹാനരകം - എം.ആർ.ബി.
4. പാട്ടബാക്കി - കെ.ദാമോദരൻ
5. ദൈവത്താർ - കാവാലം നാരായണപ്പണിക്കർ
6. സൃഷ്ടി - കെ.ടി.മുഹമ്മദ്

**സെമിനാർ, അസൈൻമെന്റ്
അനുബന്ധപ്രവർത്തനങ്ങൾ എന്നിവയ്ക്ക്**

നാടകവേദിയെക്കുറിച്ച് അറിവുകൾ ശേഖരിക്കുകയും വിലയിരുത്തുകയും ചെയ്യുക, നാടക പ്രവർത്തകരുമായി സംവദിക്കുക, നാടകകൃതികൾക്ക് രംഗാവിഷ്കാരം ഒരുക്കുക, സമകാല സംഭവങ്ങളെ നാടകരൂപത്തിൽ ആവിഷ്കരിക്കുക തുടങ്ങിയവ അസൈൻമെന്റിനും സെമിനാറിനും അനുബന്ധപ്രവർത്തനങ്ങൾക്കും വേണ്ടി പരിഗണിക്കാവുന്നതാണ്.

**മൊഡ്യൂൾ : മൂന്ന്
(18 മണിക്കൂർ)**

തിരക്കഥാപഠനം

തിരക്കഥ സാഹിത്യരൂപമെന്ന നിലയിൽ - മലയാളത്തിലെ ശ്രദ്ധേയമായ തിരക്കഥകൾ എം.ടി., അടൂർ ഗോപാലകൃഷ്ണൻ, പത്മരാജൻ, ടി.വി.ചന്ദ്രൻ, ലെനിൻ രാജേന്ദ്രൻ, എം.പി. സുകുമാരൻനായർ, ബ്ലേസ്സി എന്നിവരുടെ തിരക്കഥകളെക്കുറിച്ച് സാമാന്യപരിചയം.

വിശദപഠനം

വൈശാലി - എം.ടി.വാസുദേവൻനായർ

അധികവായന

- എസ്തപ്പാൻ - ജി.അരവിന്ദൻ
- എലിപ്പത്തായം - അടൂർ ഗോപാലകൃഷ്ണൻ
- ഒരിടത്തൊരു ഫയൽവാൻ - പത്മരാജൻ
- ഡാനി - ടി.വി.ചന്ദ്രൻ
- ഭ്രമരം - ബ്ലേസ്സി
- കഴകം - എ.പി.സുകുമാരൻനായർ

സെമിനാർ, അസൈൻമെന്റ്, അനുബന്ധപ്രവർത്തനം

തിരക്കഥയ്ക്ക് സിനിമയിലുള്ള സ്ഥാനം, തിരക്കഥ - സിനിമ, നാടകസാഹിത്യം - നാടകം, ഇവയുടെ താരതമ്യം - ഏതെങ്കിലും വിഷയത്തിന് തിരക്കഥാരൂപം നൽകൽ എന്നിവ സെമിനാർ, അസൈൻമെന്റ്, അനുബന്ധപ്രവർത്തനം എന്നിവയ്ക്കു നൽകാവുന്നതാണ്. ചലച്ചിത്രാസ്വാദനം, നിരൂപണം എന്നിവയും ഉൾപ്പെടുത്താവുന്നതാണ്.

സഹായകഗ്രന്ഥങ്ങൾ

- സാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ (ആട്ടക്കഥ/തുളുളൽ) - എഡി. കെ.എം.ജോർജ്ജ്
- കൈരളിയുടെ കഥ - എൻ.കൃഷ്ണപിള്ള
- ഉയരുന്ന യവനിക - സി.ജെ.തോമസ്
- മലയാളനാടകസാഹിത്യചരിത്രം - ജി.ശങ്കരപ്പിള്ള

- നാടകപഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- മലയാള നാടകസാഹിത്യചരിത്രം - വയലാ വാസുദേവൻപിള്ള
- തിരക്കഥ -സിനിമയുടെ ദൃശ്യപ്രകാരം - ഡൊമിനിക് ജെ.കാട്ടൂർ
- മലയാളസിനിമയും സാഹിത്യവും - മധു ഇറവങ്കര
- തിരക്കഥാസാഹിത്യം സൗന്ദര്യവും പ്രസക്തിയും - ജോസ്. കെ. മാനുവൽ
- ചലച്ചിത്രപഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
- നാടകവും സിനിമയും - ജോസ് കെ. മാനുവൽ
- കഥ, തിരക്കഥ, സിനിമ (പഠനം) എന്ന് സ്വന്തം ജാനകിക്കുട്ടി (പുറം 13-22)
- എം.ടി.വാസുദേവൻനായർ
- എം.ടി.യുടെ സിനിമകൾ - കോഴിക്കോടൻ
- സിനിമയുടെ നീതിസാരം - പി.ജി.സദാനന്ദൻ

- സെമസ്റ്റർ : IV
- കോഴ്സ് കോഡ് : GIR 3407
- ലാംഗ്വേജ് കോഴ്സ് : IX
- സമയക്രമം : ആഴ്ചയിൽ 5 മണിക്കൂർ)
18 ആഴ്ചയിൽ 90 മണിക്കൂർ
- ക്രെഡിറ്റ് : 4

വിനിമയം, വിവർത്തനം, സർഗ്ഗാത്മകരചന

പഠനോദ്ദേശ്യം

1. വിനിമയം എന്ന ആശയത്തിലൂടെ വിനിമയോപാധികളായ മാധ്യമങ്ങളുടെ ലോകത്തേക്കു വിദ്യാർത്ഥികളുടെ ശ്രദ്ധ കൊണ്ടുവരുക എന്നതാണ് ഈ കോഴ്സിന്റെ ഒരു ലക്ഷ്യം.
2. ഭരണഭാഷ മലയാളം എന്നത് ഗൗരവമായ പരിഗണന ലഭിച്ചിട്ടില്ലാത്ത ഒരു പ്രശ്നമേഖലയാണ്. ജനതയുടെ ഭാഷയിലേക്ക് ഭരണഭാഷ വ്യവസ്ഥപ്പെടുക എന്നതിൽ ജനകീയമായ ഒരു നീതിയുടെ തലമുണ്ട്. ഈ പ്രശ്നത്തിലേക്ക് വിദ്യാർത്ഥികളുടെ ശ്രദ്ധ കൊണ്ടുരുക എന്നതും ഭാഷാതലത്തിൽ സംഭവിക്കേണ്ടുന്ന മാറ്റത്തിൽ വിദ്യാർത്ഥികളെയും പങ്കാളികളാക്കുക എന്നതും ഈ കോഴ്സിന്റെ ലക്ഷ്യമാണ്.
3. വിവർത്തനം സാംസ്കാരികവിനിമയവുമായി ബന്ധപ്പെട്ട ഒരു പ്രധാന മേഖലയാണ്. ആ മേഖല വിദ്യാർത്ഥികളെ പരിചയപ്പെടുത്തുക എന്നത് കോഴ്സിന്റെ മറ്റൊരു ലക്ഷ്യമാണ്.
4. വായനയിൽ എന്നപോലെ സർഗ്ഗാത്മകരചനയിലും ഇടപെടുത്തിക്കൊണ്ട് സൗന്ദര്യാത്മകതയുടെ ഒരു സംസ്കാരം ആർജ്ജിച്ചു മുന്നോട്ടുപോകാൻ വിദ്യാർത്ഥികളെ പ്രേരിപ്പിക്കുക എന്നതും ഈ കോഴ്സിന്റെ ലക്ഷ്യമാണ്.

പഠനലക്ഷ്യം

- ◆ വിനിമയം എന്ന ആശയത്തിലൂടെ വിനിമയോപാധികളായ മാധ്യമങ്ങളുടെ ലോകത്തെ കുട്ടികൾക്ക് പരിചയപ്പെടുത്തുക.
- ◆ ഭരണഭാഷ മലയാളം - ഗൗരവമായി പരിഗണിക്കപ്പെടേണ്ട മേഖലയാണ്. ഈയൊരു മേഖലയിലേക്ക് വിദ്യാർത്ഥികളുടെ ശ്രദ്ധ കൊണ്ടുവരിക. അവരെ അതിന്റെ ഭാഗമാക്കി മാറ്റുക.
- ◆ വിവർത്തനത്തിലൂടെ സാംസ്കാരിക വിനിമയം, താരതമ്യസാഹിത്യം എന്നീ മേഖലകൾ കുട്ടികൾക്ക് പരിചയപ്പെടുത്തി കൊടുക്കുക.
- ◆ വായനയിലൂടെ എന്നപോലെ സർഗ്ഗാത്മകതയിലും കുട്ടികളെ ഉൾപ്പെടുത്തുക. സൗന്ദര്യാത്മകതയുടെ തലം കുട്ടികളിലെത്തിക്കുക.

പാഠ്യപദ്ധതി

**മൊഡ്യൂൾ : ഒന്ന്
(18 മണിക്കൂർ)**

വിനിമയവും മാധ്യമങ്ങളും

വിനിമയം എന്ന പരികല്പന - വിനിമയത്തിന്റെ തലങ്ങൾ - ആശയതലം, സംസ്കാരതലം, സർഗ്ഗാത്മകതലം, വൈജ്ഞാനികതലം - വിനിമയമാധ്യമങ്ങൾ - മാധ്യമരംഗത്തെ ഇന്നത്തെ അവസ്ഥ - വിവിധതരം മാധ്യമങ്ങൾ - അച്ചടി മാധ്യമം - റേഡിയോ, ചലച്ചിത്രം, ടെലിവിഷൻ, ഇന്റർനെറ്റ് - മാധ്യമസ്വഭാവത്തിലും വിനിമയത്തിലും ഉള്ള ഇവയുടെ സവിശേഷതകൾ, വ്യത്യസ്തതകൾ - മാധ്യമങ്ങളും സമൂഹവും - മാധ്യമങ്ങൾ തുറന്നുതരുന്ന പുതിയ വിനിമയസാധ്യതകൾ

സെമിനാർ, അസൈൻമെന്റ് എന്നിവയ്ക്ക്

1. വിനിമയമാധ്യമങ്ങളും അവയുടെ ജനകീയസ്വഭാവവും
2. മാധ്യമങ്ങളും വിവരസമൂഹവും
3. വിവരസമൂഹവും സാമൂഹികമാറ്റങ്ങളും
4. മാധ്യമം - വിവരസമൂഹം - വികസനസങ്കല്പം
5. പരിസ്ഥിതിബോധം, സ്ത്രീശാക്തീകരണം, ദലിത് മുന്നേറ്റങ്ങൾ ഇവയെ മുന്നോട്ടു നയിക്കുന്നതിൽ മാധ്യമങ്ങൾക്കുള്ള പങ്ക്
6. വിവരസമൂഹവും ജാതി, ജന്മിത്തം, വിവേചനം, അജ്ഞത, നിരക്ഷരത, ദാരിദ്ര്യം തുടങ്ങിയ സാംസ്കാരിക ചിഹ്നങ്ങളും
7. അധികാരകേന്ദ്രങ്ങൾക്കും സ്ഥാപനങ്ങൾക്കും നേരെ തുറന്നിരിക്കുന്ന കണ്ണ് എന്ന നിലയിൽ മാധ്യമങ്ങൾക്കുള്ള സാധ്യതകൾ
8. മാധ്യമങ്ങളും ഉത്പന്ന, വ്യാപാര, വ്യാവസായികമേഖലകളും

സഹായകഗ്രന്ഥങ്ങൾ, വെബ്സൈറ്റുകൾ

1. മാധ്യമപഠനങ്ങൾ - പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
2. ആ ലോകം മുതൽ e ലോകം വരെ, ഡോ.ജെ.വി.വിളനിലം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്,
3. ഇനി വായന ഇ - വായന, വി.കെ.ആദർശ് (ജനറൽ എഡിറ്റർ) ഡോ.ബി.ഇക്ബാൽ, ഡി.സി.ബുക്സ്, 2009
4. വിവരസമൂഹവും വികസനവും, കേരളത്തിന്റെ അനുഭവപാഠങ്ങൾ, ആന്റണി പാലയ്ക്കൽ, വെസ്ലി പ്രിം, ഒലിവ് പബ്ലിക്കേഷൻസ്, 2007
5. വിവരശേഖരണം ഇന്റർനെറ്റിൽ, കെ.രവീന്ദ്രൻ (ജന.എഡിറ്റർ), ഡോ.ബി.ഇക്ബാൽ, ഡി.സി.ബുക്സ്, 2009
6. എങ്ങനെ മലയാളത്തിൽ ബ്ലോഗ്ഗിംഗ്, ബാബുരാജ് പി.എം., (ജന.എഡിറ്റർ), ഡോ.ബി.ഇക്ബാൽ, ഡി.സി.ബുക്സ്, 2008
7. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും, എം.വി.തോമസ്, കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണ വകുപ്പ്
8. മലയാളഗദ്യവും കമ്പ്യൂട്ടറും - സാധ്യതകളും പരിമിതികളും, ഡോ.എം.എസ്.പോൾ, മലയാളം റിസർച്ച് ജേണൽ, വോള്യം 2, സെപ്റ്റംബർ 2008
9. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
10. ഇന്ത്യയിലെ പത്രവിപ്ലവം - മുതലാളിത്തം രാഷ്ട്രീയം ഭാരതീയ ഭാഷാ പത്രങ്ങൾ 1977-99, റോബിൻ ജെഫ്രി (വിവർത്തനം) പി.കെ.ശിവദാസ്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
11. മാധ്യമങ്ങളും ആനുകാലിക സാമൂഹിക പ്രശ്നങ്ങളും, ഡോ.ജെ.വിളനിലം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
12. പത്രലോകം (ചീഫ് എഡിറ്റർ), ടി.വേണുഗോപാലൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
13. സിനിമയും പ്രത്യയശാസ്ത്രവും, വി.കെ.ജോസഫ്, കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്
14. സിനിമ സമൂഹം പ്രത്യയശാസ്ത്രം, രവീന്ദ്രൻ, മാതൃഭൂമി ബുക്സ്
15. ഇന്ത്യൻ സിനിമയിൽനിന്ന് ഇന്ത്യയെ കണ്ടെത്തുമ്പോൾ, ജി.പി.രാമചന്ദ്രൻ, ചിന്ത പബ്ലിഷേഴ്സ്
16. സിനിമയും സമൂഹവും, കെ.വേലപ്പൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
17. വൃത്താന്തപത്രപ്രവർത്തനം, സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള, മാജുബൻ പബ്ലിക്കേഷൻസ്
18. ഭാരതീയപത്രചരിത്രം, എം.വി.തോമസ്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
19. http://en.wikipedia.org/wiki/Media_unfluence
20. <http://www.flipkart.com/strategic-aspects-media-towards-poverty>
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മൊഡ്യൂൾ : രണ്ട്
(18 മണിക്കൂർ)

വിനിമയവും ഭരണഭാഷാമലയാളവും

ഭരണഭാഷ-മാതൃഭാഷ ആവുന്നതിന്റെ ആവശ്യകത - ഭരണരംഗത്തെ ആശയവിനിമയം ജനങ്ങളുടെ ഭാഷയിലായിരിക്കണമെന്ന തത്ത്വം - ഭരണഭാഷ മലയാളമാക്കുന്നതിന്റെ പ്രശ്നങ്ങൾ - സാങ്കേതികപദാവലിയും പ്രയോഗശൈലിയും സ്വീകരിച്ചുകൊണ്ടുള്ള പ്രശ്ന പരിഹാരം - ഭരണഭാഷയ്ക്കുണ്ടായിരിക്കേണ്ട പ്രത്യേകതകൾ - നിയതാർത്ഥബോധകം (അർത്ഥത്തിന്റെ കൃത്യത), ഋജു, സരളം - ലഘുവാക്യങ്ങൾക്കുള്ള പ്രാധാന്യം - അലങ്കാര ഭാഷയുടെ നിരാസം - ഗൗരവം നിറഞ്ഞ ശുദ്ധ മലയാളശൈലിയുടെ സ്വീകാരം.

പഠനപ്രവർത്തനം

ഇംഗ്ലീഷിലുള്ള സർക്കാർ ഉത്തരവുകളും നടപടിക്രമങ്ങളും മലയാളത്തിലേക്കു മാറ്റാനുള്ള പരിശീലനം.

സഹായകഗ്രന്ഥങ്ങൾ

1. ഭാഷയും ഭരണഭാഷയും, ഡോ.എഴുമറ്റൂർ രാജരാജവർമ്മ, ഇൻഫർമേഷൻ ആന്റ് പബ്ലിക് റിലേഷൻസ് വകുപ്പ്, കേരളസർക്കാർ
2. ഭാഷാശുദ്ധിയും ഭരണഭാഷയും, ഡോ.വിളക്കുടി രാജേന്ദ്രൻ, പ്രിയദർശിനി പബ്ലിക്കേഷൻസ് സൊസൈറ്റി, തിരുവനന്തപുരം
3. വിവർത്തനവിചിന്തനം, ഡോ.കെ.വി.തോമസ്, ഡോ.മാത്യു ജെ.മുട്ടത്ത്, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്, പുറം 19-31
4. ഭരണശബ്ദാവലി, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

മൊഡ്യൂൾ : മൂന്ന്
(18 മണിക്കൂർ)

വിവർത്തനം

വിവർത്തനം എന്ത്? എന്തിന് - വിവർത്തനത്തിന്റെ നിർവചനം - സ്രോതഭാഷ(Source language)യും ലക്ഷ്യഭാഷ(Target language) യും - വിവർത്തനത്തിന്റെ പ്രശ്നങ്ങൾ. ശാസ്ത്ര വിവർത്തനവും സാഹിത്യവിവർത്തനവും - കവിതാവിവർത്തനത്തിന്റെ പ്രത്യേക പ്രശ്നങ്ങൾ. വിവർത്തനത്തിന്റെ ഏകകം (Unit) - പദം, വാക്യ, ഖണ്ഡിക, കൃതി.

വിവർത്തനത്തിന്റെ പരിമിതികൾ - പ്രാദേശിക സാംസ്കാരികമുദ്രകൾ വിവർത്തനത്തിൽ നഷ്ടപ്പെടുന്നതെന്തുകൊണ്ട്?

പ്രായോഗികപരിശീലനം

ഇംഗ്ലീഷിൽനിന്നു മലയാളത്തിലേക്കും മലയാളത്തിൽനിന്ന് ഇംഗ്ലീഷിലേക്കുമുള്ള വിവർത്തനം - മാതൃകകൾ ആസ്പദമാക്കിയുള്ള പരിശീലനം - കവിത, കഥ, നാടകം, നോവൽ എന്നീ ശാഖകളിലെ ഓരോ ഭാഗം വിവർത്തനം ചെയ്യുക - ശൈലികൾ, സാങ്കേതികപദങ്ങൾ എന്നിവയുടെ വിവർത്തനം പ്രത്യേകം പരിശീലിക്കുക.

സഹായകഗ്രന്ഥങ്ങൾ

1. വിവർത്തനം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
2. തർജ്ജമ : സിദ്ധാന്തവും പ്രയോഗവും, സ്കറിയ സക്കറിയ (എഡിറ്റർ)
3. വിവർത്തനചിന്തകൾ, ഡോ.വി.ആർ.പ്രബോധചന്ദ്രൻനായർ (എഡിറ്റർ)
4. വിവർത്തനവിചാരം, ഡോ.എൻ.ഇ.വിശ്വനാഥയ്യർ
5. ചന്ദ്രികയായി മാറുന്ന സൂര്യപ്രകാശം, ഒ.എൻ.വി.കുറുപ്പ്, ചങ്ങമ്പുഴയുടെ വിവർത്തന കവിതകൾ, ചിന്ത പബ്ലിഷേഴ്സ്, പുറം 9-15
6. 'ദേവഗീത'യുടെ മുഖവുര - ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള, ചങ്ങമ്പുഴയുടെ വിവർത്തന കവിതകൾ, ചിന്ത പബ്ലിഷേഴ്സ്, പുറം 1828

മൊഡ്യൂൾ : നാല്
(10+26=36 മണിക്കൂർ)

സർഗ്ഗാത്മകരചന

സർഗ്ഗാത്മകതയുടെ ഉറവിടം - വിവിധ കാഴ്ചപ്പാടുകൾ - വേർഡ്സ്വർത്തിന്റെ പ്രസിദ്ധമായ കാവ്യനിർവ്വചനം - സർഗ്ഗാത്മകതയും ജനതയും - സർഗ്ഗാത്മകതയുടെ സാമൂഹിക മൂല്യം - സർഗ്ഗാത്മക സാർവലൗകിക സാഹോദര്യം സൃഷ്ടിക്കുന്നു എന്ന ടോൾസ്റ്റോയുടെ ദർശനം.

സർഗ്ഗരചനയുടെ വിവിധരൂപങ്ങൾ - കവിത, കഥ, ദൃശ്യകലാസാഹിത്യം - സാഹിത്യ നിരൂപണങ്ങൾ - സർഗ്ഗാത്മകരചന - രചനയിലേക്കു നയിക്കുന്ന സാഹചര്യങ്ങൾ - അനുഭവം എന്ന അടിത്തറ - ജന്മവാസന എന്ന ഘടകം - ഭാവന - അഭ്യാസത്തിന്റെ (പരിശീലനത്തിന്റെ) പ്രാധാന്യം - എഴുത്തിന്റെ വിവിധഘട്ടങ്ങൾ - ഭാഷയും മനസ്സും - ഭാഷയുടെ അപൂർണ്ണതയെക്കുറിച്ച് എഴുത്തുകാരനുണ്ടാകാവുന്ന ബോധം - എഴുത്തിന്റെ പ്രതിസന്ധികൾ - അതിജീവനങ്ങൾ - പൂർത്തീകരണം.

പ്രായോഗിക പരിശീലനം (ആന്തര മൂല്യനിർണ്ണയനത്തിനു മാത്രം)

കവിത, കഥ, ഹ്രസ്വചിത്രങ്ങൾക്കുള്ള തിരക്കെഴു ലഘുനാടകം, ഫീച്ചർ എന്നിവയുടെ രചനാപരിശീലനം വിദ്യാർത്ഥികൾക്കു നൽകാൻ വേണ്ടിയാണ് മൊഡ്യൂളിന്റെ ഈ ഭാഗം ഉപയോഗിക്കേണ്ടത്. മൊഡ്യൂളിന്റെ 28 മണിക്കൂർ അതിനായി നീക്കിവെച്ചിരിക്കുന്നു. ആവശ്യമായ സന്ദർഭങ്ങളിൽ വിദ്യാർത്ഥികളെ ഗ്രൂപ്പുകളായി തിരിക്കാം.

കൃതികളുടെ പ്രമേയം, ഉള്ളടക്കം, ഘടകം എന്നിവയെ സംബന്ധിച്ച ധാരണകൾക്ക് വിദ്യാർത്ഥികൾ അധ്യാപകരിൽനിന്ന് ആവശ്യമായ പിന്തുണ തേടേണ്ടതാണ്. വായനയ്ക്കുള്ള നല്ല മാതൃകകൾ അധ്യാപകരുടെ സഹായത്തോടെ വിദ്യാർത്ഥികൾ കണ്ടെത്തുകയും വേണം.

ആശയ/പ്രമേയ/വിഷയസ്വീകരണത്തിന് സഹായകമാകുന്ന ചില നിർദ്ദേശങ്ങൾ

1. പഴഞ്ചൊല്ലുകൾ, നാടോടിക്കഥകൾ, സാരോപദേശകഥകൾ, പ്രാദേശിക കല്പനകൾ എന്നിവയിൽനിന്നും ആശയങ്ങൾ/ദർശനങ്ങൾ/പ്രമേയങ്ങൾ സ്വീകരിക്കുകയും വർത്തമാനകാല രചനാതന്ത്രങ്ങൾ ഉപയോഗിച്ച് അവയെ ആവിഷ്കരിക്കുകയും അതുവഴി നമ്മുടെ സാംസ്കാരിക പൈതൃകാവസ്ഥകളുമായി ബന്ധം സ്ഥാപിക്കുകയും ചെയ്യുക.
2. കാലികപ്രസക്തിയുള്ള സംഭവങ്ങളിൽനിന്നും വാർത്തകളിൽനിന്നും രചനയ്ക്കുള്ള പ്രമേയങ്ങൾ കണ്ടെത്തുക.
3. പ്രകൃതി, പരിസ്ഥിതി, സമൂഹം - ഇവയുമായി ബന്ധപ്പെട്ട അനുഭവങ്ങളിൽ നിന്നും ഊർജ്ജം സ്വീകരിച്ച് രചനയിലേർപ്പെടുക.
4. നേരിട്ടും അല്ലാതെയുമുള്ള ജീവിതാനുഭവങ്ങളിൽനിന്നും രചനയ്ക്കുപ്രദമായ മേഖലകൾ വേർതിരിച്ചെടുക്കുക.
5. ഒരു സാഹിത്യരൂപത്തെ മറ്റൊരു രൂപത്തിലേക്ക് പരിവർത്തനപ്പെടുത്തുക.

സഹായകഗ്രന്ഥങ്ങൾ

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5. എന്റെ പണിപ്പുരയിൽനിന്ന് (ഇതേ പേരിലുള്ള കവിതാസമാഹാരത്തിൽ ചേർത്തിരിക്കുന്ന ലേഖനം), ഇടശ്ശേരി, ലിപി പബ്ലിക്കേഷൻ, കോഴിക്കോട്.
6. കഥയും തിരക്കഥയും - ഡോ.ജോസ് കെ.മാനുവൽ, കൈരളി ബുക്സ്, കണ്ണൂർ
7. ബ്രഹ്മർഷിന്റെ കല, (എഡി.) സച്ചിദാനന്ദൻ, മാതൃഭൂമി ബുക്സ്, 2006
8. യുവകവികളുടെ കത്തുകൾ, റെയ്നർ മാരിയ റിൽകെ, (പരിഭാഷ), കെ.സന്തോഷ്കുമാർ, പാപ്പിയോൺ, കോഴിക്കോട്, 2004
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10. ആഖ്യാനശൈലി നോവലിലും ഇതരസാഹിത്യരൂപങ്ങളിലും (മലയാളനോവൽ വിമർശനം എന്ന ഗ്രന്ഥത്തിലെ ഒരു പഠനം), ബാബു ചെറിയാൻ, ബുക്ക് ഡൈജസ്റ്റ്, കോട്ടയം-18, പുറം 9-27
11. സംഭാഷണങ്ങൾ (എം.മുകുന്ദൻ, വി.രാജകൃഷ്ണൻ, സാനാ ജോസഫ്, സേതു), ഇളവൂർ ശ്രീകുമാർ, പച്ചമലയാളം പബ്ലിക്കേഷൻസ്, കൊല്ലം 2007
12. കാവ്യസ്വരൂപം, എസ്.ഗുപ്തൻനായർ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
13. പരിസ്ഥിതിപഠനങ്ങൾ, പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
14. ഉയരുന്ന യവനിക, സി.ജെ.തോമസ്, മാജുബെൻ പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം
15. കഥയുടെ ന്യൂക്ലിയസ്, ഡോ.വത്സലൻ വാതുശ്ശേരി, ഒലിവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്

16. നാടകരൂപചർച്ച, കാട്ടുമാടം നാരായണൻ, മാതൃഭൂമി ബുക്സ്
17. ഭാവനാതീതം: കഥയും പ്രതീതിയാമാർത്ഥ്യവും (കഥാന്തരങ്ങൾ എന്ന ഗ്രന്ഥത്തിലെ ഒരു പഠനം), പി.കെ.രാജശേഖരൻ, മാതൃഭൂമി ബുക്സ്, പുറം 112-124
18. ആനിഫ്രാങ്കും ഡയറിക്കുറിപ്പുകളും (ആത്മദുഃഖങ്ങൾ ഹർഷോന്മാദങ്ങൾ എന്ന ഗ്രന്ഥത്തിലെ ഒരു നിരൂപണം), ഡോ.എം.എം.ബഷീർ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്, പുറം 222-230
19. അതികഥാതന്ത്രങ്ങൾ (ആധുനികോത്തരം വികലനവും വിമർശനവും എന്ന ഗ്രന്ഥത്തിലെ ഒരു പഠനം), ഡോ.വി.സി.ശ്രീജൻ, നാഷണൽ ബുക്സ്റ്റാൾ, 1999, പുറം 125-205
20. ആധുനികാനന്തരം കവിതയിൽ സംഭവിക്കുന്നത് (ഉത്തരാധുനികചർച്ചകൾ എന്ന ഗ്രന്ഥത്തിലെ ഒരു പഠനം), പ്രസന്ന രാജൻ, പ്രഭാത് ബുക്സ്, തിരുവനന്തപുരം, 2002, പുറം 161-175
21. സാഹിത്യം രചനയും ആസ്വാദനവും (അന്തസ്സന്നിവേശം എന്ന ഗ്രന്ഥത്തിലെ ഒരു പ്രഭാഷണം), അയ്യപ്പപ്പണിക്കർ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, പുറം 125-144
22. (1) ആദിവാസി കഥാഖ്യാനം (2) ആഖ്യാനകല: സിദ്ധാന്തവും പ്രയോഗവും (3) ആഖ്യാനശാസ്ത്രം (ഇന്ത്യൻസാഹിത്യസിദ്ധാന്തം - പ്രസക്തിയും സാധ്യതയും എന്ന ഗ്രന്ഥത്തിൽനിന്ന്), കെ.അയ്യപ്പപ്പണിക്കർ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, പുറം 242-302
23. ഇതിഹാസത്തിന്റെ ഇതിഹാസം, ഒ.വി.വിജയൻ, ഡി.സി.ബുക്സ്
24. (1) എന്റെ ആദ്യത്തെ പുസ്തകങ്ങൾ (2) വാക്ക് (നെരുദയുടെ ഓർമ്മക്കുറിപ്പുകൾ എന്ന ഗ്രന്ഥത്തിലെ ഭാഗങ്ങൾ), നിത്യചൈതന്യയതി, ഗ്രീൻ ബുക്സ്, പുറം 60-69
25. നോബേൽ സമ്മാനം സ്വീകരിച്ചുകൊണ്ട് നെരുദ നടത്തിയ പ്രഭാഷണം, (വിവർത്തനം) കൃഷ്ണകുമാർ (പാബ്ലോ നെരുദ ഒരു പഠനം എന്ന ഗ്രന്ഥത്തിലെ അനുബന്ധം), സച്ചിദാനന്ദൻ, മാതൃഭൂമി ബുക്സ്, പുറം 129-139
26. (1) നോവൽ എങ്ങനെ എഴുതുന്നു? (2) കുട്ടികൾക്കുള്ള കഥകളെപ്പറ്റി (ഭയം, പ്രേമം, സംഗീതം എന്ന ഗ്രന്ഥത്തിൽനിന്ന്) ഗബ്രിയേൽ ഗാർസിയ മാർക്കേസ്, (പരിഭാഷ) രാധാ കൃഷ്ണൻ എം.ജി., ചിന്ത പബ്ലിഷേഴ്സ്, പുറം 9-13, 83-87
27. കവിതയ്ക്കൊരു സാധൂകരണം, സർ ഫിലിപ്പ് സിഡ്നി, (പരിഭാഷ) ഡോ.കെ.എൻ. എഴുത്തച്ഛൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
28. ചിത്രകലയും ചെറുകഥയും, ടി.ആർ.മാതൃഭൂമി ബുക്സ്
29. സാഹിത്യവിചാരം, എം.പി.പോൾ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
30. (1) ഗെർനിക്ക: ഫാഷിസം - കലാകാരന്റെ അബോധതലം, പാബ്ലോ പിക്ടാസോ/ജെറോം സെക്ലർ (2) ഞാൻ എന്റെ സാഹിത്യം, നോർമൻ മെയ്ലർ/റോബർട്ട് ബെഗിബിങ് (3) ചിരിയും മറവിയും, മിലൻ കുന്ദേര/ഫിലിപ്പ് റോത്ത് (4) എന്റെ കവിത എന്റെ ജീവിതം, പാബ്ലോ നെരുദ (ക്ലാസിക്കൽ അഭിമുഖങ്ങൾ എന്ന ഗ്രന്ഥത്തിൽ നിന്ന്), (പരിഭാഷ) ജമാൽ കൊച്ചുങ്ങാടി, ഒലിവ് പബ്ലിക്കേഷൻസ്, പുറം 1221-132, 200-213, 229-239, 256-279)
31. ബഷീർ സംഭാഷണങ്ങൾ, (എഡി:), അസീസ് തരുവണ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
32. പൂർണ്ണതേടുന്ന അപൂർണ്ണബിന്ദുക്കൾ, വി.ബി.സി. നായർ, ഡി.സി.ബുക്സ്
33. നോവലിസ്റ്റിന്റെ ശില്പശാല, ടി.എൻ.ജയചന്ദ്രൻ
34. http://en.wikipedia.org/wiki/Creative_writing
35. http://www.du.ac.in/du/Course_1_Creative_Writing.pdf
36. <http://www.dailywritingtips.com/creative-writing-101/>

37. <http://fictionwriting.about.com/>
38. Creativity:Unleashing the Forces Within, Osho, Sto.Martin's Griffin, New York.
39. ഭാരതീയകാവ്യശാസ്ത്രം, ടി.ഭാസ്കരൻ
40. ഭാരതീയകാവ്യശാസ്ത്രം, വേദബന്ധു.
41. ഭാരതീയസാഹിത്യസിദ്ധാന്തങ്ങൾ, നെല്ലിക്കൽ മുരളീധരൻ
42. പാശ്ചാത്യസാഹിത്യദർശനം, എം.അച്യുതൻ
43. പാശ്ചാത്യസാഹിത്യതത്വശാസ്ത്രം, കെ.എം.തരകൻ
44. വിശ്വസാഹിത്യദർശനങ്ങൾ, നെല്ലിക്കൽ മുരളീധരൻ
45. മലയാളസാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, എരുമേലി പരമേശ്വരൻപിള്ള
46. ഭാരതീയസാഹിത്യദർശനം, ചാത്തനാത്ത് അച്യുതനുണ്ണി
47. തിരഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ, പി.വി.വേലായുധൻപിള്ള
48. സൂര്യകാന്തി - പി.വി.വേലായുധൻപിള്ള

to make a comparative statement to take a considered decision requiring further enhancement of Ph.D Evaluation fee for future.

AC3:06:04

Amendment of Ordinance 28 - Reg:-

Draft amended Ordinance No. 28 of Central University of Kerala (Emoluments, Terms & Conditions of Service of the Controller of Examinations) has been placed before the Academic Council for approval

Decision:

The Academic Council approved the amendment proposed in Ordinance No.28.

AC3:06:05

Counting of Past Service for Direct Recruitment and Promotion for Teachers – Reg.

The counting of past services for direct recruitment and promotion was placed as an item in the AC vide item No. 03:3:03(01.06.2018);

Accordingly, the Academic Council while approving the minutes of the committee have pointed out that the experience of State funded research institutions and Industry experience may also be counted by referring the matter back to the Committee. The Committee was asked to submit its report to the next AC.

This was placed in EC (03.08.30) dated 27th June 2018 for approving the above resolutions of the AC. The EC approved the proposal and decided that the experience in Research /Technical institutions of State Governments in equivalent grade /similar duties also may be counted along with national institutions.

The Committee again met to finalize the aspect based on the EC decisions and submitted its report which is attached here. The experience of the State Funded Research Institutions other centrally funded technical institutions and industrial experience shall be counted provided the respective experience should strictly comply with the stipulations mentioned vide minutes dated 14.3.2018 as placed in AC of 1.6.2018.

Decision:

The Academic Council noted that the matter was already approved by Executive Council. The Academic Council further pointed out that the experiences also are to be in tune with clauses 10 'a' to 'g' of the UGC Regulation 2018.

AC3:06:06

Approval of the BoS Minutes and Syllabus – Reg.

The Academic Council has considered the BoS Meeting Minutes and revised Syllabus of the following Departments and decided to approve the same with decisions mainly as follows:

(i) **Genomic Science**

The Academic Council ratified the syllabus. The Department removed the topic Bio-Physics and added System Biology, Bio Statistics, Bio Informatics and also Lab for all the semesters. Academic Council approved the same. The revised syllabus of M.Sc Genomic Science is being implemented from 2019-20 academic year onwards.

(ii) **Geology**

The Academic Council ratified the syllabus. All Core Courses have 04 credits and electives with 03 credits. Syntax format adopted uniformly. The Department combined a few courses thereby making the courses to 04 or 05 from the earlier 08 & 09. Also adopted new eligibility (Introduction of B.Sc. Triple main from the existing B.Sc. Geology (only)). The revised syllabus of M.Sc. Geology is being implemented from 2019 academic year onwards.

(iii) **English and Comparative Literature**

The Academic Council approved the syllabus revision which took place after 02 years. Comprising of 15 core courses and 22 electives. Besides there is an addition of one innovative programme for 120 hours. All are now inclusive of Dalit courses. This is made effective from 2019-20 onwards.

(iv) **Management Studies**

The Academic Council ratified modified syllabus and scheme of Evaluation for MBA (General) which is effective from 2019 onwards.

(v) **BA International Relations**

The Academic Council ratified the revised syllabus of the BA (International Relations) commencing from the academic year 2019-20 with the following decisions;

- i) The core courses of BA International Relations has changed.
- ii) Change of Dissertation from 100 marks to CA (40 marks) and ESA (60 marks) has been approved
- iii) There is no change in credits.
- iv) There is an introduction of new paper titled 'Issues in international Politics' in 6th semester.

(vi) **Tourism Studies**

The Department in order to meet industry requirements has included Audit Courses (NIL credits) (Core course). There shall be 03 field visits in Core courses. Sustainable Tourism Management Course also added besides inclusion of One MOOC Course by replacing Viva-Voce.

4 Elective Courses towards industrial requirements were also made. Total 20 Core Courses, 12 electives, 3 Audit Courses (NIL Credits).

The Academic Council authorized Dr. Mustafa to coordinate with Department of Tourism to make necessary changes in the course on personality and Life Skills. With this change the Academic Council approved the syllabus.

MINUTES OF THE MEETING OF BOARD OF STUDIES IN B.A PROGRAMME IN INTERNATIONAL RELATIONS.

The meeting was started at 10. a.m on 6.08.2019 in the Department of International Relations and Politics, Kaveri Building, Central University of Kerala, Kasaragod. The Members of the Board discussed the B.A Programme structure, contents of various core courses and elective/optional courses and approved the existing syllabus with some modifications. The revised syllabus will be effective from 2019 admission onwards. The revised syllabus is appended. The meeting came to an end at 5.00 p.m.

Members present:

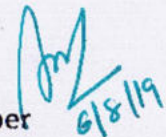
1. Dr. P C Prasanna Kumar,
Associate Professor & Head,
Department of International Relations, Capital Centre.
Central University of Kerala.

Chairman


6/8/19

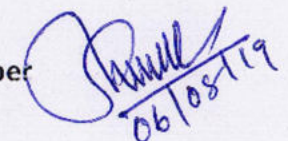
2. Prof. (Dr.) K Jayaprasad,
Dean, School of Global Studies.
Central University of Kerala.

Member


6/8/19

3. Prof. (Dr.) R Suresh,
Department of Political Science, University of Kerala.

Member


06/08/19

4. Dr. Reinhart Philip,
Assistant Professor, Department of International Relations,
Central University of Kerala.

Member


06/08/19

**CENTRAL UNIVERSITY OF KERALA
DEPARTMENT OF INTERNATIONAL RELATIONS
CAPITAL CENTRE, THIRUVANANTHAPURAM**

BA Programme in International Relations

PROGRAMME STRUCTURE
(For 2019 July Admission Onwards)

The BA Programme in International Relations is a three-year programme and the schedule of papers for the six semesters shall be as follows.

Besides papers on International Relations, students will have to study a Foreign Language as part of their core papers in International Relations. Students will have to choose either French or German for foreign Language, which is mandatory for the first two years.

English (First language) is mandatory. For second language they can choose between Malayalam and Hindi. Foreign Students will be provided a course on Indian Studies, instead of second language.

FIRST YEAR

Semester I

Sl.No.	Course	Course Code	Credit
1	Introduction to Political Science (C)	GIR 3101	4
2	Foreign Language Paper I (French) (O)	GIR 3102	4
	Foreign Language Paper I (German) (O)	GIR 3103	4
3	English Paper I (C)	GIR 3104	4
4	English Paper II (C)	GIR 3105	4
5	Hindi Paper I (O)	GIR 3106	4
	Malayalam Paper I (O)	GIR 3107	4
	Indian Studies Paper I (O)	GIR 3108	4

Semester II

Sl.No.	Course	Course Code	Credit
6	Environmental Studies (C)	GIR 3201	4
7	Foreign Language Paper II (French) (O)	GIR 3202	4
	Foreign Language Paper II (German) (O)	GIR 3203	4
8	English Paper III (C)	GIR 3204	4
9	English Paper IV (C)	GIR 3205	4

10	Hindi Paper II (O)	GIR 3206	4
	Malayalam Paper II (O)	GIR 3207	4
	Indian Studies Paper II (O)	GIR 3208	4

SECOND YEAR

Semester III

Sl.No.	Course	Course Code	Credit
11	World since 1648 (C)	GIR 3301	4
12	Introduction to International Relations Theory (C)	GIR 3302	4
13	Foreign Language Paper III (French) (O)	GIR 3303	4
	Foreign Language Paper III (German) (O)	GIR 3304	4
14	English Paper V (C)	GIR 3305	4
15	Hindi III (O)	GIR 3306	4
	Malayalam III (O)	GIR 3307	4
	Indian Studies III (O)	GIR 3308	4

Semester IV

Sl.No.	Course	Course Code	Credit
16	Political Thought (C)	GIR 3401	4
17	Indian Political System (C)	GIR 3402	4
18	Foreign Language Paper IV (French) (O)	GIR 3403	4
	Foreign Language Paper IV (German) (O)	GIR 3404	4
19	English Paper VI (C)	GIR 3405	4
20	Hindi IV (O)	GIR 3406	4
	Malayalam IV (O)	GIR 3407	4
	Indian Studies IV (O)	GIR 3408	4

THIRD YEAR

Semester V

Sl.No.	Course	Course Code	Credit
21	Introduction to International Political Economy (C)	GIR 3501	4
22	India's Foreign Policy (C)	GIR 3502	4
23	Diplomacy (C)	GIR 3503	4
24	Comparative Politics (C)	GIR 3504	4
25	UN and World Peace (O)	GIR 3505	4
	Human Rights (O)	GIR 3506	4

3. The performance of students in each course shall be evaluated by the respective teachers through Continuous Assessment (CA) and an End Semester Assessment (ESA) shall be evaluated by the external examiners and internal examiners.
4. A minimum pass percentage of 40% separately is needed for CA, ESA & Total for a pass.

Details of Scheme

Course	Continuous Assessment* (CA)	End Semester Assessment (ESA)		Total (Marks)
Core (International Relations)	40	60		100
Foreign Language	40	60		100
English & Second Language	40	60		100
Dissertation	40	40	Viva - 20	100
Viva-voce				100

*Continuous Assessment shall be spread across the entire duration of the semester. The methodology for CA shall be decided by the teacher concerned, and may involve assignments, quiz, seminars, term paper, mini projects etc., which shall be announced to students at the beginning of every semester. The scores obtained by the students in CA shall be made known to them from time to time.

Dissertation & Viva:

The Dissertation (Four Credits Compulsory) provides scope for the students to develop and demonstrate basic research skills. The dissertation work consists of a review of scholarly literature relating to a research question selected by the student and relevant to their area of specialization. It involves the submission of a well-structured research document of about 15,000-20,000 words.

While dissertation work, by definition, is an independent research work, there will be a Supervisor to advise the student at different stages of the work proposal, data collection, analysis and writing of the dissertation.

The Viva-Voce carries 4 Credits

CORE COURSE (INTERNATIONAL RELATIONS)

SEMESTER – I

GIR 3101: INTRODUCTION TO POLITICAL SCIENCE

The course is intended to provide the students with the basic principles and concepts of political science. It will give them a general awareness of the discipline; that is the nature, scope, development, inter – disciplinary perspectives of the political system. The course will familiarise the students with the basic and major concepts in political science.

Unit I: Introduction to Political Science: Meaning, Nature, Scope and Importance; Political Science and its relationship with other social sciences – History, Economics, Sociology and Law; Approaches to the Study of Political Science: Traditional, Behavioural and Post-Behavioural

Unit II: State: Meaning and Elements of the State; Theories of the Origin of the State; Nature and functions of the state; sovereignty; state and civil society.

Unit III: Basic Concepts: Law, Liberty, Equality, Justice, Rights & Duties

Unit IV: Major Concepts: Political Culture, Political Socialisation, Political Participation, Political Modernisation and Political Development

Unit V: Structure & Forms of Government: Unitary & Federal; Parliamentary & Presidential; Monarchy, Aristocracy, Totalitarianism & Democracy

Reading Materials

Andrew Heywood, Politics, Palgrave Foundation, New York, 2005.

Perter Harris- “Foundations of Political Science”, Oxford University Press

Amal Ray and Mohit Bhattacharya – “Political Theory: Institutions and Ideas” - The World Press Private Ltd. Calcutta 1988

O.P Gauba – “An Introduction to Political theory” Macmillan India Ltd.2008

Robert Dahl – “Modern political Analysis.” OUP 2007

Prof. A.C. Kapoor, “Principles of Political Science” Sterling Publishers PVT. Ltd. New Delhi 2005

A. Appadorai, “Substance of Polities” World Press Ltd. 1989

H.J Laski “A Grammar of Politics.” S. Chand & Company Ltd. New Delhi 2000

G. Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.

Rajeev Bhargava and Asok Acharya “Political Theory – An Introduction”, Pearson Education-2008

SEMESTER – II

GIR 3201: ENVIRONMENTAL STUDIES

Unit 1: Multidisciplinary nature of Environmental Studies(2 lectures)

Definition, scope and importance; Need for public awareness

Unit 2: Natural Resources

(8 lectures)

Renewable and Non-renewable Resources:

Natural resources and associated problems

- a) Forest resources: Use and over-exploitation, deforestation, case studies.
Timber extraction, mining, dams and their effects on forest and tribal people.
 - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
 - f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
 - Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems

(6 lectures)

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem :-
 - a. Forest ecosystem

- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 4: Biodiversity and its Conservation (8 lectures)

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit 5: Environmental Pollution (5 lectures)

Definition

- Cause, effects and control measures of :-
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Marine pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster Management: floods, earthquake, cyclone and landslides.

Unit 6: Social Issues and the Environment (10 lectures)

- From Unsustainable to Sustainable development

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case Studies
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness
- Coastal Zone Regulation Act
- Wet land (Protection) Act

Unit 7: Human Population and the Environment

(6 lectures)

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme
- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of Information Technology in Environment and human health.
- Case Studies.

Unit 8: Field Work

(Field Work Equal to 5 lecture hours)

- Visit to a local area to document environmental assets river/forest/grassland /hill /mountain

- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

Reference

- Erach Bharucha – Environmental Studies For Undergraduate Courses

SEMESTER – III

GIR 3301: WORLD SINCE 1648

Course Description: This paper offers a broad survey of modern world history, from the end of the Thirty Years' War in 1648 with the signing of the Treaty of Westphalia and the emergence of modern nation-state system to the present. The purpose of the paper is to enable the student to get acquainted with different aspects of major world events that happened since 1648 necessary for the in depth understanding of the discipline of IR in higher levels. This paper thus gives an overview of the world history in its larger context to study and analyse international relations since 1648.

Unit I: Emergence of Modern State System -Thirty Years' War; Treaty of Westphalia (1648); Nation-States.

Unit II: World Prior the World War I - American Revolution (1776-1783); French Revolution (1789-1791); Latin American Revolutions (1800-1825); Congress of Vienna (1814-1815); Unification of Italy and Germany; Concert of Europe

Unit III: Industrial Revolution and Working Class; Expansion of Europe: Colonialism; Economic and political dimensions of colonialism.

Unit IV: The First World War – Causes, Course and Effects; The League of Nations.

Unit V: The Second World War - Causes, Course and Effects; The United Nations Organisation.

Unit VI: The Cold War Era – Unipolarity vs. Multipolarity; Decolonization; Emergence of New Nation states, Right to Self Determination

Reading Materials

Alexei Yurchak, *Everything Was Forever, Until It Was No More: The Last Soviet Generation* (Princeton UP, 2005).

Anthony Pagden, *Lords of the World: Ideologies of Empire in Britain, Spain and France, 1500-1800* New Haven: Yale University Press, 1996.

Benedict Anderson, *Imagined Communities*, (Verso, 2006).

E.P Thompson, *The Making of the English Working Class* (Vintage, 1966).
Gary Kates, ed. *The French Revolution: Recent Debates and New Controversies* (Routledge, 2006).
Geoff Eley and Keith Nield, *The Future of Class in History* (University of Michigan Press, 2007).
Jennifer Pitts, *Turn To Empire: The Rise of Imperial Liberalism in Britain and France* Princeton: Princeton University Press, 2005.
Nicholas B. Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain* (Harvard [Belknap], 2008).
Victoria de Grazia, *Irresistible Empire: America's Advance Through 20th Century Europe* (Harvard UP, 2005).

GIR 3302 : INTRODUCTION TO INTERNATIONAL RELATIONS THEORY

This is an introductory course in the study of theories of international relations. The goal of this course is to acquaint the students with the major theories, concepts, ideas, and analytical tools necessary to understand state behaviour and relationships among actors in the international system. Various theoretical explanations for state behaviours, such as realism, liberalism, constructivism and such other alternative approaches will be introduced to the students.

Unit I: Introduction to International Politics – meaning, nature, scope and importance; Evolution of International Relations as a discipline; International Politics and International Relations; State and Non-state actors in international politics

Unit II: Introduction to International Relations Theory –Theories and Approaches: Idealism; Realism; Liberalism; World Systems Theory; Marxism; Ethics in IR.

Unit III: Concepts

- a) Power: Meaning and nature; National Power – nature, features and elements of national power.
- b) Ideology: meaning and role of ideology in international politics
- c) National Interest: meaning, components, classification and methods for the promotion of national interest

Unit IV: Structural Aspects

- a) Balance of Power – meaning, nature, methods of balance of power and techniques
- b) Collective Security – meaning, nature and working, collective security and United Nations

- c) Armament and Disarmament

Unit V: Issues

- a) Terrorism: definition, meaning and issues; global war on terrorism
- b) Poverty: global food crisis, environmental factors and crisis in the Third World
- c) Refugee crisis

Reading Materials

Alexander Wendt, "Anarchy is What States Make of it: The Social Construction of Power Politics", *International Organisation*, Vol. 46 (2), 1992, pp.391-425.

Alexander Wendt, *Social Theory of International Politics*, Cambridge: Cambridge University Press, 1999.

Andrew Linklater (ed.), *International Relations: Critical Concepts in Political Science*, London: Routledge, 2000.

Arlene B. Tickner and Ole Wever (eds.), *International Relations Scholarship around the World*, London: Routledge, 2009.

Chris Brown with Kirsten Ainley, *Understanding International Relations*, 3rd Ed., USA: Palgrave Macmillan, 2005.

Chris Brown, *International Relations Theory: New Normative Approaches*, Hamel Hamstead: Harvester Wheatsheaf, 1992.

Christian Reus-Smit and Duncan Snidal (eds.), *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, 2008.

E.H. Carr, *The Twenty Years Crisis: 1919-1939*, London: Macmillan, 1981.

Hans J. Morgenthau, *Politics among Nations: The Struggle for Power and Peace* 6th ed., New York: Knopf, 1985.

Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, 3rd Ed., Basingstoke: Palgrave, 2002.

John Baylis and Steve Smith (eds.), *The Globalization of World Politics*, Oxford: Oxford University Press, 2001.

John Mearsheimer, *The Tragedy of Great Power Politics*, London: W.W. Norton, 2001.

Kanti Bajpai and Siddharth Mallavarapu (eds.), *International Relations in India: Bringing Theory Back Home*, New Delhi: Orient Longman, 2005.

Kenneth Waltz, *Theory of International Politics*, London: Addison-Wesley Publishing, 1979.

Martin Hollis and Steve Smith, *Explaining and Understanding International Relations*, Oxford: Oxford University Press, 1991.

Palmer & Perkins, *International Relations*, CBS Publishers & Distributors, 2001.

Paul, Wilkinson, *International Relations: A Very Short Introduction*, Ashford, Hampshire.

Raymond Aron, *Peace and War: A Theory of International Relations*, New York: Anchor Books, 1973.

Rebecca Grant and Newland (eds.), *Gender and International Relations*, Buckingham: Open University Press and Millennium Press, 1991.

Scott Burchill et al., *Theories of International Relations* 3rd Ed., Basingstoke: Palgrave Macmillan, 2005.

W. Carlsnaes, T. Risse and B. Simmons (eds.), *Handbook of International Relations*, London: Sage, 2006.

SEMESTER – IV

GIR 3401: POLITICAL THOUGHT

The main objective of this course is to provide an introduction to the works of the most influential political philosophers of Western world with a focus given to Indian Political thought. The course provides the students an insight into the ways in which these thinkers have responded to the political problems of their times, and the ways in which they contribute to a broader conversation about human goods and needs, justice, democracy, and the ever-changing relationship between the citizen and the state.

Unit I: Ancient Political Thinkers

- a) Plato - Justice, Ideal State, Communism, Education, Philosopher King.
- b) Aristotle - Theory of State, Classification of Governments.
- c) Kautilya - Saphthanga Theory of State

Unit II: Medieval and Modern Thinkers

- a) Machiavelli - Separation of Politics and Ethics, Human Nature.
- b) Thomas Hobbes - Social Contract, Individualism.
- c) John Locke - Social Contract, Natural Rights, Limited Government.
- d) Jean Jacques Rousseau - Social Contract, General Will.

Unit III: Utilitarianism & Idealism

- a) Jeremy Bentham – Utilitarianism
- b) J.S Mill – Liberty and Individualism
- c) Hegel – Dialectics and State

Unit IV: Marxist Theories

- a) Marx: Class and Class Struggle
- b) Antonio Gramsci: Theory of Hegemony

Unit V: Indian Political Thinkers

- a) Swami Vivekananda – Nationalism
- b) Mahatma Gandhi – views on State; Non-violence, Sathayagraha; Cosmopolitanism
- c) B R Ambedkar – Social Justice

Reading Materials

- Brian R. Nelson, *Western Political thought*, Pearson Education, Delhi, 2009
- Ian Adams & R.W.Dyson, *Fifty Great Political Thinkers*, Routledge, 2004.
- J. H. Hallowell, *Main Currents in Modern Political Thought*, New York, Holt, 1960.
- J. Laski, *Political Thought from Locke to Bentham*, Oxford, Oxford University Press, 1920.
- S. Mukherjee and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, New Delhi, Prentice Hall, 1999.
- Sir E. Barker, *The Political Thought of Plato and Aristotle*, New York, 1959.
- Ebenstein – *Great Political Thinkers (Plato to Present)*, Sterling Publishers PVT. Ltd., New Delhi 2007.
- G. Sabine, *History of Political Theory: PHI-* New Delhi, 2004.
- Bhandari D. R – *History of European Political Philosophy*; OUP; New Delhi.
- Dunning – *History of political Theories*: S. Chand & Company Ltd., New Delhi 2000.
- A. Appadorai, *Documents on Political Thought in Modern India*, 2 vols. Bombay Oxford University Press, 1970.
- J. Bandopandhyay, *Social and Political Thought of Gandhi*, Allied Publishers, Bombay, 1969.
- M.N. Jha, *Political Thought in Modern India*, Meenakshi Prakashan, Meerut.

GIR 3402 INDIAN POLITICAL SYSTEM

The objective of this course is to enable the students to familiarize with the legal and philosophical framework of the political system in India. The paper introduces Constitution of India in its structural and functional aspects and intends to strengthen the understanding and appreciation of the rights and privileges granted by the Indian Constitution. The paper also focuses on the political processes and the actual functioning of the political system.

Unit I: Making of Indian Constitution: Constituent Assembly – composition and working; Philosophical and Ideological Base of the Constitution; Salient features of the Constitution; Preamble

Unit II: Fundamental Rights; Directive Principles of State Policy; Fundamental Duties; Constitutional Amendments

Unit III: Structure and Functions of the Political System:

- a) Executive: The President, Vice-President; Prime Minister and the Council of Ministers
- b) Parliament: Composition and functions of Lok Sabha and Rajya Sabha, Speaker, Committee System, Law Making Procedure, Procedure of Amendment.
- c) Judiciary: Supreme Court: Composition and Powers; Judicial Review, Judicial Activism

Unit IV: Indian Federalism: Nature and Features; Union-State relations; the issue of state autonomy.

Unit V: Working of the Political System:

- a) Political Parties and Pressure Groups
- b) Major Challenges – illiteracy, poverty, environmental degradation, regional imbalance
- c) Issues: caste, religion, language, region

Reading Materials

A. G. Noorani, *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.

A.S. Narang, *Indian Government and Politics*, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)

Bidyut Chakrabarty & Rajendra Kumar Pandey, *Indian Government and Politics*, SAGE, New Delhi, 2008

Brij Kishore Sharma: *Introduction to the Constitution of India*, Prentice Hall : New Delhi, 2005.

D.D. Basu, *An Introduction to the Constitution of India*, Prentice Hall, New Delhi. (Latest Edition)

G. Austin: 'Working a Democratic Constitution – The Indian Experience' Delhi, Oxford Uni. Press, 2000.

Prakash Chandra: *Indian Political System*, Bookhives, New Delhi, 1998.

M. V. Pylee – *An Introduction to Constitution of India*, New Delhi, Vikas, 1998.

W. H. Morris Jones: Government and Politics in India, Delhi, 1974.

SEMESTER – V

GIR 3501 INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY

This paper will provide an introduction to the politics of international economic relations. It will analyse the interplay between politics and economics in three broad areas: international trade, international finance, and economic development. A preface to core economic theories that explain the causes and consequences of international commerce, capital flows, and economic growth will be given to the students enables them to understand and analyse the international economic order.

Unit I: Introduction to International Political Economy – meaning, IPE and Global Political Economy; origin and growth; dimensions; Perspectives of IPE – Mercantilism, Liberalism and Structuralism; Levels of Analysis.

Unit II: Major Tools of International Economics/Political Science – Absolute Cost Advantage, Comparative Cost Advantage, Prisoner’s Dilemma, Production Possibility Frontier.

Unit III: IPE and Development – Modernisation, Dependency and World System Theory; North-South Divide and NIEO

Unit IV: Structures and Actors – GATT; Bretton Woods Institutions – IMF and World Bank; IMF and the Debt Crisis; WTO and Intellectual Property Rights; Multinational Corporations.

Unit V: Globalisation and IPE – Globalisation; Trade Liberalism and rise of new “protectionism”; Commodification of Commons; Environmental Protection; and Global Civil Society.

Reading Materials

George Crane and Abba Amawi, *The Theoretical Evolution of International Political Economy* (Oxford: OUP, 1997).

Graham Bannock, R.E. Baxter, and Evan Davis, *The Penguin Dictionary of Economics*, Eighth edition (New York: Penguin, 2011).

John Ravinhill, Second Edition (2008), *Global Political Economy* (Oxford: Oxford University Press)

Randy Charles Epping, *A Beginner’s Guide to the World Economy*, Third Edition (New York: Vintage, 2001).

Robert O’Brian and Williams, Marc, Second Edition (2007), *Global Political Economy* (Basingstoke: Palgrave Macmillan)

Stephan Haggard, *Developing Nations and the Politics of Global Integration*, Brookings (1995);
Thomas Oatley, *International Political Economy: Interests and Institutions in the Global Economy*, Fifth Edition (New York: Pearson Longman, 2012).
Richard Stubbs and Underhill, Geoffrey R. D, Third Edition, *Political Economy and the Changing Global Order* (Ontario: Oxford University Press)
Robert Gilpin, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987)

GIR 3502 INDIA'S FOREIGN POLICY

The course is a detailed study of the foreign policy of India, aimed at enabling students to comprehend international relations from a nationalist stand point. The paper analyses the foreign policy of the nation, the factors determining the policies and the economic instruments through which they are worked out. India's relationship with its neighbours and other nations such as the USA, UK, France, Russia, China etc., forms part of the course. The shift in foreign policy dimensions since 1991, the relevance of NAM, Panchasheel in the era of globalisation is also part of the course.

Unit I: India's Foreign Policy – Fundamentals of Foreign Policy; NAM and Panchasheel; Nehruvian and Post Nehruvian Phases, India's Nuclear Policy.

Unit II: India and her Neighbours – Afghanistan, Pakistan, China, Nepal, Bhutan, Bangladesh, Myanmar, Srilanka.

Unit III: India and changing power equations - India and USA, India and Russia, India and China; India and United Nations.

Unit IV: Foreign Policy and Development; India as a rising economic power; India and regional economic formations – BRICS, ASEAN, BIMSTEC; India's Act East Policy.

Unit V: Challenges to India's Foreign Policy: Terrorism, Indian Ocean as a Zone of Peace, String of Pearls; Problems of Indian Diaspora – NRIs and PIOs.

Reading Materials

VN Khanna, *Foreign Policy of India*, Vikas Publishing House

Ruchi Ramesh, *India's Foreign Policy Emerging Challenges*, Pentagon Press

K Raja Reddy, *Foreign Policy Of India & Asia Pacific*, New Century

A Srivastavam, *India's Foreign Policy*, Mobit Publications

TK Balakrishnan, *Foreign Policy of India: Problems & Paradoxes*, Mohini Publishers

VP Dutt, *India's Foreign Policy in a Changing World*, Vikas Publishing House

JN Dixit, India's Foreign Policy & Its Neighbours, Gyan Publishing House
Amitab Mottoo & Happyman Jacob, Shaping India's Foreign Policy, Haranan P
A. Appadorai & MS Rajan, India's Foreign Policy & Relations, South Asian Publishers

GIR 3503 DIPLOMACY

This paper offers an introduction to diplomacy, the motivations and strategies of states, the role of national leaders and diplomats in shaping and conducting the diplomatic relationships between countries. This paper also provides a clear understanding to the students on the origins and development diplomacy – messengers, envoys, missions and embassies, as well as ministries of foreign affairs, their tasks and duties, principles and tools etc. The paper will help students to gain an understanding of how states pursue their national interests in a complex and, occasionally, conflictual world and also, how cooperative decisions are made inside and outside institutional structures. Practical side of diplomacy is provided with and explore how states strategize and negotiate with one another in order to achieve mutually desired goals is also the objective of this paper.

Unit I: Diplomacy: Definition, Meaning and Nature; Diplomacy and International relations; Historical evolution of diplomacy – the Vienna Convention on Diplomatic Relations; Nation States as Mainstay of Diplomatic Relations

Unit II: Modern Diplomacy and Theories of World Politics - Realism, Liberalism

Unit III: Diplomacy: objectives, techniques and functions; tasks of diplomacy; diplomacy and foreign policy; The Ministry of External Affairs; Embassies and Diplomats – role, classification and privileges; Envoys and Diplomatic Missions; Diplomatic Methods and Negotiations

Unit IV: Old and New Diplomacy – European Diplomacy – limitations, factors responsible for the rise of New Diplomacy; Types of Diplomacy: Open vs Secret Diplomacy; Summit Diplomacy; Conference diplomacy; Democratic Diplomacy, Totalitarian Diplomacy, Shopkeeper Diplomacy, Warrior Diplomacy, Consular diplomacy, International financial diplomacy, Public Diplomacy, People to People/ Citizen Diplomacy, Cyber-diplomacy, Celebrity Diplomacy, S&T diplomacy

Unit V: Economic Diplomacy – origin, strategies by the state; commercial diplomacy; role of NGOs, international organisations and bilateral-multilateral agreements; WTO

Unit VI: Diplomatic Laws: Sources of Diplomatic Law, Securities of diplomatic facilities, Diplomatic Immunity and Waiver of Immunity, Diplomatic Premises, Diplomatic Bag, Diplomatic Asylum; Challenges to Diplomacy and Diplomats; diplomacy in an era of communication revolution; Ethics in diplomacy;

Reading Materials

Craig, Gordon A. and Alexander L. George(3rd Ed.), 1995, *Force and Statecraft: Diplomatic Problems of our Time*Oxford UP.

Jan Melisson, ed., *The New Public Diplomacy: Soft Power in International Relations*, Houndmills, England: Palgrave Macmillan, 2007.

Joseph S. Nye, Jr., *Soft Power: The Means to Success in World Politics*, New York: Public Affairs, 2004.

Kate MacDonald and Stephen Woolcock, “Non-State Actors in Economic Diplomacy” in *The New Economic Diplomacy*”, Ashgate, Surrey, Burlington, 2007.

Lake, David and Robert Powell, 1999, *Strategic Choice and International Relations*, Princeton UP.

R.P.Barston, “The changing nature of Diplomacy”, in *Modern Diplomacy (Third Edition)*, Pearson Education Limited, 2006.

William A. Rugh, ed., *Engaging the Arab & Islamic Worlds through Public Diplomacy*, Washington: The Public Diplomacy Council, 2004.

William P. Kiehl, ed., *America’s Dialogue with the World*, Washington: The Public Diplomacy Council, 2006

GIR 3504 COMPARATIVE POLITICS

The course is designed to introduce students to important concepts and ideas in comparative politics, with the goal of clarifying them with how politics works in other countries, and providing them with methods, for comparing these countries. The goal of this course is to acquaint you with the concepts, ideas, and analytical tools necessary to understand the structures and processes of different types of political systems.

Unit I: Introduction to Comparative Politics: Meaning, nature, scope and evolution; Approaches to the study of comparative politics: (Traditional & Modern) System, Behavioural, Post-Behavioural, Decision Making and Communication.

Unit II: Political System: Meaning, nature and characteristic; approaches to the study of political system: Systems Approach and Structural Functional Approach.

Unit III: Constitutions and Constitutionalism: Objective and Basic Features of the Constitutions of UK, USA, Switzerland, Canada and France.

Unit IV: Institutional Arrangements: Legislature, Executive and Judiciary in UK, USA, Switzerland, Canada and France.

Unit V: Political Parties and Pressure Groups – UK, USA, Switzerland, Canada and France.

Reading Materials

- A.C. Kapoor & K.K. Mishra, Select Constitutions, S. Chand & Co., Delhi
- G.A. Almond, G. B. Powell, K. Strom and R. Dalton, Comparative Politics Today: A World View, Pearson Education, Delhi, 2007,
- H. Finer, Theory and Practice of Modern Government, London, Methuen, 1969.
- S. E. Finer, Comparative Government, Harmondsworth, Penguin, 1974.
- Apter, David, M., Comparative Politics, Old and New in Robert E. Goodin & H. D. Klingemann (ed.), A Handbook of Political Science, Oxford University Press, New York, 1998.
- Apter, David, A., Introduction to Political Analysis, Prentice Hall of India Ltd., New Delhi, 1981.
- Landman, Todd, 'Issues and Methods in Comparative Perspective: An Introduction' Routledge, London, 2008.
- Larrain, Jorge, Theories of Development, Polity Press, Cambridge, 2008.
- Wiarda H.J. (ed.), New Developments in Comparative Politics, Boulder, Westview Press, 1986.
- Robert Dahl & Bruce Stinebrickner: Modern Political Analysis, PHI Learning Pvt.ltd, Delhi.

GIR 3505 UN AND WORLD PEACE

The course is for making the students aware about the role of United Nations and its contribution to world peace. The origin, structure and role of United Nations, its specialised agencies and their working are the focus of study. Particular attention is given to the collective security system under the UN, the peace keeping missions and the humanitarian affairs. The stand of UN with regard to issues like poverty, gender justice, deprivation, development etc. will be critically analysed. The course will also debate on the issue of reforming the Security Council on democratic lines and the strengthening of the role of General Assembly.

Unit I: Introduction to United Nations: Origin and Growth; Structure and Role of United Nations; Specialised Agencies; UN and the Cold War Politics.

Unit II: UN & International Peace and Security - Collective Security; Pacific Settlement of Disputes; UN Peace Keeping Operations; Disarmament and Arms Control - Terrorism

Unit III: UN & Social Development - Women, Children, Disabled, Refugees, Migrant Workers; Environmental Conservation & Development

Unit IV: UN and Human Rights - International Bill of Human Rights; Human Rights Council; International Criminal Court

Unit V: Re -Structuring of the UN - Reforming the UN on Democratic Lines, Strengthening the Role of General Assembly - UN and Global Governance

Reading Materials

Basu Rumki (2004) *The United Nations structure and Functions of an International Organisations*, New Delhi, Sterling Publishers.

Dwivedi Dharendra (2005) *Collective Security Under United Nation: Retrospects and Prospects*, New Delhi, Kanishka Publishers.

Fanning W. Richard, (1995) *Peace and Disarmament: Naval Rivalry and Arms Control 1922-33*, Kentucky, The University Press of Kentucky.

Goldblat Jozef (2002) *Arms Control The New Guide to Negotiations and Agreements*, New Delhi, Sage.

Islam Nazrul (2005) *Reforming the United Nations*, New Delhi, Viva Books.

Johanes Varwick and Garies Seven Bernard, (2005) *The United Nations: An Introduction*, New York, Palgrave Macmillan.

Johnson M.Glen and Symonides Janusz, *The Universal Declaration of Human Rights: A History of its Creation and Implementation, 1948-1998, Part 295*, (1998), Paris, UNESCO.

Juyal Shreesh and Babu B. Ramesh (1990) *United Nations and World Peace*, New Delhi, Sterling Publishers.

Kayathwal Mukesh Kumar (1997) *The United Nations Retrospects and Prospects*, New Delhi, Pointer Publishers.

Mehrish B.N. (2007) *The United Nations in the New Millennium: A Changing Scenario*, New Delhi, Academic Excellence.

Meisler Stanley (1995) *United Nations The First Fifty Years*, New York, The Atlantic Monthly Press.

Ramcharit Sujatha (1998) *United Nations and World Politics*, New Delhi, Kanishka Publishers.

Saksena K.P. (1993) *Reforming the United Nations: The challenge of Relevance*, New Delhi, Sage.

Streich Michel (2008) *The Universal Declaration of Human Rights*, London, Allen and Unwin.

United Nations Department of Public Information, (1998) *The UN Peace Keeping, 50 Years: 1948-1998*, United Nations Department of Public Information.

Weiss Thomas G. (1993) *Collective Security in a Changing World*, Boulder, Lynne Rienner Publishers.

GIR 3506 HUMAN RIGHTS

The course is to sensitize students about the human rights issues and to develop a basic understanding of human rights and its enforcement. Along with introducing the students to broad perspective of human rights and its principles and theories, the student will be equipped to critically analyse the issues related to women, children, the indigenous and marginalised populations, migrants and the refugees.

Unit I: Origin and Development of Human Rights - Meaning and Importance of Human Rights; Evolution of Human Rights; Approaches to Human Rights – Western, Socialist, Third World

Unit II: UNO and Human Rights - Universal Declaration of Human Rights 1948, International Covenants on Human Rights – Civil & Political, Economic, Social and Cultural; UN Human Rights Commission

Unit III: Challenges to Human Rights - State and Human Rights; Terrorism; Human Rights and the Marginalised – Tribals and Dalits; Gender Justice; Rights of the Children, migrants and refugees

Unit IV: Human Rights and Environmental Rights; Human Right to Water; Global Water Crisis and access to Water; Global Health Crisis

Unit V: Human Rights – Education and Awareness; Human Rights Movements; Global and National Efforts.

Reading Materials

Butler, Clark, Human rights Ethics: A Rational Approach, Purdue University Press, 2008.

Griffin, James, On Human Rights, Oxford, New York, 2008.

Ramcharan, B.G., Contemporary Human Rights Ideas, Routledge, 2008.

Rathod P. B., Focus on Human Rights, Jaipur, ADB Publishers, 2008.

Byne, Darren J., Human Rights, Pearson Education, Delhi, 2008.

Biswal, Tapan, Human Rights, Gender and Environment, Viva Book Pvt. Ltd., Delhi, 2007.

Rachna, Suchinmayee, Gender, Human Rights and Environment, Atlantic Publishers & Distributors, New Delhi, 2009.

Chand, Jagaish, Education for Human Rights, Anshah Publishing House, Delhi, 2007.

Fischlin, Daniel, The Concise Guide to Global Human Rights, Black Rose Books, Montreal, 2007.

Cranston, Maurice, What are Human Rights?, The Bodley Head, London.

Ian Browllie, Basic Documents on Human Rights, OUP, 2004.

Brown, Human Rights in World Politics, Prentice Hall, 2000.

GIR 3507 POLITICAL GEOGRAPHY

The course is designed to introduce students to the field of political geography and to make them aware the importance of geography in international relations. This paper will enable students to describe the fundamentals of the spatial dimension of political power and their interrelation at global, national, regional, and local levels and to evaluate the relation between geographical environment and political processes of the world.

Unit I: Political Geography: meaning and definition; relationship with sociology and anthropology; Theories: World Systems Theory and Geo-Politics; Cartography.

Unit II: Human Geography: Asia, Africa, North & America, Europe and Australia – natural resources and inhabitations, land; oil as a political factor; Political Economy of the Environment

Unit III: State, Territory and Regulation: Sovereign States and its attributes, formation, downfall and loss of territories; State Borders, types of borders and border setting; State and territories

Unit IV: Power, Politics and Place: Political geographies of nations; Political geography of seas and oceans, territorial waters, Air space; Conflicts – regional and foreign; military interventions

Unit V: Nationalism, Democracy and Globalization:

- a) Nationalism – theory and practice; Multiculturalism
- b) Democracy – participation and citizenship, rise and fall of democracies in the third world
- c) Globalization and the Third World, Ascendance of Monocultures and crisis of identity; Unequal Development – Centre-Periphery relations; enclosure of the commons.

Reading Materials

David Harvey (2004): The New Imperialism, Oxford University Press, New York.

Jackson, W.A.D. (1964): Politics and Geographic Relationships, Englewood Cliffs, PrenticeHall.

John Rennie Short (1993): An Introduction to Political Geography, Routledge, New York & London.

Martin Jones, Rhys Jones & Michael Woods (2004): An Introduction to Political Geography, Routledge, London & New York.

Sack, R. (1986): Human Territoriality: Its Theory and History, Cambridge, Cambridge University Press, London.

Young, O. (1989): International Cooperation: Building Regimes for Natural Resources and the Environment, Cornell University Press, Ithaca, NY.

Journals

1. Political Geography
2. Antipode
3. Annals of American Geographers

SEMESTER – VI

GIR 3601 INTRODUCTION TO INTERNATIONAL LAW

This paper examines the role that international law and legal institutions play in international relations. The paper begins by exploring broad theoretical questions as why states create international law and international legal institutions; and the conditions under which states are likely to comply with the rules set out by international law.

Unit I: International Law – concept, nature, development and significance; sources and Evidence of International Law; International legal principles – equality, treaty obligation and nationality; Relation Between National and International Law/Municipal Law.

Unit II: Subjects of International Law

- a) International Organizations: Legal Definition, Rights and Duties under International Law; Other International Actors: Non-State Actors and International Regulations of their Activities
- b) State: Essentials of Statehood; Rights and duties of the state
- c) Individuals: Right to Self Determination, Citizenship, Nationality, Statelessness and Extradition

Unit III: International Agreements/Law of Treaties - General Principles, Interpretation of Treaties, Breach and Enforcement

Unit IV: Peaceful Settlement of Disputes

Unit V: Laws of Peace

- a) Laws of the Sea
- b) Laws of the Air Space and Outer Space
- c) The Environment
- d) Human Rights
- e) Refugee Rights
- f) International Humanitarian Law

Unit VI: Laws of Force

- a) Collective Security
- b) Laws of war
- c) Arms Control and Disarmament
- d) International Criminal Law – War Crimes and Terrorism

Reading Materials

Akehurst's Modern Introduction of International Law, Routledge, 1997

Andrew Clapham, Human Rights: A Very Short Introduction, OUP, 2007

Antonio Cassese, International Law, OUP, 2004

Carrubba, Clifford. 2005. Courts and Compliance in International Regulatory Regimes. *Journal of Politics* 67:2.

Demrosch, Henkin, Pugh, Schachter, & Smit, *International Law: Cases & Materials*. 4th ed. (West Publishing Co., 2001)

Downs, et al. "Is the Good News about Compliance Good News about Cooperation?" *International Organization*, 1996.

Downs, George and Michael Jones. 2002. Reputation, Compliance, and International Law. *Journal of Legal Studies* 33(1): S95-114.

Ian Brownlie, Principles of Public International Law, OUP, 2008.

Jack L. Goldsmith. Eric A. Posner. 2005. *The Limits of International Law*. Oxford University Press.

Jeffrey L. Dunoff. Steven Ratner. David Wippman. 2006. *International Law: Norms, Actors, Processes*. Aspen Law & Business Publishers. (Second edition)

Malanczuk, Peter. *Modern Introduction to International Law*, seventh 7th Edition. Routledge.

Rosalyn Higgins, Problems and Prospects: International Law, How we use it, OUP, 1994.

GIR 3602 INTERNATIONAL SECURITY

This paper introduces students to the subfield of international security or strategic studies. Theoretical ideas and abstract concepts that are linked with the national security policies of states will be introduced to the students which include current topics and debates about nuclear proliferation, terrorism, 9/11, the Iraq war, the rise of India and China, US security policy for the 21st century etc.

Unit I: International Security: An Introduction; Tools – The Threat and Use of Force

Unit II: Theoretical Approaches: Structural Realism, Critical Security Studies and Copenhagen School

Unit III: Broadening and Deepening the Security: Environmental Security, Economic Security, Migration, Human Security, Regional Security, Global Security, Collective Security

Unit IV: International Security and the Great Powers

Unit V: International Security and the Third World Countries – Weaker States and Nuclear Proliferation/WMD; Deterrence.

Unit VI: 9/11 and a new security strategy; Securitisation of domestic policies

Reading Materials

Barbara Farnham (ed.) *Avoiding Losses, Taking Risks: Prospect Theory and International Conflict* (Ann Arbor: University of Michigan Press, 1994).

Charles T. Call with Vanessa Wyeth (eds.). 2008. *Building States to Build Peace*.

Gareth Evans. 2008. *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*

John J. Mearsheimer. *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2001)

Kenneth A. Schulz. *Democracy and Coercive Diplomacy* (New York: Cambridge University Press, 2001).

Kenneth N. Waltz. *Theory of International Politics* (Reading Mass.: Addison Wesley, 1979).

Mary Kaldor. 2007. *Human Security: Reflections on Globalization and Intervention*.

Navnita Chadha Behera, (ed.), *State, People and Security: The South Asian Context*, New Delhi: Har-Anand, 2002.

Robert Cooper. 2004. *The Breaking of Nations: Order and Chaos in the Twenty-First Century*.

Robert I. Rotberg (ed.). 2003. *State Failure and State Weakness in a Time of Terror*.

Stephen Biddle. *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2004).

Thomas C. Schelling. *Arms and Influence* (New Haven: Yale University Press, 1966).

GIR 3603 ISSUES IN INTERNATIONAL POLITICS

The paper provides a comprehensive understanding of the major issues that international politics is confronted with. The nature of the emerging world order will be studied by

looking at the relative decline of the United States and the rise of Asia with special focus on China. It will discuss various movements for democracy in different parts of the world, issues of armament and disarmament and global security, terrorism and militancy as challenges to world peace. The role of regional and international organizations will be focused.

Unit I Post-Cold War Era in International Politics

Post-Cold War Period- The New World Order – Unilateral/Multilateral

Unit II Global Governance- Major Stakeholders

International Institutions- IMF, WTO; Economic Groupings - G-20- BRICS- EU- ASEAN; Political-Security Organizations - NATO and SCO

Unit III Contemporary Issues in World Politics

International Terrorism –Refugees- Climate Change,
Nuclear Proliferation, Ocean Governance, Maritime Security, Cyber Security

Unit IV Contemporary Practices of Neo-colonialism and Neo-imperialism

Politics of Intervention-US Intervention in Afghanistan

Unit VI Rise of Nationalism and Challenges of Globalization

USA, Britain, China

Reading materials:

Herman, Lelieveldt and Sebastian, Prince (2011) *The Politics of European Union*, Cambridge University Press, Cambridge.

Allison, Robert (2008) *Global Terrorism Ideology and Operation*, Global Vision Publishing House, New Delhi.

Dalacoura, Katerina (2011) *Islamist Terrorism and Democracy in the Middle East*, Cambridge University press, Cambridge.

Diehl, F Paul (Ed.) (2005) *The Politics of Global Governance: International Organizations in an Interdependent World*, Viva Books, New Delhi.

Christopher, W. Hughes and Meng, Yew Lai (2011): *Security Studies: A Reader*, Routledge, London.

Eliot, M. Lorraine (1998) *The Global Politics of the Environment*, New York, University Press.

Evan, McWilliams and Hilgartner, Stephen (1987) *The Arms Race and Nuclear War*, PTR, Prentice Hall,.

Derek, S. Reveron (2012) *Cyberspace and National Security Threats, Opportunities and Power in a Virtual World*, Georgetown University Press.

- Ishay, R. Michelin (2004) *The History of Human Rights: From Ancient to the Globalization Era*, Orient Longman, London.
- Baylis, John and Smith, Steve (eds.) (2001) *The Globalization of World Politics*, Oxford University Press, Oxford.
- Steans, Jill (1998) *Gender in International Relations: An Introduction*, Cambridge Polity Press, Cambridge.
- Karns, P. Margaret, Mingst, A .Karen (2005) *International Organizations: The Politics and Process of Global Governance*, Lynne Rienner Publishers, New Delhi.
- Chandra, Satish and Chandra, Mala (2006) *International Conflicts and Peace Making Process; Role of the UN*, Mittal Publications, New Delhi.
- Lanoszka, Anna (2010) *The World Trade Organisation; Changing Dynamics in the Global Political Economy*, Lynne Rienner Publishers, New Delhi.
- Singh K.R (2012) *Coastal Security: Maritime Dimensions of India's Home land Security*, Vij Book, New Delhi.
- Suresh R (Ed.) 2015 *The Changing Dimensions of Security: India's Security Policy Options*, (Ed.) Vij Books India Pvt. Ltd. New Delhi ISBN: 978-93-84464-80-6
- Suresh R (Ed.) 2014 *Maritime Security of India: The Coastal Security Challenges and Policy Options* (Ed.) Vij Books India Pvt. Ltd. New Delhi ISBN: 9789382652366
- Clegg, Jenny (2009) *China's Global Strategy towards a Multi polar World*, Palgrave Macmillan, New York.
- Collins, Alan (2013) *Contemporary Security Studies*, (3rd edn.), Oxford University Press, New York.
- Helen, Maras Marie (2013) *Counter Terrorism*, Cathleen Sether, New York.
- Dittner, Lowell and Tyu, George (eds.) (2012) *China, the Developing World and the New Global Dynamic*, Lynne Rienner Publishers, New Delhi.
- Cavelty, Dunn Mariam and Mauer, Victor (eds.) (2012) *The Routledge Handbook of Security Studies*, Routledge, London.
- Zakaria , Fareed (2008) *The Post -American World*, NewYork, W.W.Norton& Company.
- Mansbach, W.Richard and Taylor, L. Kirsten (2012) *Introduction to Global Politics (2nd edn)*; Routledge, New York.
- Malik, Khalid (2012) *Why has China Grown So Fast for So Long*, University Press, New Delhi.
- Schmidt, Eric and Cohen, Jared (2013) *The New Digital Age: Reshaping the Future of People, Nations and Business*, John Murray Publications.
- Nye, Joseph S., The Twenty-First Century will not be a "Post American World" *International Studies Quarter* 2012, 56, 215-217.
- Foot ,Rose Mary (2006) "Chinese Strategies in a US Hegemonic Global Order Accommodating and Hedging" *International Affairs*, V.82, No.1, Jan, 22

Tickner, J. Ann (September 2006) 'On the Frontlines or Sidelines of Knowledge and Power? Feminist Practices of Responsible Scholarship', *International Studies Review*, vol. 8, Issue 3, 383-395.

Dalacoura, Katerina (2012) The 2011 uprisings in the Arab Middle East: Political Change and Geopolitical Implications, *International Affairs* 88: 1) 63–79, *The Royal Institute of International Affairs*, , Blackwell Publishing, London.

Burton John, (1979), *Deviance, Terrorism and War: The Process of Solving Unsolved Social and Political Problems*, Palgrave Macmillan, London

Phalneikim, Haokip (2009) *The Evolution of European Union problems and Prospects*, Akansha Publishing House, New Delhi.

A.K Gaur (2011) *Terrorism and Threat of Nuclear Warfare*, Cyber Tech Publications, New Delhi.

Betz, D.J. and Stevens T. (2011) *Cyberspace and the State: Toward a Strategy for Cyber Power*, Routledge, Oxon.

Tickner, Ann J. (2008) *Gender in World Politics* in Baylis John Smith, Steve Owens Patricia (2011) *The Globalization of World Politics: An Introduction to the study of International Relations*, Oxford University Press, Oxford, pp 262-277

Dr. Mathur, Vibha (2005) *WTO and India, Development Agenda for the 21st Century*, New Century Publications, New Delhi.

J. A. Tickner (2001) *Gendering World Politics: Issues and Approaches in the Post Cold War World*: Columbia University Press, New York, chapter 1, 'Troubled Encounters: Feminism Meets IR'

Vohra, Ravi, Chakra borty Devabrat (Eds.) (2007) *Maritime Dimensions of a New World Order*, National Maritime Foundation, New Delhi.

Chetty, A. Lekshmana, *BRIC : An Instrument for Building a Fair Global Economic and Political Architecture in India China Relationschanging Profile in the 21st Century*, Reddy Yagama(2012) Gyan Publishing House, , New Delhi ,pp.86-106

Gilley, Bruce (2011) Beyond the Four Percent Solution: Explaining the Consequences of China's Rise, *Journal of Contemporary China* 20, no. 72

Tickne, J. Ann (1997) "You just do not understand: Troubled Engagements Between Feminist & IR Theorists", *International Studies Quarterly*, 41, p.611-632.

Franzese P.W. (2009) Sovereignty in Cyberspace: Can it exist? *Air Force Law Review*, Vol. 64, and pp.1-42.

Thia, Eng- Chua, Kullenberg, Gunnar and Bonga, Danilo (Eds.) (2008) *Securing the Oceans: Essays on Ocean Governance: Global and Regional Perspectives* published jointly by PEMSEA and the Nippon Foundation.

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GIR 3604 POLITICS OF DEVELOPING AREAS

The aim of this course is to study the politics of the developing areas in particular. Focus is given to the study of the political systems and political processes in the third world countries of Asia, Africa and Latin America. Through the theories of development, underdevelopment and centre-periphery relationships, the reasons for the backwardness of the third world are analysed. The impact of globalisation on the third world, the call for a new world order and greater representation in the international political and economic space are spaced to enable the student to be lively on matters related to the developing areas.

Unit I: Developing Areas and Different Interpretations – Meaning, Nature and Characteristics – Socio-political-economic and cultural of the Third World; Historical Features of the Third World

Unit II: Approaches to the Study of Developing Areas - Modernization theory; Dependency and World System theory; Human Development; Marxian and Gandhian approaches

Unit III: Politics of Developing Areas – Democracy – Personality and Leadership – Civil Society – Authoritarianism and Military Rule.

Unit IV: Challenges – Ethnicity and Terrorism

Unit V: Globalisation and the Third World

Reading Materials

Newton Kenneth and Wan Deth Jan W. (2008) *Foundations of Comparative Politics*, New York, Cambridge University Press.

Peter Burnell and Vicky Randal, (2008) *Politics in Developing World*, New Delhi, Oxford University Press.

Petras James and Veltmeyer Henry, (2001) *Globalisation Unmasked*, Delhi, Madhyam Books.

Randall V. and Theobald R. (1990) *Political Change and Under development: A Critical Introduction to Third World Politics*, London, Macmillan.

Roy Ash Narain (1999) *The Third World in the Age of Globalization*, London, Zed Books.

Jalal Ayesha, (1995) *Democracy and Authoritarianism in South Asia*, New Delhi, Cambridge University Press.

Huntington Samuel P. (1991) *The Third Wave: Democratization in The Late 20th Century*, Norman, University of Oklahoma Press.

Diamond Larry, Linz J.J. and Lipset S.M. (1990) *Politics in Developing Countries: Comparing Experiences with Democracy*, London, Lynne Rienner Publishers.

GIR 3605 INDIA AND INTERNATIONAL ORGANIZATIONS

This paper provides an overview of the organizational features of international political system. Providing a theoretical orientation on how international organisations are

established the paper explores the role of norms and institutions in international relations. Organisations such as the League of Nations, the United Nations, International Criminal Court; environmental regimes; international trade regimes and the World Trade Organization; the World Bank; and the International Monetary Fund are covered to provide students with fare knowledge of how the world works in an era of complex interdependence and globalisation.

Unit I: The Meaning, Nature, Classification, Evolution and Functions of International Organization; Legal Status of International Organizations.

Unit II: Theoretical underpinnings of International Organizations; Realism, Liberalism, Neo-Realist, Neo-Functionalist, Legalism and Constructivism; Nation-State Sovereignty vs. The legitimacy of International Organisations.

Unit III: Major International Organisations: League of Nations - origin, structure, working and reasons for its failure; The United Nations – Origin, Structure, Powers and Functions; Specialised agencies of the UN - IAEA, UNESCO, UNCTAD, WHO and ILO; UN Programmes – UNICEF, UNEP; UN Peace Keeping

Unit IV: United Nations in the Post Cold War Era: Relevance of UN; Reformation and Restructuring of the UN and Revision of UN Charter; Expansion of Security Council and India's claim for Permanent membership in the Council

Unit V: India and International Regional Organizations – India and European Union; India and Association of South East Asian Nations (ASEAN); South Asian Association for Regional Cooperation (SAARC)

Reading Materials

Daniel R Brower, (2005) *The World Since 1945: A Brief History*, Pearson Prentice Hall
David Lake, *Entangling Relations: American Foreign Policy in its Century*. Princeton: Princeton University Press. 1999.

Downs, George W. 2000. Constructing Elective Environmental Regimes." *Annual Review of Political Science* 3:25-42.

Gilligan, Michael and Stephen John Stedman. 2003. Where Do the Peacekeepers Go?" *International Studies Review* 5:37-54.

Gilpin, Robert. 1981. *War and Change in World Politics*. Cambridge: Cambridge University Press.

John Ikenberry, *After Victory. Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*. Princeton: Princeton University Press. 2001.

Joseph Schwartzberg, *Revitalizing the United Nations: Reform Through Weighted Voting*. New York: Institute for Global Policy. 2004.

Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions*. Princeton: Princeton University Press. 2000.

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Cornell University Press. 1998.

Margaret P. Karns and Karen A. Mingst (2010), *International Organizations: The Politics and Processes of Global Governance*, 2nd edition. Boulder: Lynne Rienner.

Michael Barnett and Martha Finnemore (2004), *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell UP.

Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Cornell University Press, 2004.

Paul Diehl, *The Politics of Global Governance: International Organizations in an Interdependent World*. Lynn Reiner, 2001.

Paul Kennedy (2006), *The Parliament of Man: The Past, Present, and Future of the United Nations*. Toronto: Harper Collins.

Paul R Viotti, Mark V Kauppi, (2007), *International Relations and World Politics*, Pearson Prentice Hall.

Posen, Barry R. 2006. "European Union Security and Defense Policy: Response to Unipolarity?" *Security Studies* 15, 2: 149-186.

Price, Richard M. 2003. Transnational Civil Society and Advocacy in World Politics." *World Politics* 55:579-606.

Sebastian Mallaby, *The World's Banker: A Story of Failed States, Financial Crises, and the Wealth and Poverty of Nations*. New York: Penguin Press. 2004.

Simmons, Beth A. 1998. Compliance with International Agreements." *Annual Review of Political Science* 1:75-93.

Simon Chesterman (ed.), *Secretary or General? The UN Secretary-General in World Politics*. Cambridge: Cambridge University Press, 2007.

Journal of Conflict Resolution
 International Organization
 International Studies Quarterly
 Yale Law Journal

GIR 3606 GLOBAL MIGRATION

Migration being a fundamental feature of our lives is not only an economic phenomenon but also political, social and cultural phenomenon. Forces of globalisation, aging of populations, the rise of new economic powers, and dramatic improvements in human capital have given rise to an era of migration unparalleled in magnitude and diversity. Creation of new transnational patterns of residence, livelihood and interactions challenge our notions of nation, identity and citizenship and pose unprecedented costs, risks and returns for migrants along with important impacts for host, transit and sending societies and the global system. This paper offers a holistic view of the migration process from a global perspective. It is intended to make students familiar with history of global migration, major migration systems, understanding key theories of migration process and the issues

and debates associated with the process. The paper offers a comprehensive overview of the key current theoretical debates and approaches in the study of international migration. The long term goal is to encourage students to undertake research in the field of migration research.

Unit I : History, Significance and Modes of Migration

Unit II : Theories and Approaches to Migration

Unit III : Globalization, the State and Citizenship

Unit IV : Immigration and Integration Policy Making

Unit V : Identity, Culture and Social Transformation

Unit VI : Impacts on Livelihoods, Rights, Development and Environment

Unit VII : Gender, sexuality and family relations in global migration

Unit VIII : Securitisation of Migration in the post 9/11 era

Unit IX : International and Regional Migration Regimes

Reading Materials

C. Hirschman, et. al., *The Handbook of International Migration*, New York: Russell Sage, 2000

Caroline Brettell and James Hollifield, *Migration Theory: Debating Across Disciplines*, 2nd edition, Routledge, 2007

Castles, Stephen and Mark J. Miller. 2009. *The Age of Migration: International Population Movements in the Modern World*, Fourth Edition, New York: Palgrave Macmillan.

Christian Joppke, ed., *Challenge to the nation-state: Immigration in Western Europe and the United States*, New York: Oxford, 1998.

Christian Joppke, *Selecting by Origin: Ethnic Migration in the Liberal State*, Harvard University Press, 2005.

Douglas Massey, et al. *Worlds in Motion*, Oxford: OUP, 1998

Fix, Michael, Demetrios G. Papademetriou, Jeanne Batalova, Aaron Terrazas, Serena Yi-Ying Lin, and Michelle Mittelstadt. 2009. *Migration and the Global Recession*. Washington, DC: MigrationPolicy Institute, Report Commissioned by the BBC World Service

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor Massey, D.S. et al. 1998. *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford: Oxford University Press.

Massey, DS, Arango, J, Hugo, G, Kouaouci, A., Pellegrino, A., and Taylor, JE. 2008 [1998]. *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford University Press.

Ruud Koopmans et al, *Contested Citizenship: Immigration and Cultural Diversity in Europe*, Minneapolis: U of Minnesota Press, 2005.

Seyla Benhabib, *The Rights of Others: Aliens, Residents, and Citizens* (Cambridge: Cambridge University Press, 2004)

T. Alexander Aleinikoff and Douglas Klusmeyer. *Citizenship Policies for an Age of Migration* (Washington, DC: Carnegie Endowment for International Peace, 2002)

Timothy Hatton and Jeffrey G. Williamson, *Global Migration and the World Economy: Two Centuries of Policy and Performance*. Cambridge, MIT Press, 2005.

Wayne A. Cornelius, Takeyuki Tsuda, Philip L. Martin, and James F. Hollifield, eds., *Controlling Immigration: A Global Perspective*, 2nd ed. (Stanford: Stanford University Press, 2004)

William Rogers Brubaker ed. *Immigration and the Politics of Citizenship in Europe and North America*, New York: University Pre

FOREIGN LANGUAGE (FRENCH)

Duration of B.A. (IR), foreign languages (French & German): First 4 semesters

No. of Papers: 4 papers in 4 semesters

Duration of each Paper: 60 hours/Semester

Whether mandatory or optional : Mandatory

Each semester will have 1 paper i.e. 4 papers in 4 semesters

4 credits /semester

Objective : To introduce the students of B.A.(IR) to French as a language and a tool of communication and knowledge acquisition which is a fundamental requirement for the students of international relations. In fact, the comprehensive knowledge of IR will be rather impaired without the working knowledge of a foreign language, i.e. French or German in the context of SGS/DIR/CUK.

In today's fast changing world, international relations hold the key to diplomatic studies, peace studies, and contemporary socio-politic and socio-economic studies, relations between countries and so on. In such a transnational academic and intellectual framework, it goes beyond saying that a good working knowledge of a foreign language is mandatory.

The knowledge of French thus will enable the students of IR to

- Have access to original documents without the recourse of a third language
- Interact freely with the knowledge base of the country/region of study
- Strengthen the area study programme
- Access to a different world view which is essentially different from the Anglo-Saxon world view
- Be sensitive to a non Anglo-Saxon world order
- Discover the Francophone world
- Be able to discover the rich academic and intellectual heritage of France and the French speaking countries
- Delve especially into Francophone Africa

Method of French as a Foreign Language:

1. Echo A 1 (Cle International 2010) to be taught in first 2 semesters, Sem 1 & 2
2. Echo A 2 (Cle International 2010) to be taught in 2 semesters ,Sem 3 & 4

Semester Wise Break Up

SEMESTER – I

GIR 3102: FRENCH LANGUAGE PAPER I

Language Functions and Topic Areas

- Greetings and exchanging personal information
- Countries and nationalities
- Numbers, Days and months
- Alphabet, Spell names and other words
- Professions
- Telling time
- Talk about Leisure activities and your likes and dislikes
- Describing people
- Ask questions to gather information
- Telephoning

- Giving and asking for directions
- Travelling at the airport, catching a train
- Food and drinks
- Shops and shopping [How to ask for price]
- French meals, understand a menu and order [restaurant bill, taxi fare, hotel bill etc]
- French etiquette
- Making suggestions and polite requests
- Writing an informal not a post card

Language Structures

- Verbs
- Articles
- Adjectives
- Present tense and Present Continuous
- Past tense
- Immediate future
- Prepositions
- Partitive articles to express quantity
- Imperative – for order and to advice

SEMESTER – II

GIR 3202: FRENCH LANGUAGE PAPER II

Language Functions and Topic Areas

- Accomodation
- Talk about one's health and enquire about another person's health
- Weather
- Talk about different moments of life
- Talk about family and relationship
- Talk about means of communication
- Talk about a problem
- Take an appointment
- Physical descriptions
- Clothes, size and colour

Language Structures

- Reflexive Verbs

- Expression of Quantity
- Past continuous
- Expression of duration
- Direct object pronouns
- Recent past
- Reported speech
- Position of adjectives

SEMESTER – III

GIR 3303: FRENCH LANGUAGE PAPER III

Language Functions and Topic Areas

- At work
- Education and Training
- Administration
- Politics
- Press - Television, Radio, Newspaper
- Festivals
- French Cuisine

Language Structures

- Simple Futur
- Express a condition
- Expression of quantity
- Past continuous
- Indirect object pronouns

SEMESTER – IV

GIR 3403: FRENCH LANGUAGE PAPER IV

Language Functions and Topic Areas

- Understand Rules and regulations
- Describe an itinerary
- Narrate an anecdote
- Human relation
- Talk about Success and Failure
- Sports
- Day to day errands
- Income and expenditure
- Accidents and Incidents

Language Structures

- Present conditional
- Reported speech
- Subjunctive
- Indefinite pronouns and adjectives
- Forms of appreciation

FOREIGN LANGUAGE (GERMAN)

Course Name: German, Paper 1, 2, 3, 4

Credits: 4/semester

Total credits: 4 x 4 =16

Each semester will have 1 paper i.e. 4 papers in 4 semesters

Optional/Mandatory: Mandatory

Objective: To introduce the students of B.A.(IR) to German as a language and a tool of communication and knowledge acquisition which is a fundamental requirement for the students of international relations. In fact, the comprehensive knowledge of IR will be rather impaired without the working knowledge of a foreign language.

The **Common European Framework of Reference for Languages** abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The six reference levels are becoming widely accepted as the European standard for grading an individual's language proficiency. The Common

European Framework describes what a learner can do at six specific levels: A1, A2, B1, B2, C1, and C2.

- Basic User (A1 and A2)
- Independent User (B1 and B2)
- Proficient User (C1 and C2)

A student of BA (IR) will cover the first two levels of the CEFR

In today's fast changing world, international relations hold the key to diplomatic studies, peace studies, and contemporary socio-politic and socio-economic studies, relations between countries and so on. In such a transnational academic and intellectual framework, it goes beyond saying that a good working knowledge of a foreign language is mandatory. The knowledge of German thus will enable the students of IR to

- Have access to original documents without the recourse of a third language
- Interact freely with the knowledge base of the country/region of study
- Strengthen the area study programme
- Access to a different world view which is essentially different from the Anglo-Saxon world view
- Be sensitive to a non Anglo-Saxon world order
- Discover the German speaking world
- Be able to discover the rich academic and intellectual heritage of Germany

Course Material for German as a Foreign Language:

Studio D A1 for Semester 1 & 2;

Studio D A2 for Semester 3& 4

Semester Wise Break Up

SEMESTER – I

GIR 3103: GERMAN LANGUAGE- PAPER I

LESSON 1
<u>TOPICS:</u>
---- To introduce oneself and others
---- Numbers+ Telephone numbers

- The German Alphabet and learning to spell a name.
- To order something and pay for it in a Café.
- Introduction to Money-Euro
- “My German Course”
- Countries and Languages + Currencies in different countries.
- My profession
- Days of the Week +Weekend activities and hobbies

Grammar

- The noun: definite Article & indefinite articles + Building of plurals
- W-questions + Framing questions
- Personal pronouns
- Conjugation of regular and irregular verbs
- Introduction to verbs:”to be” and “to have”

LESSON 2

TOPICS

- Naming the furniture, fittings and other objects in the classroom
- Learning to make requests and express wishes.
- Calendar: Months of the Year

GRAMMAR

- Composite
- Negation

---- Past tense of the verb “to be”

---- Difference between W-questions and Yes/No Questions.

LESSON 3

TOPICS

---- Sightseeing places in Europe; revision of countries and their capital cities

---- Learning to describe Trivandrum

---- The Railway station and Airport

GRAMMAR

---- Past tense of “to be” and “to have”

---- Revision of W-Questions and Yes/No questions

LESSON 4

TOPICS

---- Learning to describe things and people

---- Learning to describe different types of houses, hostel rooms + furniture and comment on them.

---- How to rent a house, and planning shifting into a new house.

GRAMMAR

---- Accusative case: Verbs+prepositions

---- Adjective and opposites

---- Possessive articles of nominative and accusative cases

---- Calibrated differentiation between adjectives.

LESSON 5

TOPICS

- Telling time: official and unofficial methods.
- To make appointments and to make changes in that.
- Visit to a doctor
- Talking about the daily routine
- To fill up information in a form.

GRAMMAR

- Difference between negations: no/not
- Dative Case: Verbs+ prepositions
- Separable verbs

LESSON 6

TOPICS

- To ask for directions.
- Orientation in a building with many departments
- Telling the date + telling the year
- Holidays and festivals

GRAMMAR

- Ordinal number
- Temporal prepositions: at /on

I. Literature [in German & English]:

Selected short literary texts (poetry, prose) to be introduced at the discretion of the teacher in translation; materials to be supplied by the concerned department. Question paper to be answered in English.

II. Information about the Culture and Civilisation of Germany [in English]

Geography: Information about Germany. neighboring states/ the five largest cities (Berlin, Hamburg, Munich, Cologne, Frankfurt)

History: Short overview of German history 800-1806

Source: Introduction of "Facts about Germany".

Society in Germany: Population features/ Political System in condensed form

Assessments: Selected topics for class projects from political, social, historical events and conditions in the German speaking countries.

SEMESTER – II

GIR 3203: GERMAN LANGUAGE - PAPER II

LESSON 7
<u>TOPICS</u> ---- Professions and their descriptions ---- Visit to a bank ---- Place details with appropriate prepositions, e.g. in a workshop, at the university etc.
<u>GRAMMAR</u> ---- Modal verbs: müssen / können ---- Two-case prepositions
LESSON 8
<u>TOPICS</u> ---- Sightseeing places in Berlin. ---- Learning to describe a way. ---- Reading a city map ---- Learning to narrate about a travel. ---- Writing a postcard.
<u>GRAMMAR</u> ---- Revision of prepositions to describe the way : in / durch / über / an...vorbei
LESSON 9
<u>TOPICS</u> ---- To speak about vacations and holidays ---- To describe an accident.
<u>GRAMMAR</u> ---- Present perfect tense

LESSON 10

TOPICS

- Visit to a supermarket and talking about eating habits
- To shop for provisions : Measurements and weights
- Time of meals, names of dishes, menu, and recipes.
- Vegetables, cutlery, vessels, fruits etc.
- Newspaper advertisements

GRAMMAR

- Declension of Adjectives
- Positive-superlative-Comparative

LESSON 11

TOPICS

- Fashion, Weather, buying clothes, and colors.
- Winter holidays and summer holidays
- Talking about the weather

GRAMMAR

- Adjective endings in accusative case in indefinite articles
- Demonstrative articles

LESSON 12

TOPICS

- Body parts and sports, illnesses and emotions
- More body parts and vital organs, talking about health matters

---- Giving recommendations and instructions
---- Learning to write a letter
<u>GRAMMAR</u>
---- Imperative form

I. Literature [in German & English]:

Selected short literary texts (poetry, prose) to be introduced at the discretion of the teacher in translation; materials to be supplied by the concerned department. Question paper to be answered in English.

II. Information about the Culture and Civilisation of Germany [in English]

Geography: Information about the German-speaking countries of Germany / Austria / Switzerland and Liechtenstein; Source: Facts about Germany [Location / Size / landscapes / climate/]
History: Short overview of German history 1806 to 2002
 Source: Introduction of “Facts about Germany”.

SEMESTER – III

GIR 3304: GERMAN LANGUAGE - PAPER III

Lek. Num	Topics for S3	Grammar
1	Languages and Biography	subordinate clauses with mit weil , comparativ with wie und als, Superlativ : am höchsten, am weitesten
2	Family album	possessiv artikel in Dativ , Adjective in Dativ, subordinate clauses with dass , Genitiv-s
3	Travel und Mobility	Modal verb sollen
4	Activities in the leisure time	Reflexive pronoun : sich ausruhen, Zeitadverbien : zuerst, dann, danach , Verbs with Prepositions : sich ärgern über , Indefinita niemand , wenige,viele, alle
5	Media	indirect questions in subordinate clauses: ob-Sätze / indirect W-Questions, Adjective without Artikel : Nominativ and Akkusativ
6	Outing	Personal pronoun in Dativ: mit dir, mit ihm Relative clause, Relative clause in Nominativ and Akkusativ

Information about German Culture:

Importance of Hobbys for Indians
Possibilities of learning languages in Germany
Family status and forms and occasions in families in Germany
Traveling habits of Germans
Associations and clubs and means of freetime activities in Germany
Media and Communication in Germany
Relationships in Germany

SEMESTER – IV

GIR 3404: GERMAN LANGUAGE - PAPER IV

Lek. Num	Topics for S4	Grammar
7	At home	Modal verbs in Präteritum, Nebensätze with als
8	Experiencing culture	time adverbs : damals, früher / heute, jetzt , Verbs in Präteritum : er lebte, ich arbeitete, es gab , Perfekt und Präteritum – spoken and written language.
9	Working environment	sentences connecting with den, weil , das Verb werden, nominalisation : wohnen – die Wohu-ung, lesen – das Lesen , Wishes / Politness : hätte, könnte
10	Festival and gifts	prepositions with Dativ, Verbs with Dativ, Verbs with Dativ- and Akkusativ supplement, conditions and result : Relative clause with wenn
11	Learning with all senses	Indefinita : einige, manche, Wechselpräpositionen , Verbs with Akkusativ verbs with Dativ : liegen/legen ,Paragraph lesen : Genitiv understanding , Relative clauses : in, mit+Dativ
12	inventions and inventor	Relative clause with um zu / damit , Vorgänge narrating : Passiv mit werden / wurden

Landeskunde:

Shared living in Germany (in youth hostels...)
Cultural activities in Germany and important cities
Education system in Germany
Films in Germany
Discoveries made in Germany and chocolates in Germany

FIRST LANGUAGE (ENGLISH)

Syllabus for First Language in English for the BA Degree Course in International Relations – a Rationale

The syllabus for First Language (English) for the BA Degree Course in International Relations, a trans-disciplinary programme of the Central University of Kerala, highlights the following aspects:

1. To build a general awareness of world affairs
2. To enhance communication skills

It is with these two pertinent goals that the course contents of the seven papers have been designed.

There are six papers in the First Language Course, spread over four semesters in the First and Second Years of the programme.

The three papers on **Communication Skills** and one paper on **English Grammar and Usage** aim at helping the students to attain commendable proficiency in English language skills as well as in grammatically and idiomatically correct spoken and written discourse. It is hoped that the course contents and course materials will suffice to help the students of the Programme master the required English language skills and the required techniques to use English for effective international communication. Similarly, the need to strengthen the confidence in the students while preparing for various International English Language Tests as well as other competitive tests has also been taken into consideration very seriously.

The three papers on **Writings on World Issues** contain pertinent essays of grave importance intended to help the students become aware of issues relating to globalization, environment, human rights, gender, inequality, freedom, peace and cooperation, culture and economics in the present world scenario. The views of great minds like Martin Luther King, Aung San SuuKyi, Al Gore, Arnold Toynbee, John F. Kennedy, Edward Said, AmartyaSen, etc. on these issues have been selected to sensitize the students to the socio-political, economic and cultural issues that have ignited and agitated the best minds of our times.

Semester	Paper
Semester One	Paper I: Communication Skills in English I
	Paper II: Writings on World Issues I
Semester Two	Paper III: Communication Skills in English II
	Paper IV: English Grammar and Usage
Semester Three	Paper V: Communication Skills in English III Writings on World Issues II
Semester Four	Paper VI: Writings on World Issues III Project & Viva

SEMESTER – I

GIR 3104: English Paper I - Communication Skills in English I

Aim:

To help the students attain proficiency in language skills.

Objectives:

1. To communicate effectively and accurately in English.
2. To use English for international communication.
3. To enhance their ability in listening and speaking.
4. To equip them for competitive examinations and various International English Language Tests.

Course Description:

Module 1: English Sound System

Varieties of modern English – British, American, Indian – basic sounds – deviations in American and other varieties. Phonemic symbols – consonants – vowels – syllables – word stress – strong and weak forms – intonation.

Module 2: Listening Skills

Listening for details – listening and note-taking – listening to sound contents of videos – listening to talks; descriptions; interviews – listening to announcements – listening to news programmes.

Module 3: Speaking Skills

Conversation Skills:– how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions – how to respond – using language in various contexts/situations greeting – introducing – making requests – asking for / giving permission – giving instructions and directions – agreeing / disagreeing – seeking and giving advice – inviting and apologizing – set expressions in different situations.

Module 4: Non-Verbal Communication

Soft Skills –Body language; Etiquette – In the office; Formal meetings/gatherings – postures – orientation – eye contact – spacing –facial expression – dress – self-concept – self-image – self-esteem – attitudes. Attending an interview – addressing an audience – using audio-visual aids – compering – group discussion –talking about oneself and others.

Course Materials:

Core reading: Kumar, Sanjay, and PushpLata. *English for Effective Communication*. Oxford UP, 2013.

Further reading:

1. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: Cambridge UP, 2008.
2. Lynch, Tony. *Study Listening*. New Delhi: Cambridge UP, 2008.
3. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: Cambridge UP, 2007.
4. Mukhopadhyay, Lina, et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
5. O'Connor, J. D. *Better English Pronunciation*. Cambridge UP.

GIR 3105: English Paper II - Writings on World Issues I**Aim:**

To sensitize students to the socio-political, economic and cultural issues of the world.

Objectives:

1. To deepen awareness of issues pertaining to globalization.
2. To familiarize the students with environmental issues.
3. To create consciousness of human rights and their violation.

Course Description:

This paper will introduce the students to the issues that have agitated the best minds of our times, through essays that will highlight aspects such as globalization, environment and human rights.

Required Reading:

1. AvinashJha. "The Globalized World"
2. AmitBhaduri. "Globalization and Education: Third World Experience"
3. RomilaThapar. "Forests and Settlements"[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
4. Rachel Carson. "A Fable for Tomorrow". Chapter I, *SilentSpring*. Boston: Houghton Mifflin, 1962.
5. Al Gore. Nobel Peace Prize Lecture on Global Environmental Issues (2007)
<http://www.nobelprize.org/nobel_prizes/peace/laureates/2007/gore-lecture_en.html>
6. ManishaPriyam, Krishna Menon, Madhulika Banerjee. "Thinking about Human Rights"
[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]

7. Martin Luther King, Jr. "I Have a Dream"

<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

8. Aung San Suu Kyi. The Nobel Prize Acceptance Speech. *Freedom from Fear and Other Writings*. Part 2. Chap 20. Penguin India, 1991, 1995.

SEMESTER – II

GIR 3204: English Paper III - Communication Skills in English II

Aim:

To help the students attain proficiency in language skills.

Objectives:

1. To make students competent in advanced reading and writing skills.
2. To identify various text types and comprehend them.
3. To apply reading techniques to understand proposal, arguments and suggestions for international relations
4. To help them master writing techniques for better international relations.

Course Description:

Module 1

Introducing students to different text types – fictional/nonfictional/Scientific/biographical and autobiographical – newspaper and magazine articles – reviews – legal language – business communication

Module 2

Various types of dictionaries – how to use them – enrichment of vocabulary – application of scanning and skimming passages – reading for pleasure and knowledge. Activities/exercises for reading comprehension

Module 3:

Mechanics of writing – drafting – revising – editing – computer as an aid – keyboard skills – word processing – desk top publishing – Writing for specific purposes – international and business writing

Module 4:

Writing models – letter writing – personal letters – formal letters – CV – surveys – questionnaire – e-mail – fax – job application – report writing – agenda, minutes – copy editing – accuracy. Symposium – presenting different aspects of a topic of international relevance

Course Materials:**Core reading:**

Kumar, Sanjay, and PushpLata. *English for Effective Communication*. Oxford UP, 2013.

Further reading:

1. Barraas, Robert. *Students Must Write*. London: Routledge, 2006.
2. Glendinning, Eric H., and Beverly Holmstrom. *StudyReading*. South Asian Edition. Cambridge UP, 2008.
3. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing*. 2nd Edition. Cambridge UP, 2008.
4. McCarthy, Michael et al. *English Collocation in Use*. Cambridge UP, 2007.
5. McCarter, Sam, and Norman Whitby. *WritingSkills*. Macmillan India, 2009.
6. Mukhopadhyay, Lina, et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
7. Wainwright, Gordon. *How to Read Faster and Recall More*. Macmillan India, 2008.

GIR 3205 English Paper IV - English Grammar and Usage**Aims:**

1. To help the student have a good understanding of modern English grammar.
2. To help improve verbal communication skills of the student.

Objectives:

On completion of the course, the student should be able to

1. have an appreciable understanding of English grammar
2. produce grammatically and idiomatically correct spoken and written discourse
3. spot language errors and correct them
4. improve vocabulary and written communication skills.

Course Description:**Module 1: Descriptive Grammar**

Parts of Speech – Determiners – Nouns – different types – number and gender – verbs – finite – nonfinite – tense – mood – voice – concord – auxiliary verbs – adjectives – adverbs – degrees of comparison – prepositions – prepositional phrases – syntax – phrasal verbs – direct and indirect

speech – Elements of a sentence – clauses – simple complex and compound sentences – synthesis of sentences – transformation of sentences.

Module 2: Vocabulary/Word Power

Synonyms – Antonyms – Formation of antonyms by adding a prefix – by changing the suffix – by a completely new word – Words often confused – One word substitutes – Idioms and phrases.

Module 3: Remedial Grammar

Common errors – Errors in the use of verbs – nouns and determiners – prepositions – miscellaneous mistakes – correction of sentences.

Module 4: Right Writing

Note taking – summary writing – précis – expansion – dialogue writing – writing stories from outlines – short essays.

Course Material:

Core Reading:

Moothathu, V. K. *Concise English Grammar*. Oxford UP, 2012.

Further Reading:

1. Leech, Geoffrey, et al. *English Grammar for Today: A New Introduction*. 2nd Edition. Palgrave, 2008.
2. Carter, Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge UP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford UP, 2005.
4. Sinclair, John, ed. *Collins Cobuild English Grammar*. Harper Collins, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*. Cambridge UP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. Cambridge UP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them*. Cambridge UP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India, 2008.
9. Turton. *ABC of Common Grammatical Errors*. Macmillan India, 2008.
10. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. Third Edition. New Delhi: Pearson Education, 2009.
11. Wood, F. T. *A Remedial English Grammar for Foreign Students*. Madras: Macmillan India, 1965.
12. Corder, S. Pit. *An Intermediate English Practice Book*. New Delhi: Orient Longman, 1965.

Direction to Teachers: The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

SEMESTER – III

GIR 3305: English Paper V

Part A: Communication Skills in English III

Aim:

To help the students attain proficiency in language skills.

Objectives:

1. To make students competent in advanced reading and writing skills.
2. To identify various text types and comprehend them.
3. To apply reading techniques to understand proposal, arguments and suggestions for international relations
4. To help them master writing techniques for better international relations.

Course Description:

Module 1: operating systems: Microsoft Word – Excel – Power Point – file formats – jpg – jpeg – zip – mp3

Module 2: audio-visual aids – handouts – use of Power Point – seminar paper presentation and discussion

Module 3: Preparation of slides for Power Point presentation – creation of Excel spreadsheet – preparation of a Word document as per a relevant Style Sheet.

Course materials:

Core reading: Kumar, Sanjay, and PushpLata. *English for Effective Communication*. Oxford UP, 2013.

Further reading:

Asari, Ravindran. *The Basics of Informatics*. Scientific International, 2013.

Part B: Writings on World Issues II

Aim:

To sensitize students to the socio-political, economic and cultural issues of the world. .

Objectives:

1. To create an awareness of gender inequality and related issues.
2. To familiarize the students with the issues of freedom, peace and co-operation

Course Description:

This paper will sensitize the students to many issues that have agitated the best minds of our times, through essays that will highlight aspects such issues of gender, inequality, freedom, peace and cooperation.

Required Reading:

1. ManishaPriyam, Krishna Menon and Madhulika Banerjee. “Gender, Culture and History”
[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
2. *Beijing Declaration*. <<http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>>
3. Arnold Toynbee. “India’s Contribution to World Unity” [From Toynbee’s *Anthology*]
4. John F. Kennedy. “A Strategy of Peace”. [Commencement address delivered by President John F. Kennedy at the American University in Washington, D.C., on June 10, 1963]
<<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-university/>>
5. Orlando Lourenco. “Toward a Positive Conception of Peace”. *How Children Understand War and Peace: A Call for International Peace Education*. Eds. AmiramRaviv, Louis Oppenheimer, and Daniel Bar-Tal. New Jersey: Wiley, 1999.

SEMESTER – IV**GIR 3405: English Paper VI****Part A: Writings on World Issues III****Aim:**

To sensitize students to the socio-political, economic and cultural issues of the world.

Objectives:

1. To enable the students to understand issues of identity

2. To create in them an awareness of the nuances of culture and economics in the world scenario.

Course Description:

This paper will examine issues of identity, and raise the consciousness of students with respect to aspects of culture and economics in the present world scenario.

Required Reading:

1. Edward Said. "Identity, Authority and Freedom: The Potentate and the Traveller". *Reflections on Exile and Other Essays*. USA: Harvard UP, 2000.
2. K. Satchidanandan. "That Third Space: Interrogating the Diasporic Paradigm". *In Diaspora: Theories, Histories, Texts*. Ed. Makarand R. Paranjape. Indialog, 2001.
3. Toby Miller. "What it is and what it isn't: Introducing Cultural Studies". *A Companion to Cultural Studies*. Ed. Toby Miller. Blackwell, 2001: 1-5.
4. Kumud Pawde. "The Story of My Sanskrit". *Subject to Change: Teaching Literature in the Nineties*. Ed. Susie J. Tharu. New Delhi: Orient Longman, 1998: 85-97.
5. Amartya Sen. "Poverty, Evil and Crime".
<<http://content.undp.org/go/newsroom/2007/october/amartya-sen-poverty-evil-and-crime.es>>

Part B: Project & Viva

❖ Details of Course Contents:

- (1) Academic writing: The following areas are to be made familiar to the students during the course of the 2 instructional hours/week set aside for the same in the fourth semester:
 - (a) Selecting a Topic: pages 6–7.
 - (b) Compiling a Working Bibliography: pages 31–33.
 - (c) Writing Drafts: pages 46–49.
 - (d) Plagiarism and Academic Integrity: pages 51–61.
 - (e) Mechanics of Writing: pages [Spelling & Punctuation]: pages 63–78.
 - (f) Methods of quoting texts: pages 92–101.
 - (g) Format of the Research Paper: pages 115–121.

Reference text: *MLA Handbook*, 7th edition.

(2) Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

❖ **Guidelines for Project preparation:**

1. Areas of Research: Studies on any issues relating to globalization, environment, human rights, gender, inequality, freedom, peace and cooperation, culture and economics in the present world scenario can be chosen. Students can also do studies based on any newspaper editorials or articles by leading international or national columnists like Thomas Friedman, Paul Krugman, Anees Jung, etc. on current relevant international issues.
 - I. Texts prescribed for study (both detailed and non-detailed) are not permitted for project work.
 - II. Length of the Project: 50 pages excluding Works Cited.
 - III. Format:
 - (a) Font: Times New Roman 12.
 - (b) Spacing: Uniform double space between lines and paragraphs.
 - IV. Printing: On both sides of A4 paper.
 - V. Page indent: 1.5” on left and right sides and 1” on top and bottom of paper.
 - VI. Indented quotes: 2 tabs indent. Justified on the right margin also.
 - VII. Page numbering: Bottom right.
 - VIII. Binding: Spiral binding, with only **white** plastic sheets on both sides.
 - IX. Number of copies: 4 copies.[One each for the University, the Supervising Teacher,the Department and for the candidate]

❖ **Order of items in the Project:**

1. Title Page
2. Certificate of Supervising Teacher [Not to be included in the University copy]
3. Declaration of Candidate [Not to be included in the University copy]
4. Acknowledgement [Not to be included in the University copy]
5. Contents
6. Preface: Should begin with a thesis statement and limited to 2 pages: pages to be numbered as **i, ii,iii, iv,**
7. Chapters: Not less than 3 and not more than 5. (Page numbers in Arabic Numerals at bottom right corner).
8. Works Cited: alphabetized and in bibliography format as per *MLA Handbook*, 7th Edition

(Title Page Format)

Title of the Dissertation in Title Case/Upper Case
(Times New Roman 16, Bold, Centred, 0 Space between Lines)

Dissertation
Submitted to the Central University of Kerala
in partial fulfilment of the requirements for
the First Language Course of the
BA Degree in International Relations
(Times New Roman 14, Bold, Centred, 0 Space between Lines)

by

Name of Candidate
(Times New Roman 14, Bold, Centred)

Central University of Kerala
Department of International Relations
Capital Centre, Thiruvananthapuram

Month & Year
(Times New Roman 14, Bold, Title/Upper Case, Centred)

Declaration

I hereby declare that the dissertation entitled “.....” submitted to the Central University of Kerala in partial fulfilment of the requirements for the First Language Course of the BA Degree in International Relations, is a record of studies and research carried by me under my guidance and supervision “.....”. No part of this dissertation has been submitted earlier for the award of any other degree, diploma, title or recognition.

Signature
Name of Candidate
Date

Certificate

Certified that the dissertation entitled “.....” submitted to the Central University of Kerala by “.....” in partial fulfillment of the First Language Course of the BA Degree in International Relations, is a record of studies and research carried out under my guidance and supervision. No part of this dissertation has been submitted earlier for the award of any other degree, diploma, title or recognition.

Signature

Name and Designation of the Supervising Teacher

Date

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SECOND LANGUAGE (HINDI)

Aims and objectives

Hindi is the second most widely spoken language in the world, and is the national official language of the constitution of India. It belongs to Indo-European language family.

Current syllabus designed based on the model curriculum framed by the University Grants Commission (UGC) This course also caters the need of the learner in the globalization arena. This will enable the students to have higher education and job opportunities.

Learning outcome

The syllabus will enable students to know the Literature, Linguistics, Translation theory, Spoken language and to know more about editing, reporting. In addition to that, functional aspects of the language are also included.

As citizens of an increasingly global world, the more the learners can know about each other, the better they will be able to live together on our shrinking planet.

Eligibility Norms: For Admission in the course students must have passed the higher secondary course and studied Hindi as Part –I Language

Components	I Semester Hours	Credits
Prose	2	4
Short stories	2	
Grammar	1	
Components	II Semester Hours	Credits
Drama	2	4
Novel	1	
Functional Hindi	2	
Components	III Semester Hours	Credits
Poetry	3	4
Comparative Literature	2	
Components	IV Semester Hours	Credits
Indian Culture	2	4
Translation	1	
Noting and Drafting in Hindi	2	

SEMESTER – I

**GIR 3106: HINDI PAPER I- PROSE, SHORT STORIES, GRAMMAR;
TEXT: EDITED BY BOS, MEMBERS**

Unit –I: Prose

Lessons to be taught:

- 1.Mere SwapnonkaBharath-Mahatma Gandhi
- 2.ShikshakaUdeshya –Dr.Sampoornanand
- 3.Lalit Kalayen - Dr. Shyamsundar Das
- 4.TrisankuBechara –HarishankarParsai
- 5.MeriBadrinathYatra-Vishnu Prabhakar

Unit –II: Short stories

Lessons to be taught:

- 1.Nasha-Premchand
- 2.Dillimeinek Mouth-Kamleshwar

Unit –III: Grammar

Text-VyakaranPradeep: By Ramdev; Publisher:Hindi Bhavan,Allahabad-2

Topics to be Covered:Noun,Gender,Number, Case ending, Verb, Tense, Pronoun,Adjectives,Voice.

SEMESTER – II

GIR 3206: HINDI PAPER II: Drama, Novel and Functional Hindi

Unit –I: Drama

Text: EkAurDronacharya by Shankar Sesh; Publisher:Vani Prakashan,21-A Dariyaganj,New Delhi-110002

Unit –II: Novel

Text: AapkaBanti byMannuBhandari; Publisher:VaniPrakashan,21-A Dariyaganj,New Delhi-110002

Unit –III: Functional Hindi

Text:PrayojanMoolak Hindi by Dr.Maya Singh; Publisher: Vani Prakashan, 21-A Dariyaganj,New Delhi-110002

SEMESTER III

GIR 3306: HINDI PAPER III- POETRY AND COMPARATIVE LITERATURE

Unit –I: Ancient Poetry

Topics to be Covered:

- 1.Kabirdas
- 2.Surdas
- 3.Tulsidas
- 4.Meeradas

Unit –II: Modern Poetry

Topics to be covered:

- 1.MaithilisharanGupt
- 2.Dinkar
3. Sumitranandan Pant
- 4.MahadeviVarma
- 5.SuryakanthTripathiNirala
- 6.Agney
- 7.Dhoomil
- 8.Nagarjun
- 9.Arun Kamal

Unit-III: Comparative Literature

Text: TulanatmakSahitya by Dr.IndranathChoudhary

Publisher: VaniPrakashan,21-A Dariyaganj,New Delhi-110002

Reference Books:

Comparative Literature : Ed. by Dr. A. Aravindakshan; Publisher: Bharathiya Sahitya Pratishtan, Kochi-22,Kerala

SEMESTER IV

GIR 3406: HINDI PAPER IV- INDIAN CULTURE,TRANSLATION AND NOTING AND DRAFTING

Unit –I: Indian Culture

Text: Edited by the BoS,Members

Topics to be covered- Ashok,Gandhiji, Nehru,Ambedkar,Sankaracharya

Unit –II: Translation Practice

Text:AnuvadAbhyas – Vol.-II

Published by DakshinBharath Hindi PracharSabha,Chennai-17,TN

Topics to be covered: Hindi to English and English to Hindi

Unit-III: Noting and Drafting

Text: Vyavharik Hindi AurRachana by Dr.KrishnakumarGoswami

Publisher:VaniPrakashan,21-A Dariyaganj,New Delhi-110002

Topics to be Covered:Leave application,Application for a notified vacancy, Application for Bank loan, Ordering of Books from a Publisher, Complaining to civil authorities,Administrative and Banking Hindi Technical Terminology used in different field (Fifty words to be taught)