



# **CENTRAL UNIVERSITY OF KERALA**



## **DEPARTMENT OF INTERNATIONAL RELATIONS**

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### **BA HONOURS PROGRAMME IN INTERNATIONAL RELATIONS**

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## **NEP 2020 Based Syllabus Programme Structure and Syllabus**

Central University of Kerala  
Capital Centre, Thiruvananthapuram

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

**BA (HONS) INTERNATIONAL RELATIONS**

**SYLLABUS AND PROGRAMME STRUCTURE**

## **UG BOARD OF STUDIES BA (IR)**

### **CHAIRMAN**

**Professor (Dr) Suresh Rangarajan**  
**Head, Department of International Relations**  
**Central University of Kerala**

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**Professor (Dr) Naidu Ashok, Osmania University**

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**Dean, School of Global Studies**  
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**Department of International Relations**  
**Central University of Kerala**  
**Dr Sivakumar MV Associate Professor**  
**Department of International Relations**  
**Central University of Kerala**  
**Dr Ansuiya Nain Assistant Professor**  
**Department of International Relations**  
**Central University of Kerala**

**BA HONOURS (RESEARCH) PROGRAMME – CAPITAL CENTRE,  
CUK**

**Programme Structure**

**Semester I – Total Credits 23**

Sl. No	Course Type	Course Title	Allotted Credits	Course Code
1.	DSC	International Relations Since World War II	4	GIR 1101
2.	DSC	Introduction to Theories of International Relations	4	GIR 1102
3.	DSE	French/German Language + Political System of France/Germany	4	GIR 1001 French GIR 1002 German
4.	SEC	English	3	GIR S 1101
5.	AEC	Hindi/Malayalam	3	GIR A 1101 Hindi GIR A 1102 Malayalam GIR A1103 Indian Studies (For Foreign Students)
6.	VAC	Environmental Studies (Paper I)	2	GIR V 1101
7.	MDE	Creative Writing	3	GIR M 1101
		Environmental Studies & Human Rights (Malayalam)	3	GIR M1102
		Mass Communication	3	GIR M1103



		in Hindi		
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### Semester II – Total Credits 23

Sl.No.	Course Type	Course Title	Allotted Credits	
8.	DSC	Introduction to Political Theory	4	GIR 1201
9.	DSC	Introduction to Public Administration	4	GIR 1202
10.	DSE	French/German+ Political System of France/Germany	4	GIR 1003 French GIR 1004 German
11.	SEC	English	3	GIR S 1201
12.	AEC	Hindi/Malayalam	3	GIR A 1201 Hindi GIR A 1202 Malayalam GIR A 1203 Indian Studies (For Foreign Students)
13.	VAC	Environmental Studies (Paper II)	3	GIR V 1201
14.	MDE	Environmental Literature	3	GIR M 1201
		Film Study and Script Writing (Malayalam)	3	GIR M1202
		Hindi Literature & Cinema	3	GIR M1203

### Semester III – Total Credits 23

Sl. No	Course	Course Title	Allotted	
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	Type		Credits	
15.	DSC	Concept of Security and Strategy	4	GIR 2301
16.	DSC	Ancient Indian Political Thought	4	GIR 2302
17.	DSE	French/German Language + Foreign Policy of France/Germany	4	GIR 1005 French GIR 1006 German
18.	SEC	English	3	GIR S 2301
19.	AEC	Hindi/Malayalam	3	GIR A 2301 Hindi GIR A 2302 Malayalam GIR A 2303 Indian Studies (For Foreign Students)
20.	VAC	Values of the Indian Constitution	2	GIR V 2301
21.	MDE	Political Narratives	3	GIR M 2301
		Heritage Study	3	GIR M 2302
		Stree Lekhan	3	GIR M 2303

**Semester IV – Total Credits 24**

Sl. No.	Course Type	Course Title	Allotted Credits	
22.	DSC	India's Foreign Policy	4	GIR 2401
23.	DSC	Modern Indian Political Thought	4	GIR 2402

24.	DSC	Indian Political System	4	GIR 2403
25.	DSE	French/German Language + India-France/German Relations	4	GIR 1007 French GIR 1008 German
26.	SEC	English	3	GIR S 2401
27.	AEC	Hindi/Malayalam	3	GIR A 2401 Hindi GIR A 2402 Malayalam GIR A 2403 Indian Studies (For Foreign Students)
28.	VAC	Indian Value System	2	GIR V 2401

### Semester V – Total Credits 20

SI. No.	Course Type	Course Title	Allotted Credits	
29.	DSC	Research Methodology	4	GIR 3501
30.	DSC	Western Political Thought	4	GIR 3502
31.	DSC	Public Policy: Theory and Practice	4	GIR 3503
32.	DSE	Science and Technology in International Relations	4	GIR 1009

33.	Internship	4	GIR 3505
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### **Semester VI – Total Credits 20**

Sl. No.	Course Type	Course Title	Allotted Credits	
34.	DSC	Qualitative and Quantitative Research Methods	4	GIR 3601
35.	DSC	International Political Economy	4	GIR 3602
36.	DSC	Diplomacy	4	GIR 3603
37.	DSC	Comparative Politics	4	GIR 3604
38.	DSE	Maritime Security in the Indian Ocean Region	4	GIR 1010

### **Semester VII – Total Credits 20**

Sl. No	Course Type	Course Title	Allotted Credits	
39.	DSC	International Organization and Global Governance	4	GIR 4701
40.	DSC	Political Geography	4	GIR 4702
41.	DSC	India's National Security	4	GIR 4703
42.	DSC	International Law	4	GIR 3704
43.	DSE	Politics of	4	GIR 1011

		Developing Areas		
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### **Semester VIII – Total Credits - 20**

SI. No.	Course Type	Course Title	Allotted Credits	
44.	DSE	MOOC	4	GIR 1012
45.	Dissertation + Viva Voce 12+04		16	GIR 4801

DSC- Discipline Specific Course DSE –Discipline Specific Elective, SEC- Skill Enhancement Course AEC- Ability Enhancement Course VAC- Value Added Course, MDE- Multi Disciplinary Elective.

### **Multidisciplinary Electives**

GIR M XYZ Malayalam for Competitive Examinations

GIR M XYZ Cyber Media: Theory and Practice

GIR M XYZ Indian Economy

(X – Year; Y – Semester; Z – Course Number)

### **Interdisciplinary Electives**

# **BA HONOURS PROGRAMME – CAPITAL CENTRE, CUK**

## **First Semester Total Credits 23**

**DSC Course Code: GIR 1101**

### **INTERNATIONAL RELATIONS SINCE WORLD WAR II (4 Credits)**

#### **Course Description:**

On successful completion of the course the student will be able to:

1. Introduce the historical background to International Relations
2. Discuss the thematic explanation of wars and its impact
3. Evaluate the major issues in International Politics.

#### **Learning Outcomes:**

As a result of participating in Semester I, Understanding the International Relations students will be able to:

1. Summarize the significance of key turning points in world history since Second World War.
2. Develop a firm historical foundation for the study of contemporary international relations
3. Compare and critically evaluate the emergence of different ideologies and their impact on international society.

**Module 1:** Second World War-Causes, Course and Effects- American and Soviet policies during the World War II- Emergence of the demand for the protection of Human Rights

#### **Outcome:**

The course is designed to train a student in the foundational issues of International Politics, which is relevant for any in-depth study and research. The Unit essentially provides an insight into the World War-II and creates an awareness among students regarding the necessity of protecting human rights.

**Module II:** Cold War period-The Policies of The USA and USSR-Emergence of Global division-The NATO, Warsaw Treaty-emergence of Third World Countries-NAM

#### **Outcome:**

This paper deals with concepts and dimensions of international relations and makes an analysis of different theories highlighting the major debates and differences within the various theoretical paradigms. It helps in understanding and analysing the origins of the Cold War period and also considerably help in identifying the challenges pertaining to global and regional security.

**Module III:** The United Nations specialized agencies, Peace-Keeping operations-relevance in the contemporary context.

### **Outcome**

The students will get a clear understanding of the structure and functions of the They also will become capable of evaluating its role in maintaining world peace

**Module IV** The End of Cold War-Changing Patterns of World Order-Globalisation, transformation from Bipolarity to Unipolarity or Multipolarity. Peace building and state building after the Cold War- Balkans, India and Pakistan, Palestine, Sri Lanka and the unrest in the Arab world, India's changing interests and policies in West-Asia, emergence of India as a major power.

### **Outcome:**

This unit describes the transformation of World system. It also helps in evaluating the theory and policy tools in the context of the recent history of peace building and state building since the end of the Cold War, in a range of examples, including across the Balkans, India and Pakistan, Palestine, Sri Lanka and the unrest in the Arab world.

**Module V:** Contemporary Challenges-International Terrorism, Jasmine Revolution, Russia -Ukrain war, Post-Conflict reconstruction-Rwandan model.

### **Outcome:**

The Unit helps to get an understanding of the contemporary challenges to global peace and security. It also familiarize the students with recent crises in the world and post-conflict reconstruction. It also gives an insight into the ill-effects of arms race and nuclear proliferation. It also compares and critically evaluate different explanatory models for the onset and development of armed conflict and peace building efforts.

### **Reading List**



Frank G. Hoffman, “Hybrid Threats: Reconceptualizing the Evolving Character of Modern Conflict”, Strategic Forum, N° 240, (April 2009)

Gaya Best, Shedrack. (2006). Introduction to Peace and Conflict Studies. Ibadan, Nigeria.

Jeong, Ho-Won. (2000). Peace and Conflict Studies: An Introduction. London. Ash gate publishing Limited.

Hedley Bull, The Anarchical Society: A Study of Order in World Politics (London: Macmillan, 1977).

Chakrabarty Phanindranath, History of International Relations, New Central Book Agency, London, 2018.

W. R. Keylor, The Twentieth- Century World and Beyond: An International History since 1900, Oxford, 2005.

Malchow Howard, History and International Relations: From the Ancient World to the 21st Century, Bloomsbury Publishing, New York, 2016.

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

John Bayllis and Steve Smith (eds.) The Globalisation of World Politics (Oxford: Oxford University Press, 1999).

Kalus Knorr and Sidney Verb (eds.) The International System, (Princeton, Princeton University, 1969).

E.H. Carr, The Twenty Years‘Crisis(London: Macmillan, 1970).

**DSC Course Code: GIR 1102**

**Introduction to Theories of International Relations**

Course Learning Outcome

- (1) Learn how to think and write critically about key debates in contemporary IR theory.*
- (2) Explain different frameworks for thinking about international politics.*

- (3) *Discuss a range of ideas, concepts and texts in international political theory and the historical contexts in which they arose.*
- (4) *Evaluate the strengths and weaknesses of alternative ways of explaining, understanding and judging contemporary international politics.*

**Module 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*

**Course Learning Outcome**

Familiarize the students about the origin of International Relations and understand different actors involved

**Module II Introduction to International Relations Theory –Theories and Approaches:**

*Idealism/Liberalism, Realism, World Systems Theory, Game theory, Marxism, Feminist Perspective, Communication Theory, Constructivism, Ethics in IR.*

**Course Learning Outcome**

Understand the basics of major theories in international relations

**Module 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*

**Course Learning Outcome**

Will provide an overview about some of the key basic concepts in International Relations

**Module 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 under United Nations*
- c) *Armament and Disarmament*

### **Course Learning Outcome**

Discussing the major structural aspects and power arrangements related to international system

### ***Module V : Globalization, Nation State and Contemporary Challenges:***

Sovereignty, Nationalism, MNCs b) Contemporary Challenges-Traditional and Non Traditional Security Issues

### **Course Learning Outcome**

Will enable the students to identify the major traditional and non-traditional security challenges in the era of globalization and the role of non-state actors in the international system

### **Suggested Reading**

- 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* 6<sup>th</sup> 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.

## **DSC Course code: GIR 1201**

### **Introduction to Political Theory (4 Credits)**

#### **Module I: Introduction to Political Theory**

1. Meaning and nature of political theory
2. Scope and relevance of political theory
3. Debates in Political Theory
4. Traditions of political theory – traditional, behavioural, post behavioural

#### **Module II: Approaches and Perspectives**

1. Normative, Historical, Institutional
2. Behavioural and Post Behavioural Approaches
3. Contemporary and Critical Approaches: Feminism and Postmodernism

#### **Module III: State and Civil Society**

1. Meaning and Elements of State
2. Theories of the Origin of the State
3. Political System - Classification
4. State and Civil Society

#### **Module IV: Concepts: Basic and Major**

1. Law, Liberty, Equality, Justice, Rights & Duties
2. Political Culture, Political Socialisation, Political Participation, Political Modernisation and Political Development

**Module V: Political Ideologies**

1. Meaning and Significance of Political Ideology
2. Liberalism, Marxism, Socialism, Fascism, Gandhism
3. Neo-liberalism and Globalization
4. Contemporary Debates: Gender, Environment

**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

**DSC - 4: GIR 1202**

**Introduction to Public Administration (Credit: 4)**

**Course Description:** This course will provide a brief yet holistic understanding of the discipline of public administration to the students, which will help them comprehend the evolution, changing nature and the present status of the discipline.

**Course Learning Outcomes:**

**CO1** Understanding the meaning, nature and scope of the discipline of Public Administration, along with its evolution and current status.

**CO2** Analyse the transition and approaches to the study of Public Administration.

**CO3** Understanding the principles of organisation.

**CO4** Analysing the concepts of public administration like decision making and leadership.

**CO5** Understanding the emerging trends in the field of Public Administration.

**Module I: Evolution of Public Administration**

- ❖ Meaning, Nature, Scope and importance of Public Administration.
- ❖ Public & Private Administration
- ❖ Evolution of Public Administration and present status
- ❖ Politics & Administration dichotomy
- ❖ New Public Administration, New Public Management

### **Module II: Approaches of Public Administration**

- ❖ Classical Approach
- ❖ Human Relations Approach
- ❖ Behavioural Approach
- ❖ Ecological Approach

### **Module III : Principles of Organisation**

- ❖ Division of work and Coordination
- ❖ Hierarchy, Unity of Command and Span of Control
- ❖ Authority and Power
- ❖ Delegation, Centralization and Decentralization
- ❖ Line, Staff and Auxiliary Agencies

### **Module IV: Concepts of Public Administration**

- ❖ Leadership
- ❖ Supervision
- ❖ Communication
- ❖ Decision making

### **Module V: Emerging Trends**

- ❖ Sustainable Development
- ❖ Participatory Development
- ❖ Good Governance
- ❖ E-Governance

### **Suggested Readings:**

- ❖ Avasthi & Maheshwari (2012), Public Administration, Lakshmi Narayan Agarwal, Agra
- ❖ Arguden, Yilmaz (2011), Keys to Governance: Strategic Leadership for Quality of Life, Macmillan, Hampshire
- ❖ Arndt Christiane and Charles Oman (2006), Uses and Abuses of Governance Indicators, OECD, Paris.
- ❖ Bhattacharya, Mohit (2013), New Horizons of Public Administration, Jawahar Publishers, New Delhi.
- ❖ Donald Menzel and Harvey White (eds) (2011). The State of Public Administration: Issues, Challenges and Opportunities, New York, M. E. Sharpe.

- ❖ Henry, Nicholas (2006), Public Administration and Public Affairs, Prentice Hall of India, New Delhi.
- ❖ Jan-Erik Lane,(2000) New Public Management: An Introduction, Routledge, London. Ravindra Prasad

## **SEMESTER THREE (23 Credits)**

### **Concept of Security and Strategy**

#### **DSC: GIR 2301**

#### **Course Learning Outcome**

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.

**Module I: International Security: An Introduction: What is security? Whose Security? What is a security Issue? -Introduction to security studies**

#### **Course Learning Outcome**

Enable the students to understand about the concept of security and the beginning of security studies in International Relations

**Module II: Theoretical Approaches: Structural Realism, Constructivism, Critical Security Studies, and Copenhagen School**

#### **Course Learning Outcome**

To understand about various approaches and schools of thought regarding



security studies

**Module III: Broadening and Deepening the Security:** Traditional and Non-Traditional Security- Environmental Security, Economic Security, Migration, Human Security, Terrorism, Armament, Regional Security, Global Security, Collective Security

**Course Learning Outcome**

Familiarize and sensitize students about the major traditional and non-traditional security threats.

**Module IV: International Security and Major Powers:** US, Russia, China and India

**Course Learning Outcome**

To understand major powers engagement with international security

**Module V: 9/11 and a New Security Strategy:** Cyber security, Maritime security, Co-Operative Security

**Course Learning Outcome**

To sensitize new security challenges and the ways to settle it

**Suggested Reading**

- Williams, Paul D (ed) (2013 2 edn.) *Security Studies*, New York: Routledge
- Hough. Peter, Malik Shahin et.al. (ed)(2015) *International Security Studies: Theory and Practice*, New York: Routledge
- Herman, Lelievedlt 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.
- Caverty, Dunn Mariam and Mauer, Victor (eds.) (2012) *The Routledge Handbook of Security Studies*, Routledge, London.
- Zakaria, Fareed (2008) *The Post -American World*, New York, 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 21<sup>st</sup> 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, Chakraborty Devabrat (Eds.) (2007) *Maritime Dimensions of a New World Order*, National Maritime Foundation, New Delhi.

### **SEMESTER THREE**

#### **Discipline Specific Course (DSC)- GIR 2302**

##### **Ancient Indian Political Thought (Credit: 4)**

**Course Description:** The objective of incorporating this paper in the syllabus is to hone rational faculties of students on the core themes of Ancient Indian political knowledge systems. These rich legacies of the Indian knowledge systems to the world heritage must be nurtured and preserved for posterity and researched, enhanced, and put to new uses through our education system at large and this course in particular.

##### **Course Learning Outcomes**

**CO1** Explains the Vedic traditions, institutions and functions of a state.

**CO2** Understanding the science of policy making in Indian smritis.

**CO3** Discusses the various tools of foreign policy used in the arthashastra tradition.

**CO4** Elaborates on the governance and public welfare aspect discusses in various scriptures.

**CO5** Understanding the society and culture of the ancient times to draw fruitful lessons for the present.

##### **Module I: Vedic Tradition**

- Sources to study and origin of the state

- Pre- vedic times and post- vedic times
- Upanishads
- Institutions: Sabha, Samiti, Vidvat, Gana
- Functions of a state

### **Module II: Policy Sciences: Neeti and Smriti Tradition**

- Manu Smriti
- Shukra Neeti
- Yajurveda Smriti
- Bhṛtṛihari Nitishatak

### **Module III: Arthashastra Tradition**

- Saptang (seven elements of state) nature of the state
- Sadguna (six measures of statecraft)
- Rajamandala (circle of kings) as a foreign policy tool.
- Danda and Dandaniti

### **Module IV: Rajadharma Tradition: Aims and Functions of the State**

- Ramrajya in Ramayan
- Shantiparva in Mahabharat
- Thirukural
- Bhagwat Gita

### **Module V: Dharmashastra and Dharmasutra- Society and Culture**

- ❖ Four Purushartha
- ❖ Ashramdharma
- ❖ Sustainable living
- ❖ Position of Women

### **Suggested Readings:**

- ❖ V. R. Mehta, Foundations of Indian Political Thought, New Delhi, 1996
- ❖ V. P. Varma, Ancient and Medieval Indian Political Thought, Agra, 1988
- ❖ Charles Drekmeir, Kingship and Community in Early India, California, 1962
- ❖ R S Sharma, Aspects of Political Ideas and Institutions in Ancient India, New Delhi, 1978
- ❖ B A Salestore, Ancient Indian Political Thought and Institutions, Bombay, 1963
- ❖ Acharya, Nand Kishore, The Polity in Sukranitisara, Vagdevi Prakashan, Bikaner, 1987.
- ❖ Agrawal, Satya P., The Social Role of the Gita: How and Why, Motilal Banarsidass Publishers, Delhi, 1993.
- ❖ Aiyangar, S. Krishnaswamy, Evolution of Hindu Administrative Institutions in South India, University of Madras, Madras, 1931.
- ❖ Aiyar, VVS, The Kural or the Maxims of Tiruvalluar, Pavai Publications, Chennai, 2017.
- ❖ Altekar, A.S., Education in Ancient India, Nand Kishore & Bros., Banaras, 2<sup>nd</sup> Ed, 1944.

- ❖ Gautam, Pradeep Kumar, Understanding Dharma and Artha in Statecraft through Kautilya's Arthshashtra, Institute for Defense Studies and Analysis, New Delhi, 2016.
- ❖ Altekar, A.S., State and Government in Ancient India, Motilal Banarsidass Publishers, Delhi, 1949.
- ❖ Altekar, A.S., The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 2<sup>nd</sup> ed., 2009.
- ❖ Bannerjee, Nikunja Vihari, Studies in the Dharma-Shastra of Manu, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1980.
- ❖ Bhambhri, C.P, A Primer of Hindu Polity, Loyal Book Depot, Meerut, 1969.
- ❖ Bhandarkar, D. R., Lectures on the Ancient History of India, Roopa Antiquities, New Delhi, 2013.
- ❖ Bhandarkar, D.R., Some Aspects of Ancient Hindu Polity, Banaras Hindu University, Banaras, 1929.
- ❖ Bhattacharya, Parnasabari, Conceptualizations in the Manusmriti, Manohar Publishers, Delhi, 1996.
- ❖ Chousalkar, Ashok S., Revisiting the Political Thought of Ancient India: Pre Kautilyan Arthashastra Tradition, Sage Publication India Pvt. Ltd., New Delhi, 2018.
- ❖ Dikshitar, V.R.R., Hindu Administrative Institutions, University of Madras, Madras, 1929.
- ❖ Dutt, Manamatha Nath, Manusmriti, Chowkhambha Sanskrit Series Office, Varanasi, 1979.
- ❖ Frawley, David, Gods, Sages and King: Vedic Secrets of Ancient Civilizations, Motilal Banarasidass, Delhi, 1993.
- ❖ Ghoshal, U.N., A History of Hindu Political Theories: From the Earliest Times to the End of the Quarter of Seventeenth Century, Oxford University Press, Oxford, 1923.
- ❖ Hopkins, Edward W. (ed.), The Ordinances of Manu, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1985.
- ❖ Jaysawal, K.P, Hindu Polity: A Constitutional History of India in Hindu Times, Butterworth & Company, 1924.
- ❖ Kale, M.R., The Niti and Vayragya Satakas of Bhartrahari, Munshiram Manoharlal Publishers, New Delhi, 7<sup>th</sup> ed., 2004.
- ❖ Khan, Benjamin, The Concept of Dharma in Valmiki Ramayana, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 2<sup>nd</sup> ed., 1983.
- ❖ Mitra, Raja Rajendra Lala, The Nitisara by Kamandak, The Asiatic Society, Calcutta, 1849.
- ❖ Muller, Max, India: What can it Teach us (Sastri, K. A. Nilakanta (ed.), Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1991.
- ❖ Nagar, Vandana, Kingship in Shukraniti, Pushpa Prakashan, Delhi, 1985.
- ❖ Panda, R. K. (Ed.), Yajnavalkya- Smritih, Bhartiya Kala Prakashan, Delhi, 2011.
- ❖ Pande, Aparna, From Chanakya to Modi, The Evolution of India's Foreign Policy, Harper Collins Publishers, India, New Delhi, 2017.
- ❖ Ranganathananda, Swami, The Message of the Upanishads, Bharatiya Vidya Bhawan, Mumbai, 10<sup>th</sup> ed., 2016.
- ❖ Roy, Ramashray, Political Order: The Vedic Perspective, Indian Institute of Advance Studies, Shimla, 2002.
- ❖ Sarkar, Benoy Kumar, The Sukraniti, Oriental Books, New Delhi, 1914.

- ❖ Sastry, R. Shama, Kautilya's Arthshashtra, Mysore Printing and Publishing House, Mysore, 8<sup>th</sup> ed., 1967.
- ❖ Sharma, Sanjeev Kumar, Taxation and Revenue Collection in Ancient India Reflections on Mahabharata, Manusmriti, Asthasastra and Shukranitisar, Cambridge Scholar Publishing, United Kingdom, 2016.
- ❖ Shrimad Valmiki Ramayana, Balakanda, Ayodhyakanda, Aranyakanda and Kishikindhakanda, Gita Press, Gorakhpur, 7<sup>th</sup> ed., 2004.
- ❖ Thapliyal, Uma Prasad, Warfare in Ancient India: Organisational and Operational Dimensions, Manohar Publishers, New Delhi, 2010.
- ❖ Vidhyarnava, Rai Bahadur Sri, Yajnavalkya Smriti, Chowkhamba Sanskrit Series Office, Varanasi, 2003.
- ❖ D. P. Chaturvedi, Indian Political Thought.
- ❖ Srisa Chandra Vidyanava, Rai Bahadur (Trans.), Laxman Shastri Panshikar, Wasudev (Ed.), Yajnavalkya Smriti.
- ❖ Suresh R, *Arthashastra* of Kautilya: Relevance in the 21<sup>st</sup> Century (Ed) Vij Books India Pvt. Ltd. New Delhi May 2021
- ❖ Acharya, Nand Kishore, The Polity in Shukranitisar, Vagdevi Prakashan, Bikaner, 1987
- ❖ Dutt, Manmatha Nath, Manusmriti, Chowkhamaba & Sanskrit Studies Vol. LXXXIX, Varanasi, 1979.

## **SEMESTER FOUR (24 Credits)**

### **Discipline Specific Course (DSC) – GIR 2401**

### **India's Foreign Policy (Credit: 4)**

**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 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 globalization is also part of the course.

#### **Course Outcomes:**

**CO1** This course will enable the students to understand the fundamentals and basic tenants of India's foreign policy.

**CO2** The students will be able to comprehend the intricacies of India's engagement with its neighbours.

**CO3** Learning this course will enable the student to understand the India's engagement with the major superpowers and will help students to reflect on new issues emerging in India's interactions with other powerful states.

**CO4** To understand the interaction between India and other multi-lateral and mini-lateral institutions and what role India plays in the successful working of these institutions.

**CO5** To evaluate the challenges lying ahead of India and how it can be successfully dealt with using the tool of foreign policy.

**Module I:** India's Foreign Policy – Fundamentals and determinants of Foreign Policy; NAM and Panchsheel; Panchamrit, India's Nuclear Policy.

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

**Module III:** India and Major Powers- USA, Russia, China, Japan

**Module IV:** India and Multilateral Institutions- SAARC, BRICS, ASEAN, BIMSTEC, SCO, QUAD, G20

**Module V:** India's Challenges: Terrorism, String of Pearls, Problems of Indian Diaspora–NRIs and PIOs.

**Compulsory Readings:**

- ❖ Khanna, V. N (2018), Foreign Policy of India, Vikas Publishing House: New Delhi
- ❖ Perkovich, George (1999), India's Nuclear Bomb: The Impact on Global Proliferation, University of California Press: California
- ❖ Appadorai, A., Rajan, M.S (1985), India's Foreign Policy & Relations, South Asian Publishers: New Delhi
- ❖ Gupta, Aravind & Wadhwa, Anil (2020), India's Foreign Policy Surviving in A Turbulent World, Sage Publications: New Delhi
- ❖ Sikri, Rajiv (2009), Challenge and Strategy: Rethinking India's Foreign Policy, Sage Publications: New Delhi
- ❖ Reddy, K Raja (2012), Foreign Policy of India and 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
- ❖ B. R. Babu, Globalization and South Asian States, New Delhi, South Asian Publishers, 1998.
- ❖ N. Jetley, India's Foreign Policy: Challenges and Prospects, New Delhi, Lancer Books, 1999.
- ❖ S. Tharoor, Political Development and Foreign Policy, New Delhi, Vikasa, 1982.



- ❖ Suresh R, Foreign Policy and Human Rights: An Indian Perspective, Madhav Books, Gurgaon,2009

## **SEMESTER FOUR**

### **Discipline Specific Course (DSC)-GIR 2402**

#### **Modern Indian Political Thought (Credit: 4)**

**Course Description:** This course will provide the students of the discipline of international relations the basic knowledge about the modern Indian Political thoughts and the thinkers which have been fundamental in shaping the present form of our society and polity.

#### **Course Outcomes:**

**CO1** To educate students about the basic political philosophy behind the modern Indian political thought with relation to Buddhism, Jainism and bhakti movements.

**CO2** To understand the philosophy of the social reformers of the yesteryears and their contributions to the field of social change.

**CO3** To analyse the basic tenants and ideas behind the Indian nationalism.

**CO4** To understand the process of nation building and the role of various leaders in the Indian national movement.

**CO5** To evaluate the ideas of socialism and humanism in the present-day context.

#### **Module 1: Political Philosophy: Buddhist Tradition**

- ❖ Buddhism in Contemporary World
- ❖ Ideas of peace and ahimsa in Jainism
- ❖ Bhakti Movement: Political Ideas of Kabir

#### **Module II: Social Reformers**

- ❖ Raja Ram Mohan Roy: Social Reformer
- ❖ Pandita Ramabai: Social Reformer, Educational activist
- ❖ Jyotiba Phule: Social Activist
- ❖ B R Ambedkar: Social Justice

#### **Module III Ideas of Indian Nationalism**

- ❖ Dadabhai Naoroji: Political leanings
- ❖ Gopal Krishna Gokhale: Contributions in freedom struggle, Constitutional Reforms
- ❖ Bal Gangadhar Tilak: Political Philosophy and his legacy
- ❖ Rabindranath Tagore: Political Ideas
- ❖ Sri Aurobindo: Social & Political Vision
- ❖ V D Savarkar: Political Ideology

#### **Module IV Ideas of Nation Building**

- ❖ Swami Vivekanand: Views on social change, Nationalism, Rising India
- ❖ Dayanand Saraswati: Political Philosophy, Contribution to Indian Nationalism
- ❖ Mahatma Gandhi: views on State; Non-violence, Satyagraha
- ❖ Jawaharlal Nehru: Political Ideas, Mixed Economy

## **Module V: Ideas of Socialism and Humanism**

- ❖ Ram Manohar Lohia: Ideology, Political Ideas
- ❖ Jay Prakash Narayan: Total Revolution
- ❖ Deendayal Upadhyay: Human Integration Theory
- ❖ Sree Narayana Guru: Social Equality

### **Suggested Readings:**

- ❖ S. Mukherjee and S. Ramaswamy, A History of Political Thought: Plato to Marx, New Delhi, Prentice Hall, 1999.
- ❖ 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.
- ❖ Guha, Ram Chandra, Makers of the Modern India, Penguin Books, New Delhi, 2011
- ❖ M.N. Jha, Political Thought in Modern India, Meenakshi Prakashan, Meerut.
- ❖ V P Varma, Modern Indian Political Thought, Agra, 1998
- ❖ A Appadorai, Indian Political Thinking through the Ages, Delhi, 1992
- ❖ Thoman Panthem and Karl Deustch (ed.), Political Thought in Modern India, New Delhi, 1986 (Available in Hindi also)
- ❖ Bidyut Chakrabarty and Rajendra Kumar Pandey, Modern Indian Political Thought, New Delhi, 2009
- ❖ Bhikhu Parekh and Thomas Panthem (eds.), Political Discourse: Explorations in Indian and Western Political Thoughts, New Delhi, 1987
- ❖ M N Jha, Political Thinking in Modern India, Meerut, 1978
- ❖ Himanshu Roy and M P Singh, Indian Political Thought, New Delhi, 2009
- ❖ Lopamudra Sengupta, Indian Political Thought and its Contemporary Relevance, New Delhi, 2016
- ❖ N Jayapalan, Indian Political Thinkers, New Delhi, 2000
- ❖ Aakash Singh and Silika Mohapatra (eds.), Indian Political Thought, New Delhi, 2017

## **SEMESTER FOUR**

### **Discipline Specific Course (DSC)- GIR 2403**

### **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 and students are made aware of the fundamental rights and fundamental duties as enshrined in the constitution of India. It essentially helps the students in the evaluation of structure and functioning of Government. The course also helps in inculcating aptitude in Indian Administration and enable them to perform well in various competitive examinations.

## Course Outcomes

On the 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.
- Analyse the structures and functions of various organs of the government and 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 party system, caste, language, region etc.
- The students would be able to excel well in various competitive examinations including the civil services examinations conducted by the UPSC.

**Module I:** Significance of the Indian Model of Political System-Constitutional developments during British rule –Socio-economic and philosophical foundation of Indian Constitution.

### Outcome:

To understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.

**Module II:** Making of the Indian Constitution: Constituent Assembly- composition and working; salient features of the Constitution; Preamble; Fundamental Rights, Directive principles of State Policy; Fundamental duties; federalism and Centre-State relations.

### Outcome:

To familiarize students with the Constitutional arrangements and processes in India. To focus on some of the fundamental institutional arrangements that guides the state policy and protects people's rights. Emphasis will be both on the origin and development of such mechanisms in India.

**Module III:** Structure and Functions of the Political System; Executive-the President, Vice-President, Prime Minister and Council of Ministers; Parliament-Composition and functions of Lok Sabha and Rajya Sabha, Speaker, Committee System, Law making Procedure, State Administration- Legislature, Governor,

Chief Minister and Council of Ministers, Amendment procedures; Judiciary - Supreme Court and High courts- Composition and Powers-Judicial Review- Judicial Activism, Public Interest Litigation.

**Outcomes:**

To understand the evolution of constitution of India from pre-independence to post independence period and also about the organs of the government viz. executives, legislature and judiciary both at Centre and at the States and their powers and functions.

**Module IV:** Party system typology – Changing nature of Indian Party System- Concept of one-party dominance, National and Regional parties; Ideology Organization-Leadership patterns and factionalism, Elections, Interest and Pressure groups, Major National and Regional Parties, Electoral Process and Election Commission

**Outcomes:**

To provide knowledge on contemporary India, relations between Centre and states, party system and election.

**Module V:** National Integration and Problem of National Building-Social Movements in India, National Women's Commission.

**Outcome:**

It outlines the problems and prospects regarding the National building and challenges of national integration. It will enable the student to understand the socio-politico-economic development of India.

**Reading Material**

B. L Fadiaya, Indian Political System

Sukhbir Sing, Indian Polity

H.Abbas, (eds), Indian Government and Politics, Pearson, New Delhi, 2011.

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

D.D .Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.

U. Baxi , The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980.

Baxi and B. Parekh (ed.), Crises and Change in Contemporary India, New Delhi, Sage, 1994.

Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.

M. V.Pylee, An Introduction to the Constitution of India, Vikas Publishing, 2008.

A. Kohli, Democracy and Discontent: India's Growing Crisis of Governability, Cambridge, Cambridge University Press, 1991.

M.P. Singh and S. R. Raj (eds), Indian Political System, Pearson, New Delhi, 2012.

Laxmikant, M, Indian Polity, TMH, 2015.

Roy, Himanshu., & Singh, M P. (2018). Indian Political System. London, Pearson.

Ashutosh, Kumar. (2011). Indian Constitution and Its Features. Bengaluru: Anmol Publications Pvt Ltd

## **SEMESTER FIVE (20 Credits)**

### **DSC: GIR 3501 Research Methodology**

**Course Objective:** The main objective of this course is to familiarise the undergraduate students about research, research methods and process. Students will be exposed to the basic concepts of research and the building blocks of scientific research. The course will enable the students to identify and develop a research problem, postulate research questions, frame research proposals and develop their research design.

#### **Course Outcomes:**

CO1: Understand the meaning and nature of research

CO2: Understand the different stages in social science research

CO3: Conceptualise the building blocks of scientific research

CO4: Learn and develop research proposals and designs

CO5: Develop different skills relating to practical research

#### **Module 1: Research as a Field of Inquiry** (*Introductory Level Lectures*)

1. Science and Social Research
2. Scientific Method
3. Foundations of Social Science
4. Meaning, Nature, Types and Uses of Social Science Research

#### **Module II: Research Process** (*Emphasis on practical aspects*)

1. Different Stages in Social Science Research
2. Formulating and developing Research Problem
3. Identifying literature for review
4. Methods and Methodology – identifying appropriate methodology

#### **Module III: Building Blocks of Scientific Research** (*lectures followed by practical sessions*)

1. Concepts – concepts and constructs
2. Variables – variables and values - types of variables
3. Hypothesis – types and significance
4. Theories and Models

#### **Module IV: Research Proposal and Research Design** (*Emphasis on practical aspects*)

1. Writing a good research proposal – components

2. Developing research questions – postulating different types of research questions
3. Preparing a Research Design – components and uses
4. Experimental and non-Experimental research designs

### **Suggested Reading**

Alan Bryman (2012): Social Research Methods, UK, Oxford.

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

Earl Babbie (2013): The Practice of Social Research, Jaipur, Rawat Books.

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

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

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: McGraw-Hill Book Co.

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

## **SEMESTER FIVE**

### **DSC GIR 3502 Western Political Thought (4 Credits)**

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.

#### **Module I: Ancient Political Thinkers**

- a) Socrates – Philosophy and Politics
- b) Plato - Justice, Ideal State, Communism, Education, Philosopher King.
- c) Aristotle - Theory of State, Classification of Governments.

#### **Module 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.

### **Module III: Utilitarianism & Idealism**

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

### **Module IV: Marxist Theories**

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

### **Suggested Reading**

- 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.

### **SEMESTER FIVE**

### **Discipline Specific Course (DSC)- GIR 3503: Public Policy: Theory and Practice (Credit: 4)**

#### **Course Objectives**

This course on public policy 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**

**CO1** Learners will be in a position to comprehend the nature, scope, types and evolution of the public policy.

**CO2** They will be able to employ necessary analytical tools to evaluate the practical context of public policy formulation and implementation.

**CO3** To understand the various western models of public policy analysis and to apply them to the ground realities.

**CO4** They will develop suitable methodological aptitude to pursue specialised studies in public policy at higher levels and will acquire the necessary knowledge of its evaluation using various techniques.

**CO5** 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 understand the various constraints of public policy.

**Module 1:** Public Policy: nature, scope and evolution of Public Policy, Policy Science, and Types of Public Policy

**Module 2:** Public Policy Formulation and Implementation: Actors and processes in public policy making – Role of political parties, pressure groups, and civil society- Agenda setting for Public Policy, Agencies (legislature, executive, and judiciary) and stages in the formulation of Public Policy in India; Stages and Agencies of Implementation.

**Module 3:** Public Policy Analysis: Models for Public Policy Analysis – Simon's bounded rationality model, Lindblom's Incremental Approach, Public Choice Approach

**Module 4:** Evaluation of Public Policy: Need for evaluation of Public policy- Types of evaluation– Criteria for evaluation- Techniques of evaluation, cost- benefit analysis, PERT, CPM, MBO; Problems in evaluation.

**Module 5:** Constraints of Public Policy: Socio- Economic, Political; Role of Media, Public Opinion, Civil Society

### **Suggested Readings:**

- ❖ Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton
- ❖ Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press
- ❖ Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, and Models of Public Policy Making, Armonk; M.E. Sharpe
- ❖ Brewer, Gary D., and Peter de Leon (1983), The Foundations of Policy Analysis, Homewood, IL: The Dorsey Press.
- ❖ Dror. Y, (1989), Public Policy making Re-examined, 2nd ed., San Francisco, Chandler.
- ❖ Dye Thomas (2008), Understanding Public Policy, Singapore, Pearson Education
- ❖ Hill Michael, (2005), The Public Policy Process, Harlow, UK; Pearson Education, 5<sup>th</sup> Edition.
- ❖ Howlett, Michael, and M. Ramesh, (1995), Studying Public Policy: Policy Cycles and Policy Subsystems, OUP, Toronto.

- ❖ Jones, C.O., (1970), An Introduction to the Study of Public Policy, Belmont, Prentice Hall.
- ❖ Lerner, D. and H.D.Lasswell (eds.), (1951), The Policy Sciences, Stanford, Stanford University Press.
- ❖ Lindblom, C.E., and E.J., Woodhouse, (1993), The Policy making Process, 3rd ed., New Jersey., Prentice - Hall.
- ❖ McCool, DanielC.(ed.), (1995), Public Policy Theories, Models, and Concepts: An Anthology, NJ : Prentice-Hall.
- ❖ Moran Mitchel and Robert Goodin, (2006), The Oxford Handbook of Public Policy, Oxford University Press, New York.
- ❖ Nachmias, David, (1979), Public Policy Evaluation: Approaches and Methods, New York: St. Martin's Press.
- ❖ Jay M. Shafritz (ed) (1998), International Encyclopaedia of Public Policy and Administration, Westview Press

## **SEMESTER FIVE**

### **DSE: GIR1009: SCIENCE AND TECHNOLOGY IN INTERNATIONAL RELATIONS (4 credits)**

#### **Course Learning Outcomes**

1. Understand the nature, scope and significance of Science, Technology and Innovation (STI) in International Relations (IR).
2. Understand the concepts, ideas, and debates in Science, Technology and Innovation vis-a-vis International Relations.
3. Analyze the major theories/approaches of Science, Technology and Innovation.
4. Develop a critical perspective on the major international regimes/ issues in STI in International Relations.
5. Explore the ways and Science, Technology and Innovation issues confronted by the world from a foreign policy perspective.
6. Learn to use conceptual tools to understand new developments which of Science, Technology and Innovation in International Relations.
7. Develop a thorough understanding on the scientific, technological and innovation-related process in major powers and national economies, especially India.

#### **Module I: Introduction**

- Science, Technology and Innovation (STI) in International Relations; History and Evolution of STI in International Relations; STI and Globalization; STI and Diplomacy; State, non-

State actors and Stakeholders; STI and International Institutions; International Scientific Relations (ISR)

## **Module II: Basic Concepts and Theories**

- Basic Concepts, Debates, Theories, Approaches: Digital Westphalia, Technonationalism, Cyberspace and related facets of sovereignty, warfare, security, espionage, terrorism, and crime; Data sovereignty, Technocolonialism; Digital imperialism, Security v Privacy debate, STI and Sustainable Development Goals (SDGs); Monist, Pluralist and Neo-Pluralist Schools; STI and Sovereignty, Territoriality; Networked society.

## **Module III: Global STI Landscape**

- History and Evolution of Global STI Landscape; Fourth Industrial Revolution; Knowledge Economy; STI and Human Capital; Emergent Technologies and Institutions, National Innovation Systems (China, Japan, India, US, Europe); International Political Economy of STI; Treaties and technologies: Outer Space, Nuclear, Cyber.

## **Module IV: India**

- India's STI Policies: history, evolution, policy processes, implementation and challenges; National Innovation; Spin-offs: civilian, military; Research and Development (R&D); Political Economy of India's STI Ecosystem; Institutions and Organisations; Intellectual Property Governance and Protection Ecosystem in India; Policy Landscape; Challenges and Opportunities to National Security

## **Module V: Case Studies**

- STI landscape in countries: Internet of Things; Artificial Intelligence/Machine Learning; Big Data; Block chain; 3D printing; Robotics; 5G technology; Quantum computing

## **Suggested Reading**

Aghion, P., David, P.A. and Foray, D. (2008). Science, Technology and Innovation for Economic Growth: Linking Policy Research and Practice in 'Stig Systems'. *Research Policy* 38(4): 681-693.

Appelbaum, R.P., Cao, C., Han, X., Parker, R. and Simon, D. (2018). *Innovation in China: Challenging the Global Science and Technology System*. Cambridge: Polity Press.

Buzan, B. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*. International Institute for Strategic Studies Conference Papers. London: Palgrave Macmillan.

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- P.K. Pattnaik et al. (eds.). *IoT and Analytics for Agriculture*, Volume 1, Studies in Big Data, vol 99, Springer Nature Singapore: Singapore, pp. 113-137, ISBN: 978- 981-13-9177-4.
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- Ruffini, P.-B. (2017). *Science and Diplomacy: A New Dimension of International Relations*. Paris: Springer International Publishing AG.
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- Trencher, G. (2018). Towards the smart city 2.0: Empirical evidence of using smartness as a tool for tackling social challenges, *Technological Forecasting and Social Change* 142: 117-128.
- Ullah, A., Pinglu, C., Ullah, S., Abbas, H.S.M.A. and Khan, S. (2021). The Role of E-Governance in Combating COVID-19 and Promoting Sustainable Development: A Comparative Study of China and Pakistan. *Chin. Polit. Sci. Rev.* 6: 86–118.
- Vermesan, O. and Friess, P. (2015). *Building the Hyperconnected Society: Internet of Things Research and Innovation Value Chains, Ecosystems and Markets*. Norway: River Publishers
- Villa-Henriksen, A., Edwards, G.T.C., Pesonen, L.A., Green, O. and Sørensen, C.A.G. (2020). Internet of Things in arable farming: implementation, applications, challenges and potential. *Biosys. Eng.* 191: 60–84
- Withers, K. (2006). *Intellectual Property and the Knowledge Economy*. London: Institute for Public Policy Research.
- Zhang, W. (2019). Constitutional Governance in India and China and Its Impact on National Innovation. In Liu, K-C. and Racheria, U. (eds.). *Innovation, Economic Development, and Intellectual Property in India and China*. ARCIALA Series on Intellectual Assets and Law in Asia. Springer Singapore: Singapore: 39-67.

**SEMESTER SIX (20 Credits)**

**DSC: GIR 3601 Qualitative and Quantitative Research Methods (4 Credits)**

**Course Objective:** The main objective of this course is to introduce the students into the world of qualitative and quantitative research. Students will be able to understand the different methods of data collection and analysis in qualitative and quantitative research. Students will be taught how to structure a research report and they will be exposed to the main software used in referencing.

**Course Outcomes:**

CO1: Understand the nature and features of qualitative and quantitative research

CO2: Understand the different methods of qualitative and quantitative research

CO3: Learn analysis of both qualitative and quantitative data

CO4: Develop skills in report writing and referencing

CO5: Understand the importance of ethics in Research.

**Module 1: Introduction to Qualitative Research**

1. Qualitative Research: nature and features
2. Stages in Qualitative Research
3. Qualitative Research Methods – Interview, Case Study, Observation, Content Analysis
4. Sampling in Qualitative Research – Purposive and Snowball

**Module II: Introduction to Quantitative Research**

1. Quantitative Research: nature and features
2. Stages in Quantitative Research
3. Quantitative Research Methods – Survey Research – setting of questionnaire
4. Sampling in Quantitative Research – Probability Sampling

**Module III: Analysis of Qualitative & Quantitative Data** (*lecture and practical sessions*)

1. Analysis of Data – editing, coding, classification
2. Qualitative Data Analysis
3. Quantitative Data Analysis
4. Statistics in Social Science Research

**Module IV: Report Writing** (*emphasis on practical aspect*)

1. Structure of a Research Report
2. Content Style and Research Language
3. Citation Styles and Bibliography
4. Reference Management Software – Mendeley, Quillbot

**Module V: Ethics in Research** (*Theoretical sessions followed by discussion*)

1. Integrity and Ethics in Research
2. Ethical Issues in Research – Plagiarism
3. Ethics in Publication

## 4. Plagiarism Checking Software – Turnitin, Urkund

### Reading Materials

Alan Bryman (2012): Social Research Methods, UK, Oxford.

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

Earl Babbie (2013): The Practice of Social Research, Jaipur, Rawat Books.

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

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

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: McGraw-Hill Book Co.

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

### SEMESTER SIX

#### DSC: GIR 3602: INTERNATIONAL POLITICAL ECONOMY (4 Credits)

##### 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.

**Module 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.

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

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

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

**Module 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)

## **SEMESTER SIX**

### **GIR 3603 DIPLOMACY (4 Credits)**

#### **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.

**Module 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

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

**Module 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

**Module 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

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

#### **Reading Materials**

Craig, Gordon A. and Alexander L. George(3<sup>rd</sup> 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

## **SEMESTER SIX**

### **Discipline Specific Course (DSC)- GIR 3604: Comparative Politics (Credit: 4)**

#### **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**

**CO1** This course will help the students to understand the meaning, nature, scope and evolution of the study of comparative politics.

**CO2** This enables the students to understand development of political systems in different countries along with the various approaches to study it.

**CO3** To educate students with the objectives and basic features of various constitutions around the world.

**CO4** The student community will be in a position to understand political culture and leadership in major political systems across the world.

**CO5** To understand the working and functioning of Political Parties, Pressure Groups and Civil Societies across the globe.

**Module 1:** Introduction to Comparative Politics: Meaning, nature, scope and evolution; Approaches to the study of comparative politics: (Traditional and Modern) System, Behavioural, Post-Behavioural, Decision Making and Communication.

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

**Module III :** Constitutions and Constitutionalism: Objective and Basic Features of the Constitutions around the world.

**Module IV: Political Culture, Political Socialisation and Political Leadership**

**Module V: Political Parties, Pressure Groups and Civil Society**

**Suggested Readings:**

- ❖ 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;
- ❖ Charles Boix and Susan C. Stokes, The Oxford Handbook of Comparative Politics, Oxford, 2009
- ❖ Tapan Biswal, Comparative Politics: Institutions and Processes, New Delhi, 2016 (Available in Hindi also)
- ❖ James Manor (ed.), Rethinking Third World Politics, London, 1991
- ❖ Geoffrey K. Roberts, What is Comparative Politics, London, 2001
- ❖ Jan Van Deth and Kenneth Newton, Foundations of Comparative Politics, Cambridge, 2005
- ❖ Mat Golder, S. N. Golder and W R. Clark, Principles of Comparative Politics, New York, 2009
- ❖ Patrick H. O'Neil, Essentials of Comparative Politics, Oxford, 2003
- ❖ Howard J. Wiarda, New Directions in Comparative Politics, Boulder, 2002
- ❖ Todd Landman, Issues and Methods in Comparative Politics, London, 2000
- ❖ 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

**SEMESTER SIX**

**DSE GIR 1010**

**MARITIME SECURITY IN THE INDIAN OCEAN REGION (4 Credits)**

**Course Learning Outcome**

*1. Understand the meaning and trace evolution of the concept of maritime security*

2. Understand the traditional and non-traditional security threats in the IOR
3. Analyze the ramifications of national, international and human security threats in IOR
4. Understand and analyze issues related to maritime security IOR
5. Evaluate the nation-states and international/regional organizations handle the maritime security issues IOR, especially the importance of UNCLOS
6. Evaluate the significance of maritime security in the era of globalization and blue economy

## **COURSE CONTENT**

### **Module I**

Maritime security meaning and evolution of the concept of maritime security approaches to maritime security

### **Module II**

Indian Ocean Region (IOR) geopolitical significance, the traditional and non-traditional threats to security in the IOR, power rivalry, IOPZ, China and String of Pearl, Piracy, IUU, climate change

### **Module III**

National, international and human security concerns of the littoral and hinterland countries in the IOR

### **Module IV**

UNCLOS - major provisions, international mechanism to enforce the provisions, violations

### **Module V**

Blue economy and globalization - Problems and prospects for cooperation in the IOR, BIMSTEC, Indian Ocean Naval Symposium (IONS), SAARC, IORA.

## **Essential Reading**

A detailed list of Straits and Channel in and adjoining Indian Ocean. See, UN Doc. A/AC.159/1

Gabriel, N. K. (1992). *Indian Ocean Problem and Perspectives for Cooperation*. Pondicherry: Pondicherry University.

Lok Sabha Secretariat. (1985). *Indian Ocean as a Zone of Peace*. New Delhi: Lok Sabha Secretariat.

Nicholas, M. M. (2007). *Maritime Security: An Introduction: Butterworth-Heinemann*.

Pannikar, K. M. (1945). *India and the Indian Ocean*. London: George Allen and Unwin.

Pauli, G. (2010). *Blue Economy-10 Years, 100 Innovations, 100 Million Jobs*. Paradigm Publications

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Prospects of Blue Economy in the Indian Ocean, RIS, New Delhi

[http://ris.org.in/pdf/Final\\_Blue\\_Economy\\_Report\\_2015-Website.pdf](http://ris.org.in/pdf/Final_Blue_Economy_Report_2015-Website.pdf)

Sridharan, R. A. (1985). *Maritime History of India*. Publication Division, Government of India.

Suresh, R. (2012). *Peace in the Indian Ocean: A South Asian Perspective*. New Delhi: Serial Publishers.

Suresh, R. (2014). *Maritime Security of India: The Coastal Security Challenges and Policy Options (Ed.)*. New Delhi: Vij Books India Pvt Ltd.

Suresh, R. (2020). *India's National Security: A Maritime Security Perspective, (Ed.)*. New Delhi: Vij Books India Pvt Ltd.

Suryanarayanan, V. (1992). Sri Lanka and Indian Ocean as a Zone of Peace. In N. K. Gabriel, *Indian Ocean Problem and Perspective for Cooperation*. Pondicherry: Pondicherry University.

Vivekanandan, B. (n.d.). Indian Ocean as a zone of peace: Problems and Prospects. *Asian Survey*, 21, 1238.

#### **Additional Reading**

Mishra, K. P. (1977). *Quest for an International Order in the Indian Ocean*. New Delhi.

Singh, K. R. (1977). *The Indian Ocean Big Power Presence and Local Response*. New Delhi.

Suresh, R. (2015). *The Changing Dimensions of Security: India's Security Policy Options* (eds.). New Delhi: Vij Books India Pvt Ltd.

Toussaint, A. (1961). *History of the Indian Ocean*. London.

### **SEMESTER SEVEN (20 Credits)**

#### **GIR 4701: INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE (4Credits)**

##### **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

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

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

**Module 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

**Module 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

**Module 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

## SEMESTER SEVEN

### DSC GIR 4702 Political Geography (4 Credits)

#### OUTCOME

Understand the basics of the discipline, Political Geography

Introduce and analyze human geography

Identify and discuss about sovereign States and its attributes influencing global politics.

Develop an understanding about how geographies influence of power and politics of nations.

Examine and evaluate different components of nationalism, democracy and globalization.

#### Course Content:

##### Module I Political Geography

Meaning and definition; relationship with sociology and anthropology; Theories: World Systems Theory and Geo-Politics; Cartography.

##### Module 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

##### Module 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

##### Module 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

##### Module V Political Geography of India

Population, resources and Development- Spatial Factors- Global Strategic significance.

#### Reading Materials

Agnew, J. (2016). Political geography. *International Encyclopedia of Geography: People, the Earth, Environment and Technology*, 1-21.

Agnew, J. (2017). *Globalization and sovereignty: Beyond the territorial trap*. Rowman & Littlefield.

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Agnew, J., & Muscarà, L. (2012). *Making political geography*. Rowman & Littlefield Publishers.

Alao, A. (2007). *Natural resources and conflict in Africa: the tragedy of endowment* (Vol. 29). University Rochester Press.

Anderson, M. (2013). *Frontiers: territory and state formation in the modern world*. John Wiley & Sons.

Arnason, J. P. (1990). Nationalism, globalization and modernity. *Theory, Culture & Society*, 7(2-3), 207-236.

Bayly, C. A., & Biagini, E. F. (2008). Giuseppe Mazzini and the globalization of democratic nationalism, 1830-1920.

Blaikie, P. (2016). *The political economy of soil erosion in developing countries*. Routledge.

Cloke, P., Cook, I., Crang, P., Goodwin, M., Painter, J., & Philo, C. (2004). *Practising human geography*. Sage.

Collis, C., & Dodds, K. (2008). Assault on the unknown: the historical and political geographies of the International Geophysical Year (1957? 8). *Journal of Historical*



*Geography*, 34(4), 555-573.

Cunningham, A. (1871). *The ancient geography of India*. Dalcassian Publishing Company.

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

Dikshit, R. D. (1971). *The political geography of federalism: an inquiry into origins and stability*.

Dikshit, R. D. (1999). *Political Geography 3E*. Tata McGraw-Hill Education.

Gregory, D., Johnston, R., Pratt, G., Watts, M., & Whatmore, S. (Eds.). (2011). *The dictionary of human geography*. John Wiley & Sons.

Habermas, J. (1998). The European nation-state: On the past and future of sovereignty and citizenship. *Public culture*, 10, 397-416.

Hardoy, J. E., Mitlin, D., & Satterthwaite, D. (2013). *Environmental problems in an urbanizing world: finding solutions in cities in Africa, Asia and Latin America*. Routledge.

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.

Johnston, R. J. (1981). The dictionary of human geography. In *The dictionary of human geography*. Basil Blackwell.

Jones, M., Jones, R., Woods, M., Whitehead, M., Dixon, D., & Hannah, M. (2014). *An introduction to political geography: space, place and politics*. Routledge.

Kapur, A. (2004). Geography in India: A languishing social science. *Economic and Political Weekly*, 4187-4195.

Kula, E. (2012). *Economics of natural resources, the environment and policies*. Springer Science & Business Media.

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

Massey, D. B., Allen, J., & Sarre, P. (Eds.). (1999). *Human geography today* (pp. 194-218). Cambridge: Polity Press.

Miskolci, R. (2012). Undisciplined Studies and the (Geo) politics of Knowledge. *Queering Paradigms 4, 2012, Rio de Janeiro*.

Muir, R. (2015). *Modern political geography*. Macmillan International Higher Education.

Nef, J. (1999). *Human security and mutual vulnerability: The global political economy of development and underdevelopment*. Idrc.

Painter, J., & Jeffrey, A. (2009). *Political geography*. Sage.

Panda, A. (2017). The Political Geography of the India-China Crisis at Doklam. *The Diplomat*, 13.

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

Sassen, S. (1996). *Losing control?: sovereignty in the age of globalization*. Columbia University Press.

Taylor, P. J. (1982). A materialist framework for political geography. *Transactions of the Institute of British Geographers*, 15-34.

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 SEVEN

### DSC GIR 4703 India's National Security (4 Credits)

#### *Course Description*

This course will introduce students to different dimensions of India's national security, external and internal as well as its national security processes. It will examine how technology impacts on national security and the relation between disaster management and national security. The course will be participatory in nature.

#### *Course Outcomes*

*At the end of this course, students will*

**CO1:** display an advanced level of competence in analysing issues related to national security.

**CO2:** be able to synthesise local and global perspectives on issues of national security.

**CO3:** make linkages between latest technological developments and their impact on national security

**CO4:** be sensitized to how natural disasters affect national security

#### *Teaching*

Learning methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, film screenings, group discussions, discussions on pre-assigned readings, talks by experts, seminars and assignments etc will be used. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

#### *Course Description*

This course will introduce students to different dimensions of India's national security, external and internal as well as its national security processes. It will examine how technology impacts on national security and the relation between

disaster management and national security. The course will be participatory in nature.

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### ***Teaching***

Learning methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, film screenings, group discussions, discussions on pre-assigned readings, talks by experts, seminars and assignments etc will be used. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

### ***Course Contents***

1. **Module I** Dimensions of India's National Security- Territorial integrity, Military security, economic security, Energy security, Core Values, Interests, Security Objectives and Strategic Culture
2. **Module II** India's National Security Architecture-Roles of the PMO, MEA, NSCS, NSA, Chief of Defence Staff, NIA, Paramilitary forces, Intelligence Gathering
3. **Module III** India's Internal Security Challenges and Strategy-Internal Security, Terrorism, Insurgency, Maoism, ethnic conflicts, Border Management
4. **Module IV** Technology and National Security- India's Nuclear and Space Programs- Relevance of Science and Technology in National Security- Impact of Information Technology.

5. **Module V** Disaster Management and National Security-Natural and Manmade, Vulnerability, Risk etc., Identifying various types of Disasters, Case Studies: Tsunami 2004, Bhopal Gas Tragedy, Chernobyl, Fukushima, Institutional Mechanism for Disaster Management in India: Role of Armed Forces, Central-state governments, NGO, National Disaster Management Authority, Indian national centre for ocean information services.

### **Suggested Reading**

Aaron Karp (1984-85). 'Ballistic Missiles in the Third World'. *International Security*, 9 (3), 166-195.

Ajey Lele (2008). Natural disasters: A nonmilitary threat to national security, *Contributions to Conflict Management, Peace Economics and Development* 5:73-85.

Amitav Mallik (2004). *Technology and Security in the 21st Century: A Demand-side Perspective*, SIPRI Research Report No. 20, Oxford: OUP.

Anton Grizold (1994). "The Concept of National Security in the Contemporary World". *International Journal on World Peace*, 11 (3), 37-53.

Arthur Preston et al. (1979). *Men and Arms: A History Of Warfare And Its Interrelationships With Western Society*. Ohio: Wadsworth Publishing Company.

Beau Grosscup (2003). *Strategic Terror: the Politics and Ethics of Aerial Bombardment* (London: Zed Books).

Brendan Taylor (2012). *Evolution of National Security Studies*. National Security College Occasional Paper No 3.

Charles L. Glaser and Steve Fetter (2001). 'National Missile Defense and the future of U.S. nuclear weapons policy'. *International Security*, 27 (4), 119-149.

Christopher S. Parker (1999). 'New Weapons for Old Problems: Conventional Proliferation and Military Effectiveness in Developing States'. *International Security*, 23 (4), 119-147.

- D. Shyam Babu (2003). "India's National Security Council: Stuck in the Cradle?". *Security Dialogue*, 34 (2), 215–230.
- Daniel L. Byman and Matthew C. Waxman (2000). "Kosovo and the great air power debate". *International Security*, 24 (1), 5-38.
- Daryl G. Press (2001). "The Myth of Air Power in the Persian Gulf War and the future of warfare". *International Security*, 26 (2), 5-44.
- David A. Lake (2002). 'Rational Extremism: Understanding Terrorism in the Twenty-first Century', *International Organisation*, 15-29.
- Edward Mead Earle (ed.) (1948). *Makers of Modern Strategy: Military Thought from Machiavelli to Hitler*. Princeton: Princeton University Press.
- Eliot A. Cohen (1986). 'Distant Battles: Modern War in the Third World', *International Security*, 10 (4), 143-171.
- Evan. A. Feigenbaum (1999). 'Who is behind China's High Technology 'Revolution'? How bomb makers remade Beijing's priorities, policies and institutions', *International Security*, 24(1), 95-126.
- George Tanham (1992) Indian strategic culture, *The Washington Quarterly*, 15:1, 129-142
- Gibbons, John H (199). "National Security and the Role of Science and Technology." *SAIS Review*, 16(1), 1-12.
- Graham Allison (2005). *Nuclear Terrorism: The Ultimate Preventable Catastrophe*. New York: Henry Holt.
- Henry A. Kissinger (1969). *Nuclear Weapons and Foreign Policy*. London: WW Norton and company.
- Hilali, A. Z (2001). "India's Strategic Thinking and its National Security Policy." *Asian Survey*, 41 (5), 737–764.
- Jaswant Singh, *Defending India*, New Delhi: Macmillan Press, 1999.
- Jeffrey S. Lantis (2002). "Strategic Culture and National Security Policy". *International Studies Review*, 4 (3), 87-113.

Ken Booth (2008). *Theory of World Security*. Cambridge: Cambridge University Press,

KK Nayyar, B D Jayal et al. (2003). *National Security – Military Aspects*. New Delhi: Rupa.

Lawrence Freedman (1981). *The Evolution of Nuclear Strategy*. London: Palgrave Macmillan.

Louise K. Comfort (2005). “Risk, Security, and Disaster Management”. *Annual Review of Political Science*, 8 (1), 335-356.

Mandel, R. “Security and Natural Disasters”. *Journal of Conflict Studies*, vol. 22, no. 2, Aug. 2002, <https://journals.lib.unb.ca/index.php/JCS/article/view/396>.

Manley R. Irwin (1987). “National security and information technology: The new regulatory option?”. *Government Information Quarterly*, 4 (4), 359-369.

Manoharan N (2013). India’s Internal Security Situation: Threats and Responses. *India Quarterly*, 69(4):367-381.

Matthew Sussex, Michael Clarke & Rory Medcalf (2017). “National security: between theory and practice.” *Australian Journal of International Affairs*, 71:5, 474-478.

Mikkel Vedby Rasmussen (2006). *The Risk Society at War: Terror, Technology and Strategy in the Twenty-First Century*. Cambridge: Cambridge University Press.

P.S. Raghavan (2019). “The Evolution of India’s National Security Architecture”. *Journal of Defence Studies*, 13(3), 33-52.

Paul Cornish (2002) ‘Technology, strategy and counterterrorism’, *International Affairs*, 15-29.

Peter Paret et al. (1986). *Makers of Modern Strategy*. Princeton: Princeton University Press.

Richard Jackson, Eamon Murphy and Scott Poynting (2010). *Contemporary State Terrorism: Theory and Practice*. Oxon: Routledge.

Richard Price (1995). "A genealogy of the chemical weapons taboo". *International Organization* 49:1, 73-103.

Ripsman, Norrin M., and T. V. Pau (2005). "Globalization and the National Security State: A Framework for Analysis." *International Studies Review*, 7:5,199–227.

Robert Fred Mozley (1998). *The Politics and Technology of Nuclear Proliferation*. Seattle and London: University of Washington Press.

Scott D. Sagan (1994). 'The perils of proliferation: Organization theory, deterrence theory, and the spread of nuclear weapons'. *International Security*, 18(4), 66-107.

Shrikant Paranjpe (2020). *India's Strategic Culture: The Making of National Security Policy*. New Delhi: Routledge.

Singh, Baljit (2004). "India's Security Concerns: National, Regional and Global." *The Indian Journal of Political Science*, vol. 65, no. 3, pp. 345–364.

Siwach, R.S (2001). "India's Defence Policy in the 21<sup>st</sup> century. *Indian Journal of Asian Affairs*, 14 (1-2),

Theodore Ropp (1985). *War in the Modern Age*. New Jersey: Prentice-Hall.

Vivienne Jabri (2006). 'War, Security and the Liberal State', *Security Dialogue*, 7 (1), 47-64.

## **SEMESTER SEVEN GIR 3704**

### **Discipline Specific Course (DSC) GIR 3704: International Law (Credit: 4)**

#### **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**

**CO1** Learning this course will help the students to understand the basic concept, development and significance of international law.

**CO2** To discuss the subject matter of international law; organizations, states and individuals.

**CO3** Learning this course will equip students to understand the laws of treaties and its implementation and breach.

**CO4** 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.

**CO5** To educate students about the concept of collective security and peaceful settlement of disputes.

**Module 1:** International Law – concept, nature, development and significance; Relation Between National and International Law/Municipal Law.

**Module II :** Subjects of International Law

a) International Organizations: 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

**Module III :** Law of Treaties - General Principles, Interpretation of Treaties, Breach and Enforcement

**Module IV :** Laws of Peace, Laws of the Sea, Laws of the Air Space and Outer Space, Human Rights, Refugee Rights, International Humanitarian Law, Laws of war

**Module V:** Peaceful Settlement of Disputes and Collective Security

**Suggested Readings:**

- ❖ 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. 4<sup>th</sup> 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 7<sup>th</sup> Edition. Routledge.
- ❖ Rosalyn Higgins, *Problems and Prospects: International Law, How we use it*, OUP, 1994.



## SEMESTER – VIII

### **Discipline Specific Elective (DSE)- GIR 1011: Politics of Developing Areas (Credit: 4)**

#### **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 the major areas to be discussed.

#### **Course Outcomes**

**CO1** The assessment of the major theoretical and conceptual tools available to us for the analysis of development and underdevelopment.

**CO2** To understand the meaning, nature as well as socio-eco-politico-cultural characteristics of the developing world.

**CO3** To educate students about various approaches to the study of developing areas.

**CO4** Critically analyse various challenges to developing areas and examine the most innovative public policy solutions for managing and meeting the challenges of development in the developing world.

**CO5** The opportunity to enhance research and analytical skills by producing a 'policy-oriented development' research within the realm of third world nations and to know about the impact of globalisation on the developing world.

**Module 1:** Developing Areas and Different Interpretations – Meaning, Nature and Characteristics –Socio-political-economic and cultural of the developing World; Historical Features of the Developing World

**Module II:** Approaches to the Study of Developing Areas - Modernization theory; Dependency and World System theory; Gandhian approach

**Module III:** Politics of Developing Areas; Democracy, Leadership, Civil Society, Authoritarianism and Military Rule.

**Module IV:** Challenges – Ethnicity and Terrorism

**Module V:** Globalisation and the Developing World

#### **Suggested Readings:**

- ❖ 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 Underdevelopment: 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 20<sup>th</sup> 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.

## **SEMESTER – I**

### **Value Added Course (VAC)-1: ENVIRONMENTAL STUDIES I GIR V 1101 (Credit: 2)**

**Course Description:** The Compulsory course on Environmental Science at Undergraduate level (AECCI) aims to train students to become an environmentally aware citizen through developing a strong foundation on the critical linkages between ecology-society-humans.

#### **Course Outcomes**

**CO1** Explain the nature of EVS along with the uses and exploitation of various natural resources.

**CO2** Understanding the complex structure of an ecosystem and the system of energy flow among various organisms at different trophic levels.

**CO3** Describes the huge biodiversity of the flora and fauna, its value and uses.

#### **Module I: Nature and Scope of Environmental Studies**

- Definition, scope and importance; need for public awareness.
- Forest resources: use and over-exploitation, deforestation.
- Water resources: use and over-utilization of surface and ground water, dams and their effects, water conservation, rain water harvesting, watershed management
- Mineral resources: use and exploitation, environmental effects of extracting.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

#### **Module II: Ecosystems**

- Concept, structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flows in the ecosystem.
- Food chains, food webs and ecological pyramids.

#### **Module III: Biodiversity**

- Value of biodiversity
  - a. consumptive use

b. productive use

c. social value

d. ethical value

e. aesthetic value

- Biodiversity at global, national and local levels.

### **Compulsory Readings:**

- ❖ Dr Bharucha Erach, Text Book of Environmental Studies for UG Course, University Press (India) Pvt. Ltd.
- ❖ Anjal Prakash, Saravanan V.S. Jayati Chourey, Interlacing Water and Human Health; Case Studies from South Asia. Sage Publications, New Delhi.
- ❖ Lunine, Jonathan I, Earth Evolution of a Habitable World, 2<sup>nd</sup> Edition, Cambridge University Press.
- ❖ Dr. Y. K. Singh, Environmental Sciences, New Age International Publishers, New Delhi, 2006
- ❖ Dey A. K., Environmental Chemistry, Willey Eastern Pvt. Ltd, New Delhi.
- ❖ Dr Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad.
- ❖ R. N. Basu (Editor), Environment, Calcutta University, Kolkata.

### **Suggested Readings:**

- ❖ Sharma, P.D. 1994. Ecology and Environment. Ashish Publications, Wagner, K.D. 1998. Environment Management. W.B. Saunders Co, Philidelphia, USA.
- ❖ Design and Analysis of Long-Eam Ecological Monitoring Studies, Cambridge University Press.
- ❖ A Kriobnadas, Environmental Development and Guiding of Taxation Policy, Centre for Agricultural informatics.
- ❖ Kraft Michael E., Environmental Policy and Politics, Rockledge Taylor & Francis Group.
- ❖ Rudel Thomas K., Defensive Environmentalists and the Dynamics of Global Reform, Cambridge University Press.
- ❖ Vaidyanathan, Sunil, Shayoni Mitra, Rivers of India, Niyogi Books.
- ❖ Barrow, C.J. 1999. Environmental Management. Routledge, N.Y.
- ❖ Chellaney, Brahma, Water, Peace, and War Confronting the Global Water Crisis. Oxford University Press.
- ❖ Botbin, D., and Keller, E.1995. Environmental Science. John Wiley and Sons, USA.
- ❖ Chadha, K.L. and Swaminathan, M.S. 2006. Environment and Agriculture. Malhotra Publishing House, New Delhi.
- ❖ Clark, R.S. 2001. Marine Pollution. Clanderson Press, Oxford.
- ❖ Cunningham, W.P. and Saigo, B.W. 1997. Environment Science. McGraw-Hill, USA.
- ❖ Deswal, S. and Deswal, A. 2005. A Basic Course in Environmental Studies. Dhanpat Rai & Co ltd., Delhi.

- ❖ Dhruva Narayana,V.V. 1993. Soil and Water Conservation Research in India. Indian Council of Agriculture Research, New Delhi.
- ❖ Lal, R. and Stewart, B.A. 1992. Advances in Science: Soil Restoration Springer Verlag, New York.
- ❖ Miller, T.G. 2000. Environment Science, Wadsworth Publishing Co., Belmont.

## **SEMESTER – II**

### **Value Added Course (VAC)-2: ENVIRONMENTAL STUDIES II GIR V 1201 (Credit: 2)**

**Course Description:** The Compulsory course on Environmental Science will enable students to develop a comprehensive understanding of various facets of environment, ecological processes and how humans have impacted the ecology and also will enlighten students for creating a sustainable future for themselves and all life forms around the globe.

#### **Course Outcomes**

**CO1** Describes the huge threats to biodiversity, its conservation, and protection of endangered and endemic species.

**CO2** Understanding the causes and effects of environmental degradation and measures to protect it along with lessons in disaster management.

**CO3** Explains the effect of population explosion and discusses various pressing global environmental problems like, global warming, climate change and sustainable lifestyle.

#### **Module 1: Biodiversity: Threats and Conservation**

- 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

#### **Module 2: Environmental Pollution**

- Definition, Causes, effects and control measures of :-
  - a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Marine pollution
- Disaster Management

#### **Module 3: Human Population and the Environment**

- Population explosion.
- Value Education.
- From Unsustainable to Sustainable development.
- Role of Information Technology for Environmental protection and human health.
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents

#### **Compulsory Readings:**

- ❖ Dr Bharucha Erach, Text Book of Environmental Studies for UG Course, University Press (India) Pvt. Ltd.
- ❖ Bell, Michael Mayerfeld, An Invitation to Environmental Sociology, 4<sup>th</sup> Ed, Sage, New Delhi.
- ❖ Cowie, Janathan, Climate Change; Biological and Human aspects, 2<sup>nd</sup> Edition, Cambridge University Press, New Delhi.
- ❖ K.C. Agrawal, Environmental Biology, Nidhi Publishers.
- ❖ Golam Kibria, AK Yousuf Haroon, Dayanthi Nuggedoda, Climate Change and Water Security, Impacts, Future Scenarios, Adaptations and Mitigations, New India Publishing Agency.
- ❖ Pradhan, Dr. Krishna Chandra, Disaster Management Issues and Policy Options, Abhijeet Publications.
- ❖ Lal, Mohan Kumar, Climate Change and Environment Management, Centrum Press.
- ❖ Murugan, Annamalai, Fundamental Principles of Environmental Protection, Indian Landmark Judgements, Regal Publications.
- ❖ Sharma, Vinod K, Disaster Management, 2<sup>nd</sup> Edition, Scientific International Pvt. Ltd.
- ❖ Adamson, Joni, William A. Gleason, David N. Pellow, Keywords for Environmental Studies, New York University Press.
- ❖ Pittock Jamie, Hussey Karen, Dovers Stephan, Climate, Energy and Water, Cambridge University.

### **Suggested Readings:**

- ❖ Singh, G.B. and Sharma, B.R. 1998. Fifty Years of Natural Resource Management Research, Indian Council of Agriculture Research, New Delhi.
- ❖ Singh, N. and Sontakke, N.A, On Climatic fluctuations and Environment changes on Indo- Gangetic Plains, 2002
- ❖ Burt, Stephen, The Weather Observer's Handbook, Cambridge University Press, New Delhi.
- ❖ Stripple Johannes, Balkeley Harriet, Governing the Climate, New Approaches to Rationality, Power and Politics, Cambridge University.
- ❖ Balkeley Harriet, et el, Transnational Climate Change Governance, Cambridge University.
- ❖ Ali, Shahla F. Governing Disasters, Engaging Local Populations in Humanitarian Relief, Cambridge University Press.
- ❖ Boubel, R.W. 1991. Fundamentals of Air Pollution. Academic Press, N.Y.
- ❖ Deswal, S. and Deswal, A., 2003, Energy, ecology, Environment and Society, Dhanpat Rai Ltd., Delhi.

## Semester III

### **Value Added Course (VAC)- 3: Values of the Indian Constitution GIR V 2301 (Credit: 2)**

**Course Description:** This course will provide the students of the discipline of International relations the basic knowledge about the composition of the constituent assembly, vision, philosophy as well as the value system of the Indian Constitution.

#### **Course Outcomes:**

**CO1** To educate students about the basic composition of the constituent assembly and visions of the leaders.

**CO2** To understand the philosophy and fundamental features of the Indian Constitution.

**CO3** To analyse the Indian value system inherent in the Constitution.

#### **Module 1: Making of the Indian Constitution**

- ❖ Colonial Heritage, Contribution of National Movement
- ❖ Constituent Assembly: Composition, Ideological Moorings
- ❖ Visions of Constitution: Gandhi and Ambedkar

#### **Module II: Philosophy of the Constitution**

- ❖ Preamble, Fundamental Rights, Directive Principles, Democracy, National Unity, Basic Structure Concept.

#### **Module III: Values**

- ❖ Right to Expression, Free speech, Hate speeches, Tolerance, Peaceful coexistence, Secularism, Humanism
- ❖ The concepts of equality before Law and equal protection of Laws

#### **Suggested Readings:**

- ❖ Acharya, B.K., Tagore Law Lectures, 1912 & 1908.
- ❖ Austin, Granville, The Indian Constitution: Cornerstone of a Nation, London, Oxford University Press, 1966.
- ❖ Bakshi, P.M. The Constitution of India, 3rd Edition, Universal Law Publishing Co. Pvt. Ltd. Delhi, 1996 Reprint 1997.
- ❖ Banerjee, D.N. Our Fundamental Rights their nature and extent as Judicially determined, World Press Pvt. Ltd., 1960.
- ❖ Banerjee, D .N ., Some Aspects of the Indian Constitution, Calcutta, World Press, ' 1962.
- ❖ Basu, D.D. Commentary on the Constitution of India, Vol. A 6th Edition, S.C Sarkar and Sons (P) Ltd., Calcutta, 1973.
- ❖ Basu, D.D. Constitutional Law of India 7th Edition, Prentice Hall of India Private Limited, New Delhi, 1998.
- ❖ Basu, Durga Das, Commentary on the Constitution of India, 8 vols., 5th revd. edn., Calcutta, S.C. Sarkar and Sons Private Limited, 1965.
- ❖ Dicey, A.V Introduction to the Study of the Law of Constitution, Universal Law Publishing Co. Pvt. Ltd. 10<sup>th</sup> Edition 2000.

- ❖ Dwivedi, B.P., The Changing Dimensions of Personal Liberty in India, Wadhwa and Company, Allahabad, 1998.
- ❖ Hassan, Shariful, Supreme Court, Fundamental Rights and Directive Principles of State Policy, Deep and Deep Publication, New Delhi, 1981.
- ❖ Jain, M.P., Indian Constitutional Law, 4th Edition, Wadhwa and Company, Nagpur, 1987 Reprint 1999.
- ❖ Jennings, W. Ivor, Some Characteristics of the Indian Constitution, Madras: Oxford University Press, 1953.
- ❖ John Austin, The Province of Jurisprudence Determined, Universal Law Publishing Co. Reprint 2005.
- ❖ Markandan, K.C. Directive Principles in the Indian Constitution, Allied Publisher 1966.
- ❖ Pandey, J.N., Constitutional Law of India, 37<sup>th</sup> Edition, Central Law Agency, Allahabad, 2001.
- ❖ Pylee, M.V. An introduction to The Constitution of India 2nd Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi, 1997 Reprint 1998.
- ❖ Pylee, M.V, Constitutional History of India, 1600-1950, Bombay : Asia Publishing House, 1967.
- ❖ Rao, B. Shiva, The Framing of India s Constitution, Vol IV, The Indian Institute of Public Administration, New Delhi, 1968.
- ❖ Rao, Subba, G.C.V, Indian Constitutional Law, 7th Edition, S. Gogia and Company Hyderabad, 1998.
- ❖ Ray, S.N. Judicial Review and Fundamental Rights, Eastern Law House, Calcutta, 1974.
- ❖ Roy, N.C. Towards Framing the Constitution of India, Calcutta, The World Press, 1948. 318
- ❖ Saharay, H.K., The Constitution of India an Analytical Approach, 2nd Ed., Eastern Law House, Calcutta, 1997
- ❖ Seervai, H.M., Constitutional Law of India, Vol. 1, 4th Edition, N.M. Tripathi Pvt. Ltd. Bombay, 1991.
- ❖ Sengupta, P.K., India: Constitutional Dynamics in a Changing Polity, Chugh, Allahabad, 1991.
- ❖ Shukla, V N. Constitution of India, 10th Edition, Eastern Book Company, Lucknow, 200 1.
- ❖ Strong, C.F.-, Modern Political Constitution, 4th revd. edn., London, Sidgwick and Jackson, 1963.
- ❖ Tope, T.K. Constitutional Law of India, 2nd Edition, Eastern Book Company Lucknow, 1992.

## **Semester IV**

### **Value Added Course (VAC)- 4: Indian Value System GIR V 2401 (Credit: 2)**

**Course Description:** This course will provide the students of the discipline of international relations the basic knowledge about the value system of the Indian society and its rich cultural and intellectual heritage.

### **Course Outcomes:**

**CO1** To educate students about the essential features of the spirit of Indian value system.

**CO2** To understand the philosophy and fundamental tenants behind the survival of one of the most intellectually advanced and ancient civilization.

**CO3** To analyse the values in the cultural tradition of India and reason for its survival even other thousands of years.

### **Module 1: Essentials of Indian Ethos**

- ❖ Sanatana (imperishable and everlasting)
- ❖ Yogakshema (welfare measures)
- ❖ Spiritual Approach

### **Module II: Ideals and basic tenants**

- ❖ Purusharth (Dharma, Artha, Kama, Moksha)
- ❖ Nishkama Karma
- ❖ Rajasik, Tamasik and Satavik values

### **Module III: Values in the cultural tradition of India**

- ❖ Holistic View of life
- ❖ Ethics and morality
- ❖ Family value system

### **Suggested Readings:**

- ❖ V. R. Mehta, Foundations of Indian Political Thought, New Delhi, 1996
- ❖ D D Kosambi, Culture and Civilization in Ancient India, Delhi, 1980
- ❖ Banerji, Sures Chandra, Society in Ancient India, D.K Print World, New Delhi, 2007.
- ❖ Kohli, Ritu, Kautilya's Political Theory: Yogakshema –The Concept of Welfare State, Deep and Deep Publications, New Delhi, 1995.
- ❖ Mehta, V.R., Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi, 1999.
- ❖ Sankhdhar, M.M., Kautilya's Political Theory, Yogakshema: The Concept of Welfare State, Deep & Deep Publications, New Delhi, 1995

### **Multidisciplinary Electives**

#### **GIR M 2304 INDIAN ECONOMY**

##### **Course Description**

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

##### **Course Outcome**

This course helps the students to understand the basic challenges before Indian economy. It enables them to analyse the basic policy issues.



Module I Economic Development since Independence Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

Module II Population and Human Development Demographic trends and issues; education; health and malnutrition.

Module III Growth and Distribution Trends and policies in poverty; inequality and unemployment.

Module IV Policies and Performance in Agriculture Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.

Module V Policies and Performance in Industry Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

Readings:

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, *The Recovery of India: Economic Growth in the Nehru Era*, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, —*Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment*, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, —*India's Savings Performance since the Advent of Planning*, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
5. Himanshu, 2010, *Towards New Poverty Lines for India*, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, *Food and Nutrition in India: Facts and Interpretations*, *Economic and Political Weekly*, February.
7. Himanshu. 2011, —*Employment Trends in India: A Re-examination*, *Economic and Political Weekly*, September.
8. Rama Baru et al, 2010, —*Inequities in Access to Health Services in India: Caste, Class and Region*, *Economic and Political Weekly*, September.
9. Geeta G. Kingdon, 2007, —*The Progress of School Education in India*, *Oxford Review of Economic Policy*.
10. J.B.G. Tilak, 2007, —*Post Elementary Education, Poverty and Development in India*, *International Journal of Educational Development*.
11. T. Dyson, 2008, —*India's Demographic Transition and its Consequences for Development* in Uma Kapila, editor, *Indian Economy Since Independence*, 19th edition, Academic Foundation.
12. Kaushik Basu, 2009, —*China and India: Idiosyncratic Paths to High Growth*, *Economic and Political Weekly*, September.
13. K. James, 2008, —*Glorifying Malthus: Current Debate on Demographic Dividend in India* *Economic and Political Weekly*, June. 14. Reetika Khera, 2011, —*India's Public Distribution System: Utilisation and Impact* *Journal of Development Studies*.

15. Aniruddha Krishna and Devendra Bajpai, 2011, —Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.
16. Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics*, Oxford University Press.
17. Shankar Acharya, 2010, —Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
2. Rakesh Mohan, 2010, —India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
3. Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, —Agricultural Growth in India Since 1991, RBI DEAP Study no. 27.
4. B.N. Goldar and S.C. Aggarwal, 2005, —Trade Liberalisation and Price-Cost Margin in Indian Industries, *The Developing Economics*, September.
5. P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, —Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.
6. Kunal Sen, 2010, —Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
7. A. Ahsan, C. Pages and T. Roy, 2008, —Legislation, Enforcement and Adjudication in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
8. Dipak Mazumdar and Sandeep Sarkar, 2009, —The Employment Problem in India and the Phenomenon of the \_Missing Middle, *Indian Journal of Labour Economics*.
9. J. Dennis Rajakumar, 2011, —Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly*, April.
10. Ramesh Chand, 2010, —Understanding the Nature and Causes of Food Inflation, *Economic and Political Weekly*, February.
11. Bishwanath Goldar, 2011, —Organised Manufacturing Employment: Continuing the Debate, *Economic and Political Weekly*, April.
12. Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics in India*, Oxford University Press.

**CENTRAL UNIVERSITY OF KERALA  
CAPITAL CENTRE  
THIRUVANANTHAPURAM**



**SYLLABI & GUIDELINES**

**FRENCH**

**for**

**BA HONS INTERNATIONAL RELATIONS**

FRENCH for BA International Relations			Instructional Hours per Week	Credit	ESE/ESA duration (Hrs.)	CE/CA %	ESE/ESA %
Semester	Paper Code	Title of paper					
1.	<b>GIR1001</b>	French Language and Political System of France - I	4		3	40	60
2.	<b>GIR1003</b>	French Language and Political System of France - II	4		3	40	60
3.	<b>GIR 1005</b>	French Language and Foreign Policy of France	4		3	40	60
4.	<b>GIR1007</b>	French Language and Indo-French Relations	4		3	40	60
		<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>		
	<b>Total Credits:</b>						

## **Syllabus for FRENCH (B.A Hons International Relations)**

### **GIR1001: French Language and Political System of France - I (First Semester)**

<b>Total Teaching Hours for Semester:</b>	<b>No of Lecture Hours/Week:4</b>
<b>Max Marks: 100 marks</b>	<b>Credits:</b>

#### **Course Outcomes**

**Learners will be able:**

- **CO1: to develop the basic communication skills in French**
- **CO2: to write simple direct sentences in French**
- **CO3: to send sms/ short e mails in French**
- **CO4: to discover a foreign culture through the French Language**
- **CO5: to familiarize the students with French for basic communication and functions in everyday situations**
- **CO6: to understand the constitutional framework and political system of France**

#### **Module I: Découvrir La Langue Française (Introduction to the French Language)**

**Teaching Hours:**

- Identifying French Greetings and basic expressions
- Alphabets : Consonants, vowels, Accents, etc.
- Pronouncing French: the sounds and liaisons
- Les noms, prénoms, pronoms
- Counting from 1 to 50
- Days of the week, months of the year, seasons
- Communication in Class

#### **Module II: La Langue et la communication (Language and communication)**

**Teaching Hours:**

- Introduce oneself, a friend.
- Asking information and giving personal details
- Introduction and conjugation of basic verbs
- Adjectives of nationality
- Definite articles
- Negation
- Writing one's profile.
- Visiting Cards
- Numbers 51 to 100, Telephone numbers, Date of Birth

**Teaching Hours:**

**Module III: Communication dans la vie réelle  
(Real life communication)**

- Asking/showing direction to a place
- Understanding an itinerary
- Travelling in bus/metro
- Indefinite articles
- Verbes in -er, irregular verbs - in present
- City, transport system
- Presenting a city and its important monuments
- Locating the city and its popular places on a map
- Interrogative adjectives
- Numbers 100 to million

**Module IV: French Political System**

**Teaching Hours:**

- **Fifth Republic**
- **Powers and Functions**

**Prescribed Text Book**

**ALTER EGO + A1 : Méthode de français, Catherine Hugot, Véronique M.Kizirian,  
Monique Waendendries, Annie Berthet, Emmanuelle Daill. Hachette.**

**(Dossiers: 0,1,2)**

**Référence :**

- i. Edito, Méthode de français A1 Marion Alcaraz et al, Les Editions Didier, 2016**
- ii. Tendances : Méthode de français A1, Jacky Girardet et al, CLE International**
- iii. Government and Politics of France by Andrew Knapp and Vincent Wright**
- iv. The Oxford Hand book of French Politics**

## **GIR1003: French Language and Political System of France - II**

### **(Second Semester B. A International Relations)**

**Total Teaching Hours for Semester:**

**No of Lecture  
Hours/Week:4**

**Max Marks:100 marks**

**Credits:**

#### **Course Outcomes**

**Learners will be able:**

- **CO1: to translate short sentences from French to English and vice-versa**
- **CO2: to do interpretation of small conversations**
- **CO3: to locate and be familiar with the French Cities**
- **CO4: to do correspondences in French**
- **CO5: to understand the basic rules and theories of Translation.**
- **CO6: to understand the constitutional framework and political system of France**

#### **Module I: Dis-moi qui tu es**

**Teaching Hours:**

- Sports, professions, activities: sports and culture
- Ordering at a restaurant
- Expressing one's tastes
- Singular and plural of nouns
- Prepositions of place
- Shops, food items and recipe
- Partitive articles
- At the restaurant, coffee shop
- At the table: menu and dishes

#### **Module II: Famille**

**Teaching Hours:**

- Talk about the family
- Family events: announcing, replying
- Possessive adjectives
- Asking/ giving information
- Parts of the body

-

**Module III: La vie quotidienne**

**Teaching Hours:**

- Speaking about daily routines
- Ask and tell time
- Make reservations over the phone
- Fix an appointment
- Pronominal verbs in the present tense
- Household tasks
- L'impératif
- Precedence and succession
- Narrating a day in French

**Module IV: French Political System**

**Teaching Hours:**

- **Political parties in France**
- **Elections**
- **Local government**

**Prescribed Text Book**

**ALTER EGO + A1 : Méthode de français, Catherine Hugot, Véronique M.Kizirian, Monique Waendendries, Annie Berthet, Emmanuelle Daill. Hachette.**

**(Dossiers: 3,4)**

**Référence :**

- i. Edito, Méthode de français A1 Marion Alcaraz et al, Les Editions Didier, 2016**
- ii. Tendances : Méthode de français A1, Jacky Girardet et al, CLE International**
- iii. Government and Politics of France by Andrew Knapp and Vincent Wright**
- iv. The Oxford Hand book of French Politics**



## GIR1005: French Language and Foreign Policy of France

### (Third Semester B.A. International Relations)

**Total Teaching Hours for Semester:**

**No of Lecture Hours/Week:4**

**Max Marks:100 marks**

**Credits:**

#### Course Outcomes

**Learners will be able:**

- CO1: to compare and contrast cultural practices as they relate to French and Indian culture
- CO2: to state their opinions through writing and provide some support for their ideas.
- CO3: to understand the cultural aspects of the day-to-day life in France
- CO4:to familiarize the students with the French culture and civilization
- CO5: to comprehend, compare and understand better the civilization of one's native country.
- CO6: to equip the students to know more about the European Integration and foreign policy of France

#### **Module I. Temps Forts**

**Teaching Hours:**

- French festivals and rituals
- Telephone conversations, social networks, forums
- Magazines, life of celebrities
- Verbs: pronominal, reciprocal
- Passé recent
- Future proche
- Passé composé

#### **Module II. Voyage, Voyages**

**Teaching Hours:**

- Seasons and Climate
- Terms for expressing the weather forecast
- Colours
- Overseas territories of France
- Francophone countries : Belgium/Bruxelles
- Prepositions of place
- Future tense

**Module III. C'est mon choix****Teaching Hours:**

- Meals and healthy food
- Fashion
- Online purchases
- Narrating positive emotions and sensations
- Expressing a surprise
- Appreciation : positive and negative
- Pronouns
- L'imparfait

**Module IV. Foreign Policy of France**

- **The legacy of the French Revolution**
- **France and Europe**
- **France between the super powers**

**Teaching Hours:****Prescribed Text Book**

**ALTER EGO + A1 : Méthode de français, Catherine Hugot, Véronique M.Kizirian, Monique Waendendries, Annie Berthet, Emmanuelle Daill. Hachette.**

**(Dossiers: 5,6,7)**

**Référence :**

- i. **Edito, Méthode de français A1 Marion Alcaraz et al, Les Editions Didier, 2016**
- ii. **Tendances : Méthode de français A1, Jacky Girardet et al, CLE International**
- iii. **French Foreign Policy in a Changing world by Pernille Rieker**
- iv. **Foreign Policy and French Revolution by PC Howe**

**GIR1007 French Language and Indo-French Relations**

**(Fourth Semester B.A. International Relations)**

**Total Teaching Hours for Semester:****No of Lecture**

	<b>Hours/Week:4</b>
<b>Max Marks: 100 marks</b>	<b>Credits:</b>
<b><u>Course Outcomes</u></b>	
<ul style="list-style-type: none"> <li>• CO1: The aim of the course is to introduce the students to the aesthetic cultural and social aspects of the French culture.</li> <li>• CO2: To introduce the students to the various types of housing and related problems</li> <li>• CO3: To enhance literary sensibility</li> <li>• CO4: to have an idea of the changes and development of the French society</li> <li>• CO5: to have an awareness of the changing concepts of the present generation of youth in France.</li> <li>• CO6: to understand the foreign policy of France vis-à-vis India</li> </ul>	

<b>Module I. Vivre en ville</b>	<b>Teaching Hours:</b>
<ul style="list-style-type: none"> <li>- Les grands magasins</li> <li>- Les achats de la consommation courante</li> <li>- Les moyens et habitudes de paiement</li> <li>- Les commerces et les commerçants</li> <li>- Les expressions de quantité</li> </ul>	

<b>Module II. Les néo ruraux</b>	<b>Teaching Hours</b>
<ul style="list-style-type: none"> <li>- Souvenirs d'un lieu de vie</li> <li>- Evoquer un souvenir</li> <li>- Comparer une situation ancienne et la situation actuelle</li> <li>- L'imparfait pour évoquer des souvenirs</li> </ul>	

<b>Module III. Lieux de Vie</b>	<b>Teaching Hours:</b>
<ul style="list-style-type: none"> <li>- La maison des Français</li> <li>- L'habitat alternatif et atypique</li> <li>- La colocation</li> <li>- Décrire/chercher un logement</li> <li>- Pronoms COD et COI</li> <li>- L'infinifitif pour les recommandations</li> </ul>	

- Formules de l'interdiction

#### **Module IV. Indo-French Relations**

**Teaching Hours:**

- History of Indo-French relations before Indian Independence
- Diaspora
- Cultural Exchanges
- Strategic Partnership
- Trade and Investment
- Science and Technology

#### **Prescribed Text Book**

**ALTER EGO + A1 : Méthode de français, Catherine Hugot, Véronique M.Kizirian, Monique Waendendries, Annie Berthet, Emmanuelle Daill. Hachette.**

**(Dossiers: 8,9)**

#### **Référence :**

- i. **Edito, Méthode de français A1 Marion Alcaraz et al, Les Editions Didier, 2016**
- ii. **Tendances : Méthode de français A1, Jacky Girardet et al, CLE International**
- iii. **Indo-French Relations by B.Krishnamurthy**

**Syllabus for GERMAN**  
**(B.A International Relations)**

**CENTRAL UNIVERSITY OF KERALA**  
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**SYLLABI & GUIDELINES**

**GERMAN**

**for**

**BA HONS INTERNATIONAL RELATIONS**

## Syllabus for GERMAN (B.A International Relations)

GERMAN for BA International Relations			Instructional Hours per Week	Credit	ESE/ESA duration (Hrs.)	CE/CA %	ESE/ESA %
Semester	Paper Code	Title of paper					
1.	<b>GIR1002</b>	German Language and Political System of Germany - I	4		3	40	60
2.	<b>GIR 1004</b>	German Language and Political System of Germany - II	4		3	40	60
3.	<b>GIR 1006</b>	German Language and Foreign Policy of Germany	4		3	40	60
4.	<b>GIR 1008</b>	German Language and Indo-German Relations	4		3	40	60
		<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>		
	<b>Total Credits:</b>						

### Course Material for German as a Foreign Language:

Semester 1 & 2: Netzwerk Neu A1

Semester 3 & 4: Netzwerk Neu A2

Authors: Stefanie Dengler, Paul Rusch, Helen Schmitz, Tanja Sieber

Published in India by: Gpyal Publishers & Distributors Pvt. Ltd.

### Reference Material:

- Hueber: Deutsch üben: Wortschatz und Grammatik
- Hueber: Deutsch üben: Lustige Sprachrätsel
- Klett: Deutsch Intensiv: Hören & Sprechen
- Klett: Intensivtrainer Neu: Hören & Sprechen
- Zwischendurchmal Hören
- Zwischendurchmal Sprechen

### Useful Links:

<https://schubert-verlag.de/>

<https://www.nthuleen.com/>

<https://www.liveworksheets.com/worksheets/de>

<https://www.vitaminde.de/>

<https://learngerman.dw.com>

Hallo Deutschschule : Videos zum Nachsprechen:

<https://www.youtube.com/playlist?list=PLvGPylmSp7lrQiDVIhHgo0Yp9pGukSgzE>

<https://wordwall.net/de-de/community/netzwerk-neu-a1>

# Syllabus for GERMAN

## (B.A International Relations)

### GIR1002: German Language and Political System of Germany - I (First Semester)

**Total Teaching Hours for Semester:**

**No of Lecture Hours/Week:4**

**Max Marks: 100 marks**

**Credits:**

**Course Outcomes**

**Learners will be able:**

- **CO1: to develop the basic communication skills in German**
- **CO2: to write simple direct sentences in German**
- **CO3: to send sms/ short e mails in German**
- **CO4: to discover a foreign culture through the German Language**
- **CO5: to familiarize the students with German for basic communication and functions in everyday situations**
- **CO6: to understand the constitutional framework and political system of Germany**

<b>Module I: Chapter 1 : Guten Tag! [Good day / Hello]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Phrases of greeting and farewell.</li> <li>- Introduction of themselves &amp; others and give basic information.</li> <li>- Numbers up to 20, Email address and phone number</li> <li>- Spelling of names</li> <li>- Names of countries and languages.</li> <li>- Question techniques, sentence formation, personal pronouns &amp; verbs</li> </ul>	<ul style="list-style-type: none"> <li>-Students can greet others and introduce oneself</li> <li>-They can use Numbers till 20,</li> <li>-They can tell one's telephone number</li> <li>-They can use the Alphabet to spell names</li> <li>-They can name Countries and Languages</li> <li>-They can use Wh- Questions + Affirmative sentence</li> <li>-They can use Verbs and Personal Pronouns Part I</li> </ul>
<b>Module II: Chapter 2: Freunde, Kollegen &amp; ich: [Friends, colleagues and I]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Hobbys; making an appointment</li> <li>- Professions, talking about the work timings</li> <li>- Days of the week</li> <li>- Numbers over 20</li> <li>- Months &amp; Seasons</li> <li>- Articles: der, die , das and Plural forms</li> <li>- Verbs and Personal Pronouns Part II</li> <li>- Yes / No Questions</li> <li>- Verbs haben and sein</li> </ul>	<ul style="list-style-type: none"> <li>- They can name Hobbys; making an appointment</li> <li>- They can name professions, talking about the work timings</li> <li>- They can use days of the week</li> <li>- They can use Numbers over 20</li> <li>- They can use Articles: der, die , das and Plural forms</li> <li>- They can use Verbs and Personal Pronouns Part II</li> <li>- They can use Yes / No Questions</li> <li>- They can use Verbs haben and sein</li> <li>- Filling in forms</li> </ul>

# Syllabus for GERMAN

## (B.A International Relations)

<b>Module III: Chapter3 : In Hamburg: [In the City]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Places and buildings</li> <li>- Public transportation</li> <li>- Asking for directions</li> <li>- Definite article: der, die, das</li> <li>- Indefinite article ein, ein, eine</li> <li>- Negation article kein, kein, keine</li> <li>- Imperative:‘ Sie‘</li> </ul>	<ul style="list-style-type: none"> <li>- They can name Places and buildings</li> <li>- They can name Public transportation</li> <li>- They can name Months &amp; describing Seasons</li> <li>- Asking for directions</li> <li>- They can use Definite article: der, die, das</li> <li>- They can use Indefinite article ein, ein, eine</li> <li>- They can use Negation article kein, kein, keine</li> <li>- They can use Imperative:‘ Sie‘</li> </ul>
<b>Module IV: Chapter 4: Guten Appetit! [Enjoy your meal]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Food &amp; drink; Mealtimes,</li> <li>- Shopping and shops</li> <li>- Accusative Case</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- They can name Food &amp; drink items, mealtimes,</li> <li>- They can express likes /dislikes in food items</li> <li>- They can name different kinds of shops and conduct a conversation with a shopkeeper while making purchases</li> <li>- They can use Accusative case</li> </ul>
<b>Module V: Chapter 5 : Alltag &amp; Familie: [Daily Routine]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>-They can tell the time; Making appointments</li> <li>-Family</li> <li>-Going Out</li> <li>-Time date with am, um, von ... bis</li> <li>-Possesive articles: mein, dein</li> <li>-Modalverbs: müssen, können, wollen</li> </ul>	<ul style="list-style-type: none"> <li>- They can tell the time; &amp; make appointments</li> <li>- They can name Family members</li> <li>- They can plan where to go out</li> <li>- They can say time &amp; date with am, um, von ... bis</li> <li>- They can use Possesive articles: mein, dein ,...</li> <li>- They can use Modalverbs: müssen, können, wollen</li> </ul>
<b>ModuleVI: Chapter 6: Zeit mit Freunden: [Friends]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Plans for leisure time &amp; free time activities</li> <li>- Writing invitations for birthday celebrations</li> <li>- Ordering and paying in a restaurant</li> <li>- Telling the date, use of temporal pronouns am</li> <li>- Separable verbs</li> <li>- Preposition Accusative: für</li> <li>- Personal pronouns with accusative mich, dich...</li> <li>- Simple past tense form of haben and sein</li> </ul>	<ul style="list-style-type: none"> <li>- They can make plans for leisure time &amp; free time activities</li> <li>-They can write invitations for birthday celebrations</li> <li>-They can Order and pay in a restaurant</li> <li>-They can tell the date: The preposition ‘am’</li> <li>-They can use Separable verbs</li> <li>-They can use Preposition Accusative: für</li> <li>-They can use Personal pronouns with accusative: ‘mich, dich...’</li> <li>-They can use Simple past form of haben and sein</li> </ul>
<b>Module VII: Political System of Germany</b>	<b>Teaching Hours:</b>
The institution and structure of government – Legislature Executive Judiciary – the Federal Chancellor	



# Syllabus for GERMAN

## (B.A International Relations)

<b>GIR1004: German Language and Political System of Germany – II</b> <b>(Second Semester B. A International Relations)</b>	
<b>Total Teaching Hours for Semester:</b>	<b>No of Lecture Hours/Week:4</b>
<b>Max Marks:100 marks</b>	<b>Credits:</b>
<b>Course Outcomes</b>	
<b>Learners will be able:</b>	
<ul style="list-style-type: none"> <li>• <b>CO1: to translate short sentences from German to English and vice-versa</b></li> <li>• <b>CO2: to do interpretation of small conversations</b></li> <li>• <b>CO3: to locate and be familiar with the German Cities</b></li> <li>• <b>CO4: to do correspondences in German</b></li> <li>• <b>CO5: to understand the basic rules and theories of Translation.</b></li> <li>• <b>CO6: to understand the constitutional framework and political system of Germany</b></li> </ul>	

<b>Module I: Chapter 7: Gute Unterhaltung:</b> [Good Conversation]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Letter-writing</li> <li>- Speak about learning a language</li> <li>- Everyday life in an office</li> <li>- Telephone conversations</li> <li>- Prepositions with Dative case</li> <li>- Articles with Dative</li> <li>- Possesiv article: Accusative case</li> </ul>	<ul style="list-style-type: none"> <li>Writing Letters</li> <li>Speaking about learning a language</li> <li>They can describe Everyday life in an office</li> <li>Conducting Telephone conversations</li> <li>They can use Prepositions with Dative</li> <li>They can use Articles with Dative</li> <li>They can use Possessive article: Accusative</li> </ul>
<b>Module II: Chapter 8 : Fit &amp; Gesund:</b> [Health and Fitness]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Conversation with a doctor</li> <li>- parts of the body</li> <li>- personal hygiene and illness</li> <li>- Health Tips</li> <li>- Imperative</li> <li>- Modalverbs: sollen, dürfen, nicht dürfen, müssen</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a conversation with a doctor</li> <li>They can name parts of the body</li> <li>personal hygiene and illness</li> <li>Giving Health Tips</li> <li>They can use imperative</li> <li>They can use Modalverbs: sollen, dürfen, nicht dürfen, müssen</li> </ul>
<b>Module III: Chapter 9 : Meine Wohnung:</b> [My Apartment]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- They can reply to an invitation</li> <li>- They can describe one's apartment: rooms, furniture, colour, living styles</li> <li>- Expressing likes and dislikes</li> <li>- Adjective with sein</li> <li>- Preposition 'in' with Accusative</li> <li>- "Wechselpräpositions" with Dative</li> </ul>	<ul style="list-style-type: none"> <li>They can reply tp an invitation</li> <li>They can describe one's apartment: rooms, furniture, colour, living styles</li> <li>Expressing likes and dislikes</li> <li>They can use Adjective with sein</li> <li>They can use Preposition 'in' with Accusative</li> <li>They can use "Wechselpräpositions" with Dative</li> </ul>

# Syllabus for GERMAN

## (B.A International Relations)

<b>Module IV: Chapter 10 Studium &amp; Beruf:</b> [Studying and Working]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- They can describe the daily routine</li> <li>- Work / work place / Studying</li> <li>- Perfect Tense</li> <li>- Participle II: regular &amp; irregular verbs</li> <li>- Conjunctions: und, oder, aber</li> </ul>	<ul style="list-style-type: none"> <li>They can describe the daily routine</li> <li>They can describe Work and work place</li> <li>Talking about one's studies</li> <li>They can use Perfect Tense</li> <li>They can use Participle II : regular/ irregular verbs</li> <li>They can use Conjunctions: und, oder, aber</li> </ul>
<b>Module V: Chapter 11 : Die Jacke gefällt mir!</b> [Clothing and Fashion]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- Clothes and fashion</li> <li>- Orientation in a shopping mall</li> <li>- Shopping</li> <li>- Welcher? Welches? Welche?</li> <li>- dieser, dieses, diese</li> <li>- Participle II: separable and inseparable verbs</li> <li>- personal pronoun with dative</li> <li>- Verbs with Dativ</li> </ul>	<ul style="list-style-type: none"> <li>They can name Clothes and talking about fashion</li> <li>Orientation in a shopping mall</li> <li>They can use Welcher? Welches? Welche? / dieser, dieses, diese</li> <li>They can use Participle II: separable and inseparable verbs</li> <li>They can use personal pronoun with dative</li> <li>They can use Verbs with Dativ</li> </ul>
<b>Module VI: Chapter 12 : Ab in den Urlaub!</b> [Holidays]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>- They can describe problems</li> <li>- Speaking about travel destinations</li> <li>- Places of interest</li> <li>- Pronoun: 'man'</li> <li>- Question words: Wer? Wen? Was? Wem?</li> <li>- Temporal adverbs: zuerst, dann, später, zum Schluss</li> </ul>	<ul style="list-style-type: none"> <li>Writing a postcard</li> <li>Giving directions to a place</li> <li>They can describe the weather</li> <li>Understanding a travelogue</li> <li>They can describe problems</li> <li>Speaking about travel destinations</li> <li>They can name Places of interest</li> <li>They can use Pronoun: 'man'</li> <li>They can use Question words: Wer? Wen? Was? Wem?</li> <li>They can use Temporal adverbs: zuerst, dann, später, zum Schluss</li> </ul>
<b>Module VII: German Political System</b>	
<ul style="list-style-type: none"> <li>- <b>Political parties in Germany</b></li> <li>- <b>Elections</b></li> <li>- <b>Local government</b></li> </ul>	

# Syllabus for GERMAN

## (B.A International Relations)

### GIR1006 German Language and Foreign Policy of Germany (Third Semester B.A. International Relations)

**Total Teaching Hours for Semester:** \_\_\_\_\_ **No of Lecture Hours/Week:**4

**Max Marks:**100 marks **Credits:** \_\_\_\_\_

**Course Outcomes**

**Learners will be able:**

- CO1: to compare and contrast cultural practices as they relate to German and Indian culture
- CO2: to state their opinions through writing and provide some support for their ideas.
- CO3: to understand the cultural aspects of the day-to-day life in Germany
- CO4:to familiarize the students with the German culture and civilization
- CO5: to comprehend, compare and understand better the civilization of one's native country.
- CO6: to equip the students to know more about the European Integration and foreign policy of Germany

<b>Module I. Chapter 1: Und was machst du?:</b> [What have you been doing?]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
-Talking about what one has been doing; -leisure time activities, understanding a website -talking about a restaurant -Multi-canal learning -'weil'	They are able to introduce oneself and others They are able to talk about the past They are able to introduce a restaurant; kitchen and cooking; eating habits They are able to use Verbs which explain feelings They are able to use Possessive article with dative They are able to use Subordinate clause with ,weil'
<b>Module II. Chapter 2 : Nach der Schulzeit:</b> [After school]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
-Talking about school times expressing opinions, -writing commentary -Information about the school system in Germany  -	They are able to understand an account about experiences and activity at school; They are able to speak about school systems and school subjects They are able to explain where something is They are able to talk about habits They are able to give tips about finding one's way in the city They are able to use Modalverb in past tense They are able to use Wechselpreposition with Dative and Accusative
<b>Module III. Chapter 3 : Immer online?:</b> [Media in everyday life]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Media, activities with media, movies	They are able to speak about advantages and disadvantages They are able to speak about one's own opinion and about one's preferences They are able to say their opinion and preferences They are able to speak about films; They are able to understand a comment about a film

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## (B.A International Relations)

	<p>They are able to name Activities with media, film</p> <p>They are able to use Comparative [als/wie], Superlative degree</p> <p>They are able to use Subordinate clause with 'dass'</p>
<p><b>Module IV. Chapter 4 : Große und Kleine Gefühle:</b> [Small and Large feelings]</p>	<p><b>Teaching Hours:</b></p>
<p><b>TOPICS</b></p>	<p><b>LEARNING OUTCOMES</b></p>
<p>Festivals, events, feelings, wishes, programmes Understanding and writing blogs</p>	<p>They are able to thank others and wishing them for special occasions They are able to describe Festivals, celebrations and events; They are able to express pleasure and regret They are able to write about a city; They are able to speak about a song, about feelings They are able to understand and They are able to write a blog; They are able to write an invitation card They are able to use Subordinate clause with 'wenn' They are able to use Adjective ending after definite article</p>
<p><b>Module V. Chapter 5 : Leben in der Stadt:</b> [Living in a city]</p>	<p><b>Teaching Hours:</b></p>
<p><b>TOPICS</b></p>	<p><b>LEARNING OUTCOMES</b></p>
<p>City Life, Bank. Offices Work Interview</p>	<p>They are able to understand They are able to converses in banks and offices. They are able to understand interviews, applying for a job They are able to request for something They are able to describe a city</p>
<p><b>Module VI. Chapter 6 : Arbeitswelten:</b> [The World of Work]</p>	<p><b>Teaching Hours:</b></p>
<p><b>TOPICS</b></p>	<p><b>LEARNING OUTCOMES</b></p>
<p>Duties at the workplace Travelling by train Programmes Telephone conversations</p>	<p>They are able to converse at a railway station ticket office; railway journey They are able to speak about leisure time facilities They are able to speak about career aspirations and dream jobs They are able to speak on telephone They are able to describe Professions, working environment They are able to use Adjective ending with indefinite article They are able to use Preposition: ohne+ Accusative, mit+ Dative "werden"</p>
<p><b><u>Information about German Culture:</u></b></p> <p><b>Importance of Hobbies for Indians</b> <b>Possibilities of learning languages in Germany</b> <b>Family status and forms and occasions in families in Germany Traveling habits of Germans</b> <b>Associations and clubs and means of free time activities in Germany Media and Communication in Germany</b> <b>Relationships in Germany</b></p>	
<p><b>Module VII. Foreign Policy of Germany</b> <b>Germany and Europe</b> <b>Germany and the super powers</b></p>	<p><b>Teaching Hours:</b></p>

# Syllabus for GERMAN

## (B.A International Relations)

<b>GIR1008: German Language and Indo-German Relations (Fourth Semester B.A. International Relations)</b>	
<b>Total Teaching Hours for Semester:</b>	<b>No of Lecture Hours/Week:4</b>
<b>Max Marks: 100 marks</b>	<b>Credits:</b>
<b><u>Course Outcomes</u></b>	
<ul style="list-style-type: none"> <li>CO1: The aim of the course is to introduce the students to the aesthetic cultural and social aspects of the German culture.</li> <li>CO2: To introduce the students to the various types of housing and related problems</li> <li>CO3: To enhance literary sensibility</li> <li>CO4: to have an idea of the changes and development of the German society</li> <li>CO5: to have an awareness of the changing concepts of the present generation of youth in Germany.</li> <li>CO6: to understand the foreign policy of Germany vis-à-vis India</li> </ul>	

<b>Module I. Chapter 7 : Ganz schön mobil: [Very mobile]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Public transport The route to the work place -	They are able to say one's opinion They are able to name Public transportation They are able to use Subordinate clause: indirect questions They are able to use Local prepositions: an, vorbei, durch
<b>Module II. Chapter 8 : Gelernt ist gelernt: [Being Skilled]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Learning, Examination, presentations	They are able to describe Problems while learning; and give advice and suggestions They are able to speak about their profession Making a short presentation Learning, Examinations, Presentations They are able to use Conjunctive II: 'sollte' They are able to use Conjunctions: 'denn', 'weil' They are able to use Genitive: Name+ s They are able to use Temporal prepositions: bis, über, + Accusative, ab + Dative
<b>Module III. Chapter 9 :Sportlich, sportlich : [Being athletic]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Sports , Fans, Meeting friends	They are able to speak about excitement, hope and disappointment They are able to understand and write fan- comments They are able to talk about sports They are able to use Conjunctions: 'deshalb', 'trotzdem'

## Syllabus for GERMAN (B.A International Relations)

	<p>They are able to use Verbs with Accusative and Dative</p> <p>They are able to understand a report about an excursion</p> <p>They are able to introduce a place of tourist interest.</p>
<b>Module IV :Chapter 10 : Zusammen leben: [Living Together]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Living conditions, neighbours, Shifting house, animals	<p>They are able to complain, to apologize, to give in</p> <p>They are able to talk about the past</p> <p>They are able to speak about pets</p> <p>They are able to describe conflicts at home</p> <p>Moving house</p> <p>They are able to name pets and talk about them</p> <p>They are able to use Conjunctive II: könnte</p> <p>They are able to use Subordinate clause with ‚als‘and ‚wenn‘</p>
<b>Module V : Chapter 11 : Wie die Zeit vergeht!:</b> [How time flies!]	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Leisure Time, Wishes, Plans	<p>They are able to speak about wishes</p> <p>They are able to Exchange information</p> <p>They are able to speak about proverbs</p> <p>They are able to tell time</p> <p>They are able to use Conjunctive II</p> <p>They are able to use Verbs with preposition</p> <p>They are able to use W- questions with preposition: Auf wen? Worauf?</p>
<b>Module VI :Chapter 12: Zusammen leben: [Living Together]</b>	<b>Teaching Hours:</b>
<b>TOPICS</b>	<b>LEARNING OUTCOMES</b>
Music, Arts, Music Bands, Newspaper reports, Paintings	<p>They are able to speak about different music styles</p> <p>Booking concert tickets</p> <p>They are able to introduce a band or singer</p> <p>They are able to describe a picture</p> <p>They are able to talk about Music</p> <p>They are able to use Interrogative article: Was für ein(e)?</p> <p>They are able to use Pronoun: man; jemand, niemand and alles, etwas, nichts</p> <p>They are able to use Relative clauses in nominative and accusativ</p>
<b>Module VII. Indo-German Relations</b>	<b>Teaching Hours:</b>
<ul style="list-style-type: none"> <li>- History of Indo-German relations since India's Independence</li> <li>- Diaspora</li> <li>- Cultural Exchanges</li> <li>- Strategic Partnership</li> <li>- Trade and Investment</li> <li>- Science and Technology</li> </ul>	

## Skill Enhancement Courses

<b>Semester</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Credits</b>	<b>Number of Hours</b>
<b>I</b>	<b>Advanced Language Learning and Critical Thinking – I</b>	GIRS1101	<b>3</b>	<b>4</b>
<b>II</b>	<b>Advanced Language Learning and Critical Thinking – II</b>	GIRS1201	<b>3</b>	<b>4</b>
<b>III</b>	<b>Advanced Language Learning and Critical Thinking – III</b>	GIRS2301	<b>3</b>	<b>4</b>
<b>IV</b>	<b>Advanced Language Learning and Critical Thinking – IV</b>	GIRS2401	<b>3</b>	<b>4</b>

## SEMESTER I

### Course Code: English Paper I- Advanced Language Learning and Critical Thinking – I

Course Title	Advanced Language Learning and Critical Thinking- I					Course Code	GIRS1101
Department	International Relations					Course Type	SEC
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	1 ( 1 credits)	2 ( 1 Credit)	1 (1 Credit)	0	0	Course Credit	3

#### COURSE DESCRIPTION

Students can enhance the language skills in their personal, social and academic interactions. The Course gives a base to ensure their listening skill of the students. It makes the students to understand, the pattern, structure, pronunciation and other components of language. Students can develop their language skill through listening activities and promote them to be proficient in English language. Critical thinking is a language and social phenomenon. The course ensures the the students to explore themselves effectively in the rapid growing globalized world with cultural and social pluralities.

#### AIMS AND OBJECTIVES

The course is designed to enable students to have a fundamental understanding of the basic theoretical concepts, tools and practices of the communication skills especially listening skill to develop their vibrant interactions in the personal and academic fields. The course also aims to familiarize with the different situations of communication; styles and methods of the interactions through diverse practical sessions. The course also gives a comprehensive idea about the four skills of communication. Moreover, the course also discusses the universal issues like globalization and environment to develop their critical thinking.

#### COURSE OUTCOME

By the end of the course, students are expected to be able to:

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, reading, writing and speaking skills
4. Equipping learners for competitive examinations and International English language tests.
5. Allow learners to critically reflect on world issues related to globalisation and environmental crises.
6. Equip students to contextualise, analyse, and theorise on world issues, and respond to the same with sensitivity and responsibility.



## COURSE STRUCTURE

The concerned teacher can select the essays/portions according to the availability of hours and credits.

### Module I- Theoretical Framework

	Unit	Expected Learning Outcomes
	Communication, Communication Skills, Listening Skill and its Significance, Hearing and Listening	Understand different types of communication and how do they differ from each other, the importance of listening in their life.
	Types of Listening, Process of Listening	
	Features of Spoken English, Procedure of Listening Lesson	Understand the technique of listening skill and make it effective in their discourses of interaction. Understand the Barriers of listening and effective overcoming of the same.
	Barriers of Listening	

### Module II- Practical

	Description	Expected Learning Outcomes
	Listening Music, Radio News, Movie	Equip the student to understand the methodology of listening skill through different activities.
	Demonstration of different life situations through different listening activities	
	Listening of specific information ( numbers, names, stories etc). Listening of different Indian Context of English Language Usage and explorations in Indian English	Familiarize the Indian and British variants of Language
	Listening Skills- Listening for details- listening and notetaking, dictation	

### Module III- Critical Thinking - Globalization

	Unit	Expected Learning Outcomes
	Impact of Globalization on World Culture- Hilal Wani	Understand the characteristics of Globalization and its relationship with contemporary world and India
	Effects of Globalization on the Contemporary Indian Society Dr. J.R. Gaur	
	Globalization and the Human Imagination Shashi Tharoor	Understand how did the globalization affect the Indian Culture, especially in institutions, social mobility and caste system.
	Aravind Adiga- <i>The White Tiger</i>	

#### Module IV- Environmental Issues

Unit	Expected Learning Outcomes
Richard Carson- A Fable for Tomorrow	Understand about the most threatening world issue of Environments and encourage them to adopt methods to preserve nature.
Environmental ethics in the Hindu Vedas and Puranas in India - R. Renugadevi	
<i>The breath of life</i> by <u>Ambikasuthan Mangad</u> translated by <u>Prasad Pannian</u>	understand the relationship between globalization, ecology and the life of human beings.
<i>Listen different types of discourses related to globalization and Environmental issue</i>	

#### Essential Reading

1. English and Communication Skills, Alwinder dhillon, P.K. Singla · 2021, Abhishek Publication
2. Communication and Language Skills, Iyabode Omolara Akewo Daniel, Cambridge University Press, 2018.
3. Excellence in Communication Skills, Dr. Shashi Prabha Nagendra · Enas Publications, 2021.

#### Further reading:

1. Santhi.V, Jeya and Dr. R Selvan. *Advanced Skills for Communication in English: Book I*. New Delhi: New Century Book House. 2015.
2. Kumar, Sanjay and Pushpa Lata. *English for Effective Communication*. Oxford UP, 2013.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: Cambridge UP, 2008.
4. Lynch, Tony. *Study Listening*. New Delhi: Cambridge UP, 2008.
5. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: Cambridge UP, 2007.
6. Mukhopadhyay, Lina, et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
7. O'Connor, J. D. *Better English Pronunciation*. Cambridge UP.
8. AmitBhaduri. "Globalization and Education: Third World Experience"
9. RomilaThapar. "Forests and Settlements"[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
10. Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press, 1996

## Semester II

### Course Code: English Paper II- Advanced Language Learning and Critical Thinking – II

Course Title	Advanced Language Learning and Critical Thinking- II					Course Code	GIRS 1201
Department	International Relations					Course Type	SEC
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	1 ( 1 credits)	2 ( 1 Credit)	1 (1 Credit)	0	0	Course Credit	3

#### COURSE DESCRIPTION

Students can enhance the language skills in their personal, social and academic interactions. The Course gives a base to ensure their Reading and Writing skill of the students. It makes the efficient to use their understanding of the pattern, structure, pronunciation and other components of language. Students can develop their language skill through speaking activities and promote them to be proficient in English language. Critical thinking is a language and social phenomenon. The course ensures the students to explore themselves effectively in the rapid growing globalized world with cultural and social pluralities.

#### AIMS AND OBJECTIVES

The course is designed to enable students to have a fundamental understanding of the basic theoretical concepts, tools and practices of the communication skills especially speaking skill to develop their vibrant interactions in the personal and academic fields. The course also aims to familiarize with the different situations of communication; styles and methods of the interactions through diverse practical sessions. The course also gives a comprehensive idea about the four skills of communication. Moreover, the course also discusses the universal issue human right to develop their critical thinking.

#### COURSE OUTCOME

By the end of the course, students are expected to be able to:

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, reading, writing and speaking skills
4. Equipping learners for competitive examinations and International English language tests.
5. Allow learners to critically reflect on world issues related to globalisation and environmental crises.
6. Equip students to contextualise, analyse, and theorise on world issues, and respond to the same with sensitivity and responsibility.

## COURSE STRUCTURE

The concerned teacher can select the essays/portions according to the availability of hours and credits.

### Module I- Reading and writing skills

Unit	Expected Learning Outcomes
Reading and Understanding- Close reading, Analysis and Interpretation	Familiarize with the different components of reading skill Enhance their ability of understanding through different reading activities.
Book Discussion, Dialogue Completion, Partner Reading	
Techniques of Writing, Research, Planning and Outlining, editing, revising, spelling and grammar and organization	Understand the technique of writing skill and make it effective in their discourses of interaction. Understand the Barriers of speaking and effective overcoming of the same.
Different stages of writing, Purpose of writing, Importance of writing skill	

### Module II- Practical

Description	Expected Learning Outcomes
Comprehension, Summary, Paraphrasing, Documenting	Equip the student to understand the methodology of writing skill through different activities and give them enough confidence to explore in English language.
Report Writing, Making notes, Letter Writing	
Writing stories, poems, Comic Strip dialogue writing Essay writing, Paragraph writing, Review writing	
Script writing, Photographic writing	

### Module III- Critical Thinking – Human Rights

Unit	Expected Learning Outcomes
"Human Rights in the Constitution of India" By Dr. Anant Kalse	Understand and analyse the discourse of Human Right and its related discourses.
Analysis and discussion of the essay in the classroom	
Human Rights and Realities of Tribal's Lives in India : A Perfect Storm- Krishna Halavath	Students can understand and analyse that the fear is the outcome of violation

	Analysis and discussion of the speech in the classroom	of the human right and how to overcome it and the social and political condition of Burma.
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#### Module IV- Experiencing the violations

	Unit	Expected Learning Outcomes
	Dhabari Quruvi ( Film )	Students can understand the real pain and fret faced by people in the name of race, caste etc.  Exploring their critical thinking in their articulation.
	Saran Kumar Limbale- The <i>Outcaste</i>	
	“I Know Why The Caged Bird Sings” – Maya Angelou	
	Write review of the book/films	

#### Required Reading

4. English and Communication Skills, Alwinder dhillon, P.K. Singla · 2021, Abhishek Publication
5. Communication and Language Skills, Iyabode Omolara Akewo Daniel, Cambridge University Press, 2018.
6. Excellence in Communication Skills, Dr. Shashi Prabha Nagendra · Enas Publications, 2021.

#### Further reading:

#### Reference:

- Alam, Javed. “Beyond Enlightenment: Democratizing Modernity”. *Social Scientist*. Volume 37, No. 9/
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Jaipur: Rawat, 2014.
- Freeman, Michael, *Human Rights*, New Delhi: Atlantic for Polity Press, 2003.
- Krishnamurthy, B., Ganapathy-Dore, Geetha, *European Convention on Human Rights: Sixty Years and Beyond*, New Delhi: New Century Publications, 2012.
- Mahmood, Tahir, ed., *Human Rights in Islamic Law*, New Delhi: Genuine Publications and Media Pvt.Ltd., 2003.
- ManishaPriyam, Krishna Menon, Madhulika Banerjee. “Thinking about Human Rights” [From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013

Martin Luther King, Jr. "I Have a Dream"

Monshipouri, Mahmood, Englehart, Neil, et.al., eds., *Constructing Human Rights In The Age of Globalization*, New Delhi: Prentice-Hall, 2004.

Motilal, Shashi, ed., *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications*, Delhi, Anthem Press, 2011.

Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen*, Philadelphia: University of Pennsylvania Press, 2003.

Rahman, Anisur, ed., *Human Rights and Social Security: Perspectives, Issues and Challenges*, New Delhi: Manak Publications, 2011.

## Semester III

### Course Code: English Paper III- Advanced Language Learning and Critical Thinking – III

Course Title	Advanced Language Learning and Critical Thinking- I					Course Code	GIRS 2301
Department	International Relations					Course Type	SEC
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	1 ( 1 credits)	2 ( 1 Credit)	1 (1 Credit)	0	0	Course Credit	3

#### COURSE DESCRIPTION

Students can enhance the language skills in their personal, social and academic interactions. The Course gives a base to ensure their speaking skill of the students. It makes the efficient to use their understanding of the pattern, structure, pronunciation and other components of language. Students can develop their language skill through speaking activities and promote them to be proficient in English language. Critical thinking is a language and social phenomenon. The course ensures the students to explore themselves effectively in the rapid growing globalized world with cultural and social pluralities.

#### AIMS AND OBJECTIVES

The course is designed to enable students to have a fundamental understanding of the basic theoretical concepts, tools and practices of the communication skills especially speaking skill to develop their vibrant interactions in the personal and academic fields. The course also aims to familiarize with the different situations of communication; styles and methods of the interactions through diverse practical sessions. The course also gives a comprehensive idea about the four skills of communication. Moreover, the course also discusses the post-colonial issues to develop their critical thinking.

#### COURSE OUTCOME

By the end of the course, students are expected to be able to:

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, reading, writing and speaking skills
4. Equipping learners for competitive examinations and International English language tests.
5. Allow learners to critically reflect on post-colonial studies
6. Equip students to contextualise, analyse, and theorise on post-colonial issues, and respond to the same with sensitivity and responsibility

#### COURSE STRUCTURE

The concerned teacher can select the essays/portions according to the availability of hours and credits.

#### Module I- Theoretical Framework

Unit	Expected Learning Outcomes
Speaking skills, Significance in class room and public interactions	

	Types of speaking situations, Advantage of Speaking skills	Understand the importance of speaking skills in their life. Familiarise with different speaking situations.
	Speaking and relationship with other skills	Understand the technique of speaking skill and make it effective in their discourses of interaction. Understand the Barriers of speaking and effective overcoming of the same.
	Barriers of Speaking skills	

### Module II- Practical

	Description	Expected Learning Outcomes
	Role play activities. Discussion activities.	Equip the student to understand the methodology of speaking skill through different activities and give them enough confidence to explore in English language.
	Debates, , Interviews, Group Discussion	
	Picture description, Story Telling, Planned speech and unplanned speech	
	Simulation, Brainstorming, Information gap	

## COURSE STRUCTURE

### Module I- Caste, Culture and Gender

#### Essential Readings:

	Unit	Expected Learning Outcomes
	Manisha Priyam, Krishna Menon and Madhulika Banerjee. "Gender, Culture and History" [From G. B. Mohan Thampi, ed. <i>Meeting the World</i> . Chennai: Pearson, 2013	Understand how did the gender become a cultural or historical issues.
	Can the Subaltern Speak- Gayatri Chakravorty Spivak	Understand the gender issues especially in the Indian cultural and social condition and critically analyse the issues.
	Mahaswetha Devi- <i>Rudali</i>	
	Karkku- Bama	



## Module II- Decolonizing Mind

### Essential Reading

Unit	Expected Learning Outcomes
Postcolonialism in International Relations Theory: Jan Wilkens <a href="https://doi.org/10.1093/acrefore/9780190846626.013.101">https://doi.org/10.1093/acrefore/9780190846626.013.101</a> Published online: 20 November 2017	Understand how did the post colonialism become item in the international relations and critically analyse them.
Opinion – #arrestlucknowgirl: A Reminder of India’s Postcolonial Desire to Control Women- ANKITA RATHOUR, AUG 18 2021	
The Strong Breed- Wole Soyinka	understand how did the colonialism become an agent of disruption in the African and Indian life with the help of tribal culture and critically analyse them
The Shame – Salman Rushdie	

### Required Reading

7. English and Communication Skills, Alwinder dhillon, P.K. Singla · 2021, Abhishek Publication
8. Communication and Language Skills, Iyabode Omolara Akewo Daniel, Cambridge University Press, 2018.
9. Excellence in Communication Skills, Dr. Shashi Prabha Nagendra · Enas Publications, 2021.

### Further reading:

#### Reference:

Alam, Javed. “Beyond Enlightenment: Democratizing Modernity”. Social Scientist. Volume 37, No. 9/10, 2009. <http://www.jstor.org/stable/27748604>

Ashcroft, Bill Ashcroft et al, eds. The Empire Writes Back, London and New York: Routledge, 2006. Print. —

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies, London and New York: Routledge, 1998. Print. —

Killam, G. D. *The Novels of Chinua Achebe*. Studies in African Literature Series, London: Heinemann, 1978. P –

King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996. –

ManishaPriyam, Krishna Menon, Madhulika Banerjee. “Thinking about Human Rights”

[From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]

Martin Luther King, Jr. “I Have a Dream” <<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>>

## **Course Code: English Paper IV- Advanced Language Learning and Critical Thinking – IV**

Course Title	Advanced Language Learning and Critical Thinking- I					Course Code	GIRS2401
Department	International Relations					Course Type	SEC
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	1 ( 1 credits)	2 ( 1 Credit)	1 (1 Credit)	0	0	Course Credit	3

### **COURSE DESCRIPTION**

Students can enhance the language skills in their personal, social and academic interactions. The Course gives a base to ensure their communication skill of the students. It makes the efficient to use their understanding of the pattern, structure, pronunciation and other components of language. Students can develop their language skill through speaking activities and promote them to be proficient in English language. Critical thinking is a language and social phenomenon. The course ensures the students to explore themselves effectively in the rapid growing globalized world with cultural and social pluralities.

### **AIMS AND OBJECTIVES**

The course is designed to enable students to have a fundamental understanding of the basic theoretical concepts, tools and practices of the communication skills especially speaking skill to develop their vibrant interactions in the personal and academic fields. The course also aims to familiarize with the different situations of communication; styles and methods of the interactions through diverse practical sessions. The course also gives a comprehensive idea about the four skills of communication. Moreover, the course also discusses the post-colonial issues to develop their critical thinking.

### **COURSE OUTCOME**

By the end of the course, students are expected to be able to:

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, reading, writing and speaking skills
4. Equipping learners for competitive examinations and International English language tests.
5. Allow learners to critically reflect on post-colonial studies
6. Equip students to contextualise, analyse, and theorise on post-colonial issues like issues of refugees and disabled people and respond to the same with sensitivity and responsibility

## COURSE STRUCTURE

### Module I- Communication in Actual Situation

Teacher can make groups of students and let them explore themselves through different activities according to the content.

The concerned teacher can select the essays/portions according to the availability of hours and credits.

	Unit	Expected Learning Outcomes
	1) Introduce themselves in a class room ( should include basic details, home village, family, hobbies, interests, abilities, strength, weakness, experience in our campus etc)	The student can expose to the skills of speaking
	2) Recreate different life situations in the class room and encourage them to express themselves.	
	Write a memory, story, essay on different topics	Students can develop their thoughts and expressions in English language.
	Write review of a book, review of a film	

### Module II- Advanced Communication

	Description	Expected Learning Outcomes
3.	Role play, skit, group discussion	Develop their creativity in English language
4.	Interview, One Act play, Drama	
5.	Ordering a Product Making enquires and booking a product Giving negative feedback Asking for help'	Trained to use English in their day-to-day life and academic discourses.
6.	Writing a proposal/ synopsis for a scholarship/ project/ grant.	

### Module III- Issues of Refugee

#### Essential Reading

	Unit	Expected Learning Outcomes
	The global refugee Crisis- Pathway for a more Humanitarian solution- Clifford Shultz, Andres Barrios, Jainie Sierra et al. Sage Journal – Vol 40 Issue 1	Students can understand the life of refugees and how do we provide solutions to them?
	Discussion	
	<i>A Land of Permanent Goodbyes</i> – Atia Abawi	Understand the real picture of refugees in the background of Syrian war.
	Review and Test	

### Module IV- Issues of Disability

#### Essential Reading

	Unit	Expected Learning Outcomes
	Slaves, Immigrants, and Suffragists: The Uses of Disability in Citizenship Debates Douglas Baynton	Students can understand how did the disability become a commodity in the colonial and post-colonial world.
	Discussion	
	<i>One Little Finger (2011)</i> - Malini Chib	understand the issues of differently abled persons and how do they overcome it and critically analyse the issue
	Discussion	

#### Required Reading

10. English and Communication Skills, Alwinder dhillon, P.K. Singla · 2021, Abhishek Publication

11. Communication and Language Skills, Iyabode Omolara Akewo Daniel, Cambridge University Press, 2018.
12. Excellence in Communication Skills, Dr. Shashi Prabha Nagendra · Enas Publications, 2021.

**Further reading:**

**Reference:**

2. ManishaPriyam, Krishna Menon, Madhulika Banerjee. “Thinking about Human Rights” [From G. B. Mohan Thampi, ed. *Meeting the World*. Chennai: Pearson, 2013]
3. Martin Luther King, Jr. “I Have a Dream”  
<<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>>
4. Alam, Javed. “Beyond Enlightenment: Democratizing Modernity”. *Social Scientist*. Volume 37, No. 9/10, 2009. <http://www.jstor.org/stable/27748604>

**Reference:**

- Addlakha, Renu. *Disability Studies in India: Global Discourses, Local Realities*. London: Routledge, 2013.
- Colin Barnes, ‘A Legacy of Oppression: A History of Disability in Western Culture’, in Len Barton and Mike Oliver (eds), *Disability Studies: Past, Present and Future*, pp. 3–24. Leeds: The Disability Press, 1997.
- Dina Nayeri, *The Ungrateful Refugee: What Immigrants Never Tell You* (New York: Catapult Books, 2019)
- Giorgio Agamben, “We Refugees,” trans. Michael Rocke, *Symposium* 49, no. 2 (1995): 114-119.
- Hannah Arendt, “We Refugees,” in *Altogether Elsewhere: Writers on Exile*, ed. Marc Robinson (Boston: Faber and Faber, 1994), 110-119.
- Ocean Vuong, *On Earth We’re Briefly Gorgeous* (New York: Penguin, 2019)
- Premchand.,Rangbhoomi. trans. Manju Jain. Delhi: Saraswati Press, 1986. Print.
- Valeria Luiselli, *Tell Me How It Ends: An Essay in 40 Questions* (Minneapolis: Coffee House Press, 2017)



## ABILITY ENHANCEMENT COURSE (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 is 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.

**Assessment** – 40 marks for Internal Assessment and 60 marks for End Semester Examination. Internal assessment includes Seminar (10%) Assignment (10%) & mid semester Examination (20%)

Sem No.	Course Code	Course Title	Instructional Hours	Credits	Marks	
					Internal	External
1	GIR A 1101	Prose and short stories,	4	3	40	60
2	GIR A 1201	Drama, novel and functional Hindi	4	3	40	60
3	GIR A 2301	Poetry and comparative literature	4	3	40	60
4	GIR A 2401	Indian culture, translation and noting and drafting	4	3	40	60



## SEMESTER I

### GIR A 1101: HINDI PAPER I – PROSE AND SHORT STORIES,

Course title	Hindi Paper I – Prose and Short Stories		Course code	GIR A 1101
Department	International Relations		Course type	Ability Enhancement Course
Course delivery	Lecture	Lab/studio /Work/ Practical	Credit level	Degree
Hours per week	2 (1credit)	2(1 credit)	Course credit	3

#### COURSE DESCRIPTION:-

The course is designed to give a general understanding about the development of Hindi fiction especially the tradition of short stories. The course analyzes plot, new trends and characteristics of the short story as a modern genre. The students can develop listening, speaking, reading & writing skills.

#### AIMS AND OBJECTIVES:-

This course aims to create awareness among students on different forms of prose, short stories in Hindi.

#### COURSE OUTCOME:-

By the end of the course, students can able to:

- Understand the versatilities of our national language.
- Understand the uniqueness of Hindi prose and how the genre does transits the cultural moral values through its narration.
- Understand the different forms of prose.
- Understand different forms of short stories.

**The concerned teachers can select the essays according to the availability of hours.**

## COURSE STRUCTURE

### Module I-Prose

	Description	Expected learning outcomes
1.	Joothan –Om Prakash Valmiki	Students will get a general awareness about different forms of Hindi literature.
2.	Lalit Kalayen-Dr. Syam Sunder Das	
3.	Trisanku Bechara- Harisankar Parsai	
4.	Meri badrinath yatra- Vishnu prabhakar	

### Module II-Short Stories I

	Description	Expected learning outcomes
1.	Sava Ser Gehu -Premchand	Students can understand the vividness and different concepts of modern Hindi short stories.
2.	Mangar-Rambriksh Benipuri	
3.	Bisathi – Jayasankar Prasad	
4.	Mam rasoyi meim rehtha he – Kumar Ambuj	

### Module III- Short Stories II

	Description	Expected learning outcomes
1.	Tomin Kaki- Chitra Mudgal	Students can able to use Hindi in their day to day life communication.
2.	Hari bindhi-Mridula garh	
3.	Seva –Mamata kaliya	
4.	Yahi sach he.-Mannu Bhandari	

**Further Reading:-**

1. Nibandh Nilaya (ed) Vani prakashan, Delhi
2. Gadya ki vividh vidhayen – Majida Asad
3. Hindi ke pramukh Nibhandhom ka rachana aur shilp- Dr.Ganesh Khore
4. Hindi Rekha Chitr – H.L Sharma.
5. Nibandkar – Hasari Prasad Dwivedi-(ed) Ganapathy Chandra Gupta
6. Premchand ke nari patra- Om avasti
7. Nayi kahani ki Bhoomika – Kamaleswar
8. Adhunik Hindi Kahani- Ed. G. P. Vimal.
9. Hindi bhashaa ki shabda sanrachana – Bolanath Tiwari

## SEMESTER II

### GIR A 1201: HINDI PAPER II - DRAMA, NOVEL AND FUNCTIONAL HINDI

Course title	Hindi Paper II - Drama, Novel And Functional Hindi		Course code	GIR A 1201
Department	International Relations		Course type	Ability Enhancement Course
Course delivery	Lecture	Lab/studio /Work/ Practical	Credit level	Degree
Hours per week	2 (1credit)	2(1 credit)	Course credit	3

#### COURSE DESCRIPTION:-

The course is designed to give an idea about postmodern trends in Hindi novels. The content of the course appreciate and analyze the dramatic elements in literature. Develop capacity of creative process and communication skills – especially to solve the bilingual transitional problems while using Hindi as an official language.

#### AIMS AND OBJECTIVES:-

The aim of the course is to bring the students to the world of Hindi Drama, Novel and Functional Hindi.

#### COURSE OUTCOME

##### Students Can -

- Understand the concepts of Drama.
- Construct a basement for using Hindi as an official language and it's functions in administrative level.
- Understand about the development of plays in Hindi.
- Familiarize with the world of fiction.
- Develop the skills of writing official letters in using Hindi for official purposes

**The concerned teachers can select the essays according to the availability of hours.**

## COURSE STRUCTURE

### Module I- Drama

	<b>Description</b>	<b>Expected learning outcomes</b>
1.	Ek Aur Dronacharya -Shankar Sesh	Students can learn the concepts of Drama.

### Module II – Novel

	<b>Description</b>	<b>Expected learning outcomes</b>
1.	Sapno ki Home Delivery –Mamta Kaliya	Understand the various and dynamics trends in Hindi Novel.

### Module III - Functional Hindi

	<b>Description</b>	<b>Expected learning outcomes</b>
1.	Swatantrata ke sangharsh ki bhasha Hindi	Enrich with the awareness of using the Hindi language in different ways. Learn the change and development of Hindi language in the contemporary society.
2.	Sampark bhasha Hindi ki sanvaidhanikatha	
3.	Rashthrabhasha benaam Rajbhasha	
4.	Rajbhasha Hindi ki samvidhan	
5.	Rajbhasha Hindi ki Parampara	
6.	Rajbhasha Hindi aadhunikaran	
7.	Rajbhasha Hindi ka vyavaharik roop	
8.	Rajbhasha Hindi ki paribhashit shabdavali	

## Module IV- Vividh Roop

	Description	Expected learning outcomes
1.	Prayojan moolak hindi.	Familiarize with the usage of Hindi as official language and its function in administration level and also they can go for higher education and great opportunities in this field.
2.	Prayojan moolak hindi ke udhesh	
3.	Prayojan moolak hindi ki upayogita	
4.	Prayojan moolak hindi ki anuvadhi shemadha	
5.	Prayojan moolak hindi ka Varthaman	
6.	Prashasnik Hindi ki swaroop	
7.	Thakaneki hindi ka swaroop	
8.	Thakaneki hindi ki shabdavali	

### Essential Reading

1. Aapka Banti by Mannu Bhandari; publisher: vani prakashan, 21-A, Dariyaganj, New Delhi -110002.
2. Ek Aur Dronacharya by shankar sesh;publisher: vani prakashan, 21 -A, Dariyaganj, New Delhi – 110002.
3. Prayojan moolak Hindi by Dr. Maya Singh; publisher: vani prakashan, 21-A Dariyaganj, new Delhi-110002

### Further Reading

1. Aadhunik Bharatheeya Natya Vimarsh – Jaidev Taneja, Radhakrishna prakashan, New Delhi.
2. Mohan Rakesh aur unke natya – Girish Rastogi – Loka Bharathi, Allahabad.
3. Natya Bhasha -Govind chatak
4. prasad ke Natak: swaroop aur sanrachana -Govind chatak
5. Aadhe Adhoore – Mohan Rakesh
6. Hindi upanyaas ki pravartiyam – Dr. Shashibhushan sinhal,Lok Bharathi, Allahabad.

7. Hindi upanyaas:shilp ke vikaas- Lakshmi Narayan Lal, vani prakashan. New Delhi.
8. Rajbhasha sahayika - mohan gupta, Raj pal prakashan, New Delhi.
9. Rajbhasha hindi aur kamkaji Hindi – prakash chandra Bhari, published by vidhya vihar, N. Delhi.
10. Vigyaapan ki Duniya – Dr. Kumud Sharma, vani prakashan, New. Delhi.
11. Prayojan moolak Hindi- Dr. R. N. Sreevastav, kendriya hindi sansthaan (Agra).
12. Prayojan moolak Hindi- Dangal jhalte, prabhat prakashan.

### SEMESTER III

#### GIR A 2301 HINDI PAPER III -POETRY AND COMPARATIVE LITERATURE

Course title	Hindi Paper III – Poetry And Comparative Literature		Course code	GIR A 2301
Department	International Relations		Course type	Ability Enhancement Course
Course delivery	Lecture	Lab/studio /Work/ Practical	Credit level	Degree
Hours per week	2 (1credit)	2(1 credit)	Course credit	3

#### **COURSE DESCRIPTION:-**

The course aims to familiarize the ancient and modern tradition of Hindi Poetry. The entire modules are designed to give a better understanding of the linguistic, aesthetic and thematically concerns of the Poetic tradition, the basic structure of Hindi language and the space of Comparative Literature, the contribution of the Hindi language to it.

#### **AIMS AND OBJECTIVES:-**

- To give an awareness to the students in poetry and comparative literature.

#### **COURSE OUTCOME**

- This course is to sensitize the student to the aesthetic aspects of literary appreciation and to introduce Hindi Poetry.
- To understand the development of Hindi poetry through selected poems. .
- To develop the faculty of appreciation of Hindi poems.
- To understand the meaning, concepts and importance of comparative literature.

**The concerned teachers can select the essays according to the availability of hours.**



## COURSE STRUCTURE

### Module I- Ancient Poetry

	Description	Expected learning outcomes
1.	Kabirdas	Students get knowledge about the concepts of highly influenced Bhakti movement in Hindi poetry.
2.	Soordas	
3.	Tulsidas	
4.	Meerabai	

### Module II – Modern Poetry

	Description	Expected learning outcomes
1.	Maithili sharan gupt	Students can understand the modern trends of Hindi poetry
2.	Mahadevi Varma	
3.	Sumitranandan pant	
4.	Suryakanth Tripathi Nirala	
5.	Agney	
6.	Arun Kamal	
7.	Anamika	

### Module III- Comparative Literature

	Description	Expected learning outcomes
1.	Tulanatmak sahithya – ardh, paribhasha, evam swaroop	Students can be familiarized with the concepts and nature of comparative literature.

### Module IV- Tulanatmak Sahithya-Bharathiya Paripresh

	Description	Expected learning outcomes
1.	Tulanatmak sahithya ka kshethr, bhartheeya paripresh thadha bharteeya tulanatmak sahithya	They get knowledge about the chief characteristics of Indian comparative literature.

### **Essential reading**

Tulanatmak Sahithya Bharatheeya paripreshe by Dr. Indranath Choudhary publisher  
Vani Prakashan, 21- A Dariyaganj, NewDelhi-110002

### **Further reading**

1. Hindi Sahithya Ka Vaigyanik ithihas- Gana Pathichandra Gupta
2. Hindi Sahithya ka Doosara ithihas- Dr. Bachan Singh- Vani Prakashan , Delhi
3. Bhakti kavy ki Bhoomika- Dr. PremShankar
4. Hindi Ka Pracheen Pratinidhi kavi – Dwarika Prasad Saxena
5. Kabir – Hazari Prasad Dwivedi
6. Sagan Bhakthi Kavya Ka Darshanik Sruth- R.C. Dev
7. Surdas – Ramachandra Shukla
8. Uttar Bharath Ki Sant Parampara- Parashuram Chathurvedi
9. Tulasi Sahitya : Badaltha Pratimaan- Chandrabhan Ravat
10. Kavitha ka naye Prathiman- Dr. Namver Singh
11. Naya Hindi Kavya- Dr. Shivakumar Mishra
12. Nayi Kavitha Ka Sath Adhyay- Dr. Kanti Kumar.
13. Comparitive Indian Literature 2 vol.Dr. K. M. George
14. Comparitive Literature: Methods and Perspectives- Ed. N P Stall Knect & H. frenz
15. Tulanatmak Adhyayan: Bharatheeya Bhashayen Aur Sahitya –(Ed) Rajaskar Rajkamal  
Bora
16. Ageya aur adhunik rachana ki samasyaem – Ram swaroop Chathurvedi

## SEMESTER IV

### GIR A 2401: HINDI PAPER IV –INDIAN CULTURE, TRANSLATION AND NOTING AND DRAFTING

Course title	Hindi Paper IV –Indian Culture, Translation And Noting And Drafting		Course code	GIR A 2401
Department	International Relations		Course type	Ability Enhancement Course
Course delivery	Lecture	Lab/studio /Work/ Practical	Credit level	Degree
Hours per week	2 (1credit)	2(1 credit)	Course credit	3

#### COURSE DESCRIPTION:-

The paper will introduce the great leaders of India and their contribution to the Indian history, politics and culture. The course will go through translation of creative works – problems of translation between Hindi to English and English to Hindi.

#### AIMS AND OBJECTIVES:-

- To familiarize the students with the tradition and culture of Indian culture
- To develop the writing skills in Hindi language.

#### COURSE OUTCOME

##### Students can-

- Understand the basic features of Indian culture.
- Understand the process of translation.
- Familiarize official correspondence in Hindi.
- Facilitate the use of translation as a tool for communicating in Hindi and English.
- Develop the ability of noting and drafting.

**The concerned teachers can select the essays according to the availability of hours.**

## COURSE STRUCTURE

### Module I- Indian culture

	Description	Expected learning outcomes
1.	Ashoka-Satyapal Gupta	Familiarize with the great leaders and philosophers of Indian and their contribution to the Indian culture and politics
2.	Gandhiji- R Sukumaran Nair	
3.	Nehru- Dr. Indrasankar	
4.	Ambedkar- Hazari Prasad Dwivedi	
5.	Sankaracharya- Vishnu Prabhakar	
6.	Chattampi swamikal- Dr. A. M Unnikrishnan	

### Module II – Translation Theory

	Description	Expected learning outcomes
	Anuvad-Kala Anuvad : niyam-nirdesh	Get knowledge about the art of translation in Hindi language.

### Module III- Translation Practice

	Description	Expected learning outcomes
1.	Hindi to English and English to Hindi	Students can develop their ability of translation from Hindi to English and English to Hindi

### Module IV- Noting and Drafting

	Description	Expected learning outcomes
1.	Leave application	Students can acquire their skill in Hindi administrative works and able them to find jobs in the concerned field.
2.	Application for a notified vacancy	
3.	Application for bank loan	
4.	Ordering of books from a publisher	

5.	Complaining to civil authorities	
6.	Administrative and banking Hindi technical terminology used in different field (fifty words to be taught)	

### **Essential reading**

1. Bharat ki vibhootiyan by paripurmanand var ma. Publisher Ramprasad and sons; Agra.
2. Anuvad – Abhyas Vol-II Published by Dakshin Bharath Hindi Prachar Sabha, Chennai -17,
3. Vyavaharik Hindi Aur Rachana by Dr. Krishna Kumar Goswami. Publisher : Vani prakashan,21 –A Dariyaganj, New Delhi-11000

### **Further Reading**

1. Hindi Nibamndhkar-Jaganath Nalin
2. Hindi Mein nibandh aur nibhandhka – Dr. Gangaprasad
3. Vyakaran avem Rachana – Dr.Girija Kumari .R
4. Anuvad kala – Dr. N E Viswanatha Iyer
5. Anuvad Vigyan – Dr. Bholanath Tiwari
6. Pramanik aalek aur tippani –Pro. Viraj M A

# ABILITY ENHANCEMENT COURSES

## MALAYALAM

Sem No	Course Code	Course Title	Instructional Hours	Credits	Marks	
					Internal	External
1	GIR A 1102	സാഹിത്യം (Literature)	4	3	40	60
2	GIR A 1202	സംസ്കാരം (Culture)	4	3	40	60
3	GIR A 2302	വിനിമയം (Communication)	4	3	40	60
4	GIR A 2402	വിവർത്തനവും ഭരണഭാഷയും (Translation and Administrative Language)	4	3	40	60

**സെമെസ്റ്റർ : ഒന്ന്**  
**സാഹിത്യം**  
**(Literature)**

<b>Course Title</b>	<b>സാഹിത്യം Literature</b>		<b>Course Code</b>	<b>GIR A 1102</b>
<b>Department</b>	<b>International Relations</b>		<b>Course Type</b>	<b>Ability Enhancement</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>2 (2 Credit)</b>	<b>2 (1Credit)</b>	<b>Course Credit</b>	<b>3</b>

മലയാളസാഹിത്യത്തിലെ വ്യത്യസ്തധാരകൾ മനസ്സിലാക്കുക, സാഹിത്യഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക, മലയാളസാഹിത്യത്തിലെ ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക, വ്യത്യസ്തവിഷയങ്ങളെ മാതൃഭാഷയിൽ ആവിഷ്കരിക്കാനുള്ള നൈപുണി നേടുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി രൂപകല്പന ചെയ്തിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

1. പ്രാചീനകാലം മുതൽ ആധുനികോത്തരകാലം വരെയുള്ള സാഹിത്യപ്രസ്ഥാനങ്ങളെയും എഴുത്തുകാരെയും മനസ്സിലാക്കുന്നു.
2. കാവ്യാഭിരുചിയും കാവ്യസ്വാദനതാല്പര്യവും വികസിപ്പിക്കുന്നു.
3. സാഹിത്യകൃതികളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നു.
4. പാരിസ്ഥിതികപ്രശ്നങ്ങൾ തിരിച്ചറിയുകയും ഇടപെടലുകൾ നടത്തുകയും ചെയ്യുന്നു.
5. ആഗോളവൽക്കരണം, ലിംഗസമത്വം തുടങ്ങിയ സമകാലികവിഷയങ്ങൾ മനസ്സിലാക്കുകയും പ്രശ്നപരിഹാരമാർഗ്ഗങ്ങൾ കണ്ടെത്തുകയും ചെയ്യുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.



**മൊഡ്യൂൾ : ഒന്ന്**  
**കവിത**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>നാടൻപാട്ടുകൾ - പാട്ട് - മണിപ്രവാളം - ഗാഥ - കിളിപ്പാട്ട് - കീർത്തനസാഹിത്യം - പാന - വഞ്ചിപ്പാട്ട് - തുള്ളൽ കാല്പനികപ്രവണതകൾ - ആധുനിക കവിത്രയം - മഹാകാവ്യം - ഖണ്ഡകാവ്യം - വിലാപകാവ്യം - ഭാവഗീതം - ആഖ്യാനകവിത (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• കവിതകൾ കേൾക്കുന്നു.</li> <li>• കവിത ചൊല്ലി വ്യത്യസ്ത ഈണങ്ങളും താളങ്ങളും കണ്ടെത്തുന്നു.</li> </ul>
<p><b>മഹാഭാരതം കിളിപ്പാട്ട് - എഴുത്തച്ഛൻ</b> പാർത്ഥസാരഥീവർണ്ണനം - 'നിറന്ന പീലികൾ' മുതൽ 'അതുകണ്ടല്ലാവരും തെളിഞ്ഞു വാഴ്ത്തിനാർ' വരെ. <b>ചണ്ഡാലഭിക്ഷുകി - കുമാരനാശാൻ</b> 'തുമതേടും തൻ' മുതൽ 'നോക്കിയരുൾ ചെയ്തു' വരെ.</p>	<ul style="list-style-type: none"> <li>• പ്രാചീനകാവ്യങ്ങളിൽ നിന്നും എഴുത്തച്ഛന്റെ രചനകളിലേക്കെത്തുമ്പോൾ മലയാളഭാഷയ്ക്കുണ്ടായ പരിണാമത്തെക്കുറിച്ചും കിളിപ്പാട്ട് പ്രസ്ഥാനത്തെക്കുറിച്ചും മനസ്സിലാക്കുന്നു.</li> <li>• ജാതിവ്യവസ്ഥയെപ്പറ്റി വിമർശനാത്മകമായി ചിന്തിക്കുന്നു</li> </ul>

**മൊഡ്യൂൾ : രണ്ട്**  
**കഥ, നോവൽ**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>മലയാളചെറുകഥ-വ്യത്യസ്തഘട്ടങ്ങൾ- വ്യത്യസ്തനിലപാടുകൾ - ഉള്ളടക്കവും രൂപവുമായി ബന്ധപ്പെട്ട സമീപനങ്ങൾ- പ്രധാനകഥാകൃത്തുകളും കഥകളും (സാമാന്യപരിചയം.) മലയാളനോവൽപ്രസ്ഥാനം വ്യത്യസ്തഘട്ടങ്ങൾ - വ്യത്യസ്ത നിലപാടുകൾ - ഉള്ളടക്കവും രൂപവുമായി ബന്ധപ്പെട്ട സമീപനങ്ങൾ- പ്രധാന നോവലിസ്റ്റുകൾ, നോവലുകൾ (സാമാന്യപരിചയം.)</p>	<ul style="list-style-type: none"> <li>• മലയാളചെറുകഥാസാഹിത്യത്തിന്റെ ചരിത്രം മനസ്സിലാക്കുന്നു.</li> <li>• മലയാളനോവൽസാഹിത്യത്തിന്റെ ചരിത്രം മനസ്സിലാക്കുന്നു.</li> <li>• പ്രധാനപ്പെട്ട രചനകളും അവയിലെ സംവാദവിഷയങ്ങളും പരിചയപ്പെടുന്നു</li> </ul>



<p><b>കഥകൾ</b></p> <p>ഷെർലക് - എം.ടി.വാസുദേവൻ നായർ</p> <p>അഗ്നി - എസ്.സിതാര</p> <p><b>നോവൽ</b></p> <p>ന്യൂത്തം - എം.മുകുന്ദൻ</p>	<ul style="list-style-type: none"> <li>• ആഗോളവൽക്കരണകാലത്തെ മനുഷ്യജീവിതത്തിന്റെ സാഹിത്യഭാഷ്യങ്ങൾ കണ്ടെത്തുന്നു.</li> <li>• സ്ത്രീയുടെ വൈയക്തികവും സാമൂഹികവുമായ യാഥാർത്ഥ്യത്തെ തിരിച്ചറിയുന്നു.</li> <li>• ലിംഗകേന്ദ്രീകൃതചൂഷണത്തെ തിരിച്ചറിയുകയും അവയെ ചെറുക്കാനുള്ള ശേഷി നേടുകയും ചെയ്യുന്നു.</li> <li>• ആഗോളവൽക്കരണത്തിന്റെ പ്രത്യേകതകൾ ഇൻഡ്യൻ സംസ്കാരത്തെയും ജനതയെയും എങ്ങനെ സ്വാധീനിച്ചുവെന്ന് മനസ്സിലാക്കുന്നു.</li> <li>• നവമാധ്യമങ്ങളുടെ ഗുണദോഷങ്ങളെപ്പറ്റി പാഠഭാഗത്തെ മുൻനിർത്തി ചർച്ചചെയ്യുന്നു.</li> </ul>
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**മൊഡ്യൂൾ : മൂന്ന്**  
**നാടകം**

<p>ഭാരതീയനാടകവേദി-ഭരതമുനി - നാട്യശാസ്ത്രം-രസസിദ്ധാന്തം - കാളിദാസൻ ,ഭാസൻ,ഭവഭൂതി- മലയാളനാടകവേദി- ആദ്യകാല നാടകങ്ങൾ പൗരസ്ത്യ-പാശ്ചാത്യസ്വാധീനങ്ങൾ - പ്രധാന നാടകങ്ങൾ-നാടകകൃത്തുക്കൾ- തനതുനാടകവേദി -പ്രൊഫഷണൽ നാടകം-സ്ത്രീനാടകവേദി (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• ഭാരതീയനാട്യപാരമ്പര്യവും മലയാളനാടകവേദിയുടെ ചരിത്രവും മനസ്സിലാക്കുന്നു.</li> <li>• മലയാളനാടകവേദിയെ സ്വാധീനിച്ച സങ്കല്പങ്ങളെപ്പറ്റി ധാരണയുണ്ടാകുന്നു.</li> <li>• ഭാരതീയ നാട്യപാരമ്പര്യത്തിലെ പ്രധാനരചനകൾ പരിചയപ്പെടുന്നു.</li> </ul>
<p><b>അഭിജ്ഞാനശാകന്തളം (നാലാമങ്കം) - കാളിദാസൻ</b> വിവർത്തനം : എ.ആർ.രാജരാജവർമ്മ</p>	<ul style="list-style-type: none"> <li>• കാളിദാസനാടകങ്ങളുടെ കാവ്യഭംഗി ആസ്വദിക്കുന്നു.</li> <li>• പ്രകൃതിയെ സംബന്ധിച്ച ഭാരതീയസങ്കല്പങ്ങൾ കാളിദാസനാടകത്തിൽ ആവിഷ്കൃതമാകുന്നതെങ്ങനെയെന്ന് മനസ്സിലാക്കുന്നു.</li> </ul>



**മൊഡ്യൂൾ : നാല്  
നിരൂപണം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>നിരൂപണം,ലേഖനം,ഉപന്യാസം - ഉത്ഭവം - പരിണാമം - പ്രധാന എഴുത്തുകാർ - നിരൂപണങ്ങൾ - സാമാന്യപരിചയം</p>	<ul style="list-style-type: none"> <li>• മലയാളഗദ്യത്തിന്റെ ശക്തിയും സൗന്ദര്യവും തിരിച്ചറിയുന്നു.</li> <li>• വിമർശനാത്മകമായി ചിന്തിക്കാൻ ശേഷി നേടുന്നു .</li> <li>• ലേഖനരചനയിൽ ഏർപ്പെടുന്നു.</li> </ul>
<p><b>ലേഖനങ്ങൾ</b></p> <p>1. കാളിദാസനും കാലത്തിന്റെ ദാസൻ - ജോസഫ് മുണ്ടശ്ശേരി</p> <p>2. വൃക്ഷവും പുകയും - കെ.സി. നാരായണൻ</p>	<ul style="list-style-type: none"> <li>• രചനകളിലെ ഉള്ളടക്കം,ഭാഷ, സാമൂഹിക-രാഷ്ട്രീയതലങ്ങൾ എന്നിവ വിശകലനം ചെയ്ത് നിരൂപണപഠനങ്ങൾ തയ്യാറാക്കുന്നു.</li> <li>• പരിസ്ഥിതിസംരക്ഷണം സാമൂഹികകടമയാണെന്ന ബോധം വിദ്യാർത്ഥികൾ ഉൾക്കൊള്ളുന്നു.</li> <li>• പാരിസ്ഥിതികപ്രശ്നങ്ങൾ തിരിച്ചറിയുകയും അവ ശക്തമായ ഭാഷയിൽ അവതരിപ്പിക്കാൻ പരിശീലിക്കുകയും ചെയ്യുന്നു.</li> </ul>

**സഹായകഗ്രന്ഥങ്ങൾ**

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|--------------------------------|-------------------|
| 1. കൈരളിയുടെ കഥ                | - എൻ. കൃഷ്ണപിള്ള  |
| 2. ഗാഥയും കിളിപ്പാട്ടും        | - കെ.എം. ജോർജ്ജ്  |
| 3. ആശാൻകവിത:ആധുനികോത്തരപഠനങ്ങൾ | - പി.പവിത്രൻ      |
| 4. കാവ്യകല കുമാരനാശനിലൂടെ      | - പി.കെ.ബാലകൃഷ്ണൻ |
| 5. കാല്പനികത മലയാളകവിതയിൽ      | - ഡി.ബഞ്ചമിൻ      |
| 6. ചെറുകഥ ഇന്നലെ ഇന്ന്         | - എം. അച്യുതൻ     |
| 7. കഥയും പരിസ്ഥിതിയും          | - ജി. മധുസൂദനൻ    |
| 8. ചെറുകഥയുടെ ചരന്ദസ്സ്        | - വി. രാജകൃഷ്ണൻ   |
| 9. ചെറുകഥ- വാക്കും വഴിയും      | - കെ.എസ്.രവീകുമാർ |

- |                                    |                               |
|------------------------------------|-------------------------------|
| 10. നോവൽസാഹിത്യചരിത്രം             | - കെ.എം.തരകൻ                  |
| 11. നോവൽവായനകൾ                     | - വി.സി. ശ്രീജൻ               |
| 12. അന്ധനായദൈവം                    | - പി.കെ. രാജശേഖരൻ             |
| 13. മാറുന്ന മലയാളനോവൽ              | - കെ. പി. അപ്പൻ               |
| 14. മലയാളസാഹിത്യവിമർശനം            | - സുകുമാർ അഴീക്കോട്           |
| 15. ഹരിതനിരൂപണം മലയാളത്തിൽ         | - ജി. മധുസൂദനൻ                |
| 16. മലയാളനാടകസാഹിത്യചരിത്രം        | - ജി. ശങ്കരപ്പിള്ള            |
| 17. മലയാളനാടകസാഹിത്യചരിത്രം (2005) | - വയലാ വാസുദേവൻപിള്ള          |
| 18. നാടകപ്രവേശിക                   | - എ.ഡി. ഹരിശർമ്മ ,ആർ.സി.ശർമ്മ |



**സെമെസ്റ്റർ : രണ്ട്**  
**സംസ്കാരം**  
**(Culture)**

<b>Course Title</b>	<b>മലയാളം-സംസ്കാരപഠനം (Malayalam-Cultural Studies)</b>		<b>Course Code</b>	<b>GIR A 1202</b>
<b>Department</b>	<b>International Relations</b>		<b>Course Type</b>	<b>Ability Enhancement</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>2 (2 Credit)</b>	<b>2 (1Credit)</b>	<b>Course Credit</b>	<b>3</b>

കേരളത്തിന്റെ സാംസ്കാരികപാരമ്പര്യത്തെക്കുറിച്ച് അറിവ് നേടുക, കേരളത്തിലെ സാഹിത്യം, കലാരൂപങ്ങൾ എന്നിവയുടെ ഉല്പത്തിക്കും വികാസത്തിനും നിദാനമായ സാംസ്കാരിക, സാമൂഹിക, മത, രാഷ്ട്രീയ പശ്ചാത്തലം മനസ്സിലാക്കുക, സാംസ്കാരികവൈവിധ്യങ്ങൾ തിരിച്ചറിയുക, ദേശീയബോധവും പാരമ്പര്യബോധവും വളർത്തുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പഠ്യപദ്ധതി സജ്ജീകരിച്ചിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- കേരളസമൂഹത്തിന്റെ രൂപീകരണവും പരിണാമവും സാംസ്കാരികപ്രക്രിയയെന്ന നിലയിൽ മനസ്സിലാക്കുന്നു.
- വിദ്യാർത്ഥികളിൽ ദേശീയബോധവും പാരമ്പര്യബോധവും വളരുന്നു.
- കേരളത്തിന്റെ കലാപാരമ്പര്യവും അവയുടെ വികാസപരിണാമങ്ങളും മനസ്സിലാക്കുന്നു.
- നാട്ടറിവുകളുടെ പ്രസക്തിയെക്കുറിച്ചും അവ നിർവ്വഹിക്കുന്ന സാമൂഹികധർമ്മങ്ങളെക്കുറിച്ചും അവബോധം ഉണ്ടാകുന്നു.
- അനുഷ്ഠാനം, ആഘോഷം, വിനോദം, ഉത്സവം തുടങ്ങിയവയുമായി ബന്ധപ്പെട്ട് കലകൾ വഹിക്കുന്ന സാമൂഹികദൗത്യം തിരിച്ചറിയുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.



**മൊഡ്യൂൾ :ഒന്ന്  
പ്രാചീനസംസ്കാരം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>പ്രാചീനതമിഴകം - ഗോത്രസംസ്കൃതി- മഹാശിലാവശിഷ്ടങ്ങൾ - പഴന്തമിഴ്പാട്ടുകൾ - തിണസങ്കല്പം- സാമൂഹികവും സാംസ്കാരികവും രാഷ്ട്രീയവും ഭൂമിശാസ്ത്രപരവുമായ സൂചനകൾ- സാഹിത്യകൃതികൾ നമ്പൂതിരിപ്രഭാവം-സാമൂഹിക,സാംസ്കാരിക, രാഷ്ട്രീയരംഗങ്ങളിലെ സ്വാധീനം- മരുമക്കത്തായം- ജാതിവ്യവസ്ഥ- ജന്മിസമ്പ്രദായം</p> <p>പാശ്ചാത്യായിനിവേശം - പോർച്ചുഗീസുകാരുടെ ആഗമനം - സാമൂതിരി - കുഞ്ഞാലിമരയ്ക്കാർ - കുന്ദകുരിശ്സത്യം -ഡച്ച്,ഫ്രഞ്ച് ആഗമനങ്ങൾ -സാംസ്കാരികഫലങ്ങൾ - തിരുവിതാംകൂർ,കൊച്ചി- ബ്രിട്ടീഷ് അധിനിവേശവും ചെറുത്തുനില്പുകളും- പഴശ്ശി- വേലുത്തമ്പി വൈജ്ഞാനികനവീകരണങ്ങൾ - ഹോർത്തൂസ് മലബാറിക്കസ് - ആധുനീകരണത്തിന്റെ പ്രാരംഭം (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• ചരിത്രഗവേഷണത്തിലും സാംസ്കാരികപഠനങ്ങളിലും താല്പര്യമുണ്ടാകുന്നു.</li> <li>• സംഘകാല സാമൂഹികജീവിതം മനസ്സിലാക്കുന്നു.</li> <li>• 10,11 നൂറ്റാണ്ടുകളിലെ കേരളത്തിന്റെ സാംസ്കാരികാവസ്ഥ വിമർശനാത്മകമായി വിലയിരുത്തുന്നു.</li> <li>• നമ്പൂതിരിപ്രഭാവകാലത്തിന്റെ നേട്ടവും കോട്ടവും മനസ്സിലാക്കുന്നു.</li> <li>• പാശ്ചാത്യായിനിവേശശക്തികളുടെ ആഗമനം കേരളത്തിലുണ്ടാക്കിയ സാംസ്കാരികമാറ്റങ്ങൾ മനസ്സിലാക്കുന്നു.</li> </ul>

**മൊഡ്യൂൾ : രണ്ട്  
ആധുനികസംസ്കാരം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>നവോത്ഥാനം - സാമൂഹിക അടിത്തറ - ഇംഗ്ലീഷ് വിദ്യാഭ്യാസം - അച്ചടി സാമൂഹികപരിഷ്കരണപ്രസ്ഥാനങ്ങൾ- എസ്.എൻ.ഡി.പി-എൻ.എസ്.എസ്.- യോഗക്ഷേമസഭ - പി.ആർ.ഡി.എസ് - സാധുജനപരിപാലനസംഘം- വൈക്കം,ഗുരുവായൂർ,പാലിയം സത്യാഗ്രഹങ്ങൾ - മലയാളി മെമ്മോറിയൽ - ഈഴവ മെമ്മോറിയൽ - ക്ഷേത്രപ്രവേശനവിളംബരം</p>	<ul style="list-style-type: none"> <li>• കേരളത്തിലെ സാമൂഹികപരിഷ്കരണ പ്രസ്ഥാനങ്ങളെക്കുറിച്ചും പരിഷ്കർത്താക്കളെക്കുറിച്ചും അറിവ് നേടുന്നു.</li> </ul>



<p>സാമൂഹികപരിഷ്കർത്താക്കൾ- ചട്ടമ്പിസ്വാമികൾ, ശ്രീനാരായണഗുരു, സഹോദരൻ അയ്യപ്പൻ, അയ്യങ്കാളി, വക്കംമൗലവി, ടി.കെ.മാധവൻ, മന്നത്ത് പത്മനാഭൻ, കെ.കേളപ്പൻ, വി.ടി.ഭട്ടതിരിപ്പാട്, പൊയ്കയിൽ കുമാരഗുരുദേവൻ, ചാവറ അച്ചൻ</p>	<ul style="list-style-type: none"> <li>• അധഃസ്ഥിതരുടെ ഉന്നമനത്തിനായി കേരളത്തിൽ നടന്ന സമരങ്ങളുടെ രീതികളും ഫലപ്രാപ്തിയും വിശകലനം ചെയ്യുന്നു.</li> </ul>
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**മൊഡ്യൂൾ :മൂന്ന്  
നാട്ടറിവ്**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>സമൂഹവും ഫോക്ലോറും - കേരളത്തിലെ നാടോടിവിശ്വാസങ്ങൾ - ആചാരാനുഷ്ഠാനങ്ങൾ ആഘോഷങ്ങൾ - ഭൗതികജീവിതം - തൊഴിൽ - വസ്ത്രധാരണം - പാർപ്പിടം - ഭക്ഷണരീതി. കേരളത്തിലെ നാടോടിവാങ്മയങ്ങൾ - നാടൻപാട്ടുകൾ (തെക്കൻ, വടക്കൻപാട്ടുകൾ) - തൊഴിൽപാട്ടുകൾ - കഥാഗാനങ്ങൾ.</p> <p>അനുഷ്ഠാന - അനുഷ്ഠാനേതരകലകൾ - തെയ്യം, പടയണി, മുടിയേറ്റ്, കാളിയൂട്ട്, മാർഗ്ഗംകളി, ചവിട്ടുനാടകം, ഒപ്പന, വട്ടപ്പാട്ട്, കുത്തുറാത്തീബ്, കാക്കാരിശ്ശിനാടകം, കണ്യാർകളി (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• കേരളത്തിലെ നാടോടിവാങ്മയങ്ങൾ മനസ്സിലാക്കുന്നു.</li> <li>• നാടോടിവഴക്കങ്ങളെ സാമൂഹികശാസ്ത്രപരമായി അപഗ്രഥിക്കാൻ പ്രാപ്തരാകുന്നു.</li> <li>• നാടോടിക്കലകളുടെ പൊതുസ്വഭാവം വിശകലനം ചെയ്യുന്നു.</li> <li>• നാടോടിക്കലകളുടെ സൗന്ദര്യശാസ്ത്രപരവും സാംസ്കാരികവുമായ ഘടകങ്ങൾ മനസ്സിലാക്കുന്നു.</li> </ul>
<p>1. കാക്കാരിശ്ശി നാടകം : ഒന്നാംരംഗം (ജി.ഭാർഗ്ഗവൻപിള്ള, കാക്കാരിശ്ശി നാടകം) 2. പടയണി - സുന്ദരയക്ഷിക്കോലം 'സുന്ദരിമാർ തന്നുടെ സുന്ദരരൂപം' എന്നു തുടങ്ങി 'ശിവനുടെ പാദത്താണേ' വരെ (കടമ്മനിട്ട വാസുദേവൻപിള്ള, പടേനി)</p>	

**മൊഡ്യൂൾ : നാല്  
കേരളീയകല**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>കല - സാമൂഹികജീവിതത്തിൽ കലകൾക്കുള്ള പ്രാധാന്യം - ചരിത്രം വിഭജനം - അനുഷ്ഠാനകലകൾ - ക്ലാസിക്കലകൾ - നാടോടിക്കലകൾ - ദൃശ്യ/ശ്രാവ്യകലകൾ - വികാസപരിണാമം (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• കേരളീയകലകളുടെ സൗന്ദര്യശാസ്ത്രം മനസ്സിലാക്കുന്നു.</li> <li>• കലകളുടെ പ്രസക്തിയും സാമൂഹികദൗത്യവും തിരിച്ചറിയുന്നു.</li> </ul>



<p>കേരളത്തിലെ ക്ലാസിക്കലാപാരമ്പര്യം - ചരിത്രം - അരങ്ങും അഭിനയവും -കൂത്ത് - കൂടിയാട്ടം - കഥകളി- തുള്ളൽ - കൃഷ്ണനാട്ടം - മോഹിനിയാട്ടം (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• വ്യത്യസ്തകലകളുടെ സമന്വയത്തിലൂടെ സംസ്കാരത്തിനുണ്ടാകുന്ന നേട്ടങ്ങൾ തിരിച്ചറിയുന്നു.</li> </ul>
<p>1. നളചരിതം ആട്ടക്കഥ - ഉണ്ണായിവാര്യർ (മൂന്നാംദിവസം)          'നവവിരഹമയന്ത്യാം നൈഷധം ചിന്തയന്ത്യാം' എന്നുതുടങ്ങി          'തീർത്തുചൊല്ലാം നിന്ദുകർമ്മം താർതേമൊഴി ചെയ്കയില്ല' എന്നുവരെ.</p>	

**സഹായകഗ്രന്ഥങ്ങൾ**

- |   |                               |
|---|-------------------------------|
| 1. കേരളസംസ്കാരപഠനങ്ങൾ                   | - പത്മന രാമചന്ദ്രൻനായർ (എഡി.) |
| 2. കേരളചരിത്രം                          | - എ.ശ്രീധരമേനോൻ               |
| 3. കേരളചരിത്രം                          | - എം.ആർ.രാഘവവാര്യർ            |
| 4. കേരളത്തിന്റെ സാംസ്കാരികചരിത്രം       | - പി.കെ.ഗോപാലകൃഷ്ണൻ           |
| 5. കേരളസംസ്കാരപഠനങ്ങൾ                   | - എം.ജി.എസ്.നാരായണൻ           |
| 6. സംഘകാലത്തെ കേരളം                     | - വി.വി.കെ.വാലത്ത്            |
| 7. കേരളചരിത്രം (വാല്യം 1,2)             | - കേരള ഹിസ്റ്ററി അസോസിയേഷൻ    |
| 8. അനുഷ്ഠാനകല :രംഗാവതരണങ്ങളും ഫോക്ലോറും | - ബി.രവീകുമാർ                 |
| 9. കേരളത്തിലെ നാടൻകലകൾ                  | - ഏ.കെ.നമ്പ്യാർ               |
| 10. ഫോക്ലോർ പഠനങ്ങൾ                     | - പി.കെ.ശിവശങ്കരപ്പിള്ള       |
| 11. ഗോത്രകലാവടിവുകൾ                     | - സി.ആർ.രാജഗോപാലൻ             |
| 12. പടേനി                               | - കടമ്മനിട്ട വാസുദേവൻപിള്ള    |
| 13. കേരളഫോക്ലോർ                         | - രാഘവൻ പയ്യനാട്(എഡി.)        |
| 14. മുടിയേറ്റ്                          | - ചുമ്മാർ ചുണ്ടൽ              |
| 15. കേരളത്തിന്റെ ദൃശ്യകലകൾ              | - കവടിയാർ രാമചന്ദ്രൻ          |
| 16. ആട്ടക്കഥാസാഹിത്യം                   | - അയ്മനം കൃഷ്ണക്കൈമൾ          |



**സെമെസ്റ്റർ : മൂന്ന്**  
**വിനിമയം**  
**(Communication)**

<b>Course Title</b>	<b>വിനിമയം (Communication)</b>		<b>Course Code</b>	<b>GIR A 2302</b>
<b>Department</b>	<b>International Relations</b>		<b>Course Type</b>	<b>Ability Enhancement</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>2 (2 Credit)</b>	<b>2 (1Credit)</b>	<b>Course Credit</b>	<b>3</b>

വിനിമയമെന്ന പ്രക്രിയയെയും വിനിമയോപാധികളായ മാധ്യമങ്ങളെയും പരിചയപ്പെടുക, മാധ്യമങ്ങളുടെ വളർച്ചയിലൂടെ സമൂഹത്തിന് സംഭവിച്ച സാമൂഹിക-സാംസ്കാരികമാറ്റങ്ങളെക്കുറിച്ച് അറിവ് നേടുക, ദൃശ്യ - ശ്രാവ്യ - നവമാധ്യമങ്ങളെ വിമർശനാത്മകമായി വിലയിരുത്താനും അവയുടെ വിനിമയസാധ്യതകൾ പരമാവധി പ്രയോജനപ്പെടുത്താനും പ്രാപ്തരാകുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി സജ്ജീകരിച്ചിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- മാധ്യമങ്ങൾ നൽകുന്ന പുതിയ വിനിമയസാധ്യതകൾ തിരിച്ചറിയുന്നു.
- വർത്തമാനകാല മാധ്യമസംസ്കാരം മനസ്സിലാക്കുന്നു.
- ദൃശ്യ-ശ്രാവ്യമാധ്യമങ്ങളെക്കുറിച്ച് ധാരണയുണ്ടാകുന്നു.
- മാധ്യമപഠനത്തിന്റെ പ്രയോഗസാധ്യതകൾ തിരിച്ചറിയുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.



**മൊഡ്യൂൾ :ഒന്ന്  
വിനിമയം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>വിനിമയം - ആശയം - വിനിമയപ്രക്രിയ - വിനിമയതലങ്ങൾ - ആശയതലം - സാംസ്കാരികതലം - സർഗ്ഗാത്മകതലം</p> <p>വിനിമയമാധ്യമങ്ങൾ - അച്ചടി - റേഡിയോ - ടെലിവിഷൻ - നവമാധ്യമങ്ങൾ ജനപ്രിയസംസ്കാരവും മാധ്യമങ്ങളും (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• വിനിമയത്തെയും വിനിമയതലങ്ങളെയും കുറിച്ച് സാമാന്യധാരണയുണ്ടാകുന്നു.</li> <li>• വിനിമയോപാധികളായ മാധ്യമങ്ങളെക്കുറിച്ച് മനസ്സിലാക്കുന്നു.</li> </ul>
<p><b>1. പരസ്യത്തിന്റെ ചരിത്രവും വികാസവും - ജെ.വി.വിളനിലം</b></p>	

**മൊഡ്യൂൾ : രണ്ട്  
അച്ചടി**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>അച്ചടിയുടെ ചരിത്രം -അച്ചടിമാധ്യമങ്ങൾ- മലയാളത്തിലെ അച്ചടിയുടെയും പത്രപ്രവർത്തനത്തിന്റെയും ചരിത്രം - ആദ്യകാലമാസികകൾ - ഭാഷയുടെയും സാഹിത്യത്തിന്റെയും വളർച്ചയിൽ അച്ചടിമാധ്യമത്തിന്റെ സംഭാവന. വാർത്ത -പത്രഭാഷ-വാർത്താസ്രോതസ്സുകൾ - റിപ്പോർട്ടിംഗ് രീതി -ഫീച്ചർ- മുഖപ്രസംഗം - അഭിമുഖങ്ങൾ - പ്രധാന പംക്തികൾ - പരസ്യങ്ങൾ -മാധ്യമധർമ്മം - -വെല്ലുവിളികൾ</p>	<ul style="list-style-type: none"> <li>• അച്ചടിയുടെ ചരിത്രം മനസ്സിലാക്കുന്നു.</li> <li>• പത്രഭാഷയെക്കുറിച്ച് അറിവ് നേടുന്നു.</li> <li>• അച്ചടിയുമായി ബന്ധപ്പെട്ട സാങ്കേതികവശങ്ങൾ മനസ്സിലാക്കുന്നു.</li> </ul>
<p><b>1. വർത്തമാനപത്രങ്ങളുടെയും അച്ചടിയന്ത്രങ്ങളുടെയും വ്യാപനത്തോടെ മലയാളിയുടെ സാഹിത്യസങ്കല്പങ്ങളിലും ഭാഷാവ്യവഹാരങ്ങളിലും സംഭവിച്ച മാറ്റം - ഇ.വി. രാമകൃഷ്ണൻ (നമ്മുടെ സാഹിത്യം, നമ്മുടെ സമൂഹം)</b></p>	



**മൊഡ്യൂൾ :മൂന്ന്**  
**ദൃശ്യ-ശ്രാവ്യമാധ്യമങ്ങൾ**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>റേഡിയോ-റേഡിയോപ്രക്ഷേപണം- ചരിത്രം- സാമൂഹിക,സാംസ്കാരിക,വിദ്യാഭ്യാസ രംഗങ്ങളിൽ റേഡിയോ നൽകിയ സംഭാവനകൾ - റേഡിയോനാടകം-റേഡിയോ ജോക്കികൾ - പുതുപ്രവണതകൾ - സമീപനങ്ങൾ - ശ്രാവ്യമാധ്യമങ്ങൾ നേരിടുന്ന പ്രധാന വെല്ലുവിളികൾ - പരിമിതികൾ.</p>	<ul style="list-style-type: none"> <li>• റേഡിയോയുടെ പ്രക്ഷേപണചരിത്രം മനസ്സിലാക്കുന്നു.</li> <li>• ശ്രാവ്യമാധ്യമരംഗത്തെ പുതുപ്രവണതകൾ തിരിച്ചറിയുന്നു.</li> </ul>
<p>ടെലിവിഷൻ -ചരിത്രം - ഇൻഡ്യയിലെ ദൂരദർശൻ സംപ്രേഷണം-കേരളത്തിലെ ദൂരദർശൻ ചരിത്രം-സ്വകാര്യചാനലുകൾ-ജനകീയമാധ്യമം എന്ന നിലയിൽ- റിയാലിറ്റിഷോകൾ-സീരിയലുകൾ - വാർത്തകൾ-ചർച്ചകൾ-സംവാദങ്ങൾ - ടെലിവിഷൻ സമൂഹത്തിൽ ചെലുത്തുന്ന സ്വാധീനം-മാധ്യമധർമ്മം</p>	<ul style="list-style-type: none"> <li>• ദൃശ്യമാധ്യമങ്ങളുടെചരിത്രം മനസ്സിലാക്കുന്നു.</li> <li>• മാധ്യമധർമ്മത്തെക്കുറിച്ച് ചിന്തിക്കാനും പ്രതിലോമകരമായ മാധ്യമപ്രവർത്തനത്തെ വിമർശിക്കാനുമുള്ള അവബോധം ആർജ്ജിക്കുന്നു.</li> </ul>
<p><b>1. ടെലിവിഷൻ ട്യൂൺ ചെയ്ത മലയാളിജീവിതം</b> - ടി.കെ.സന്തോഷ്കുമാർ (മലയാള ടെലിവിഷൻ ചരിത്രം)</p>	

**മൊഡ്യൂൾ : നാല്**  
**നവമാധ്യമങ്ങൾ**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>നവമാധ്യമങ്ങൾ - യൂട്യൂബ്- ഫേസ്ബുക്ക് - ട്വിറ്റർ - വാട്സ് ആപ്പ് -ഇൻസ്റ്റാഗ്രാം - സ്നാപ്ചാറ്റ് - ബ്ലോഗ് സൈബർസംസ്കാരം - സൈബർമലയാളം - സൈബർസാഹിത്യം - സമാന്തരസാഹിത്യരൂപമെന്ന നിലയിൽ നവമാധ്യമങ്ങളുടെ ഗുണദോഷങ്ങൾ - പൊതുബോധരൂപീകരണത്തിൽ നവമാധ്യമങ്ങൾ വഹിക്കുന്ന പങ്ക്.</p>	<ul style="list-style-type: none"> <li>• ഭാഷയുടെയും സംസ്കാരത്തിന്റെയും വർത്തമാനകാലസ്വഭാവം മനസ്സിലാക്കുന്നു.</li> <li>• നവമാധ്യമങ്ങളുടെ ഗുണദോഷങ്ങൾ തിരിച്ചറിയുന്നു.നവമാധ്യമങ്ങൾ ശ്രദ്ധാപൂർവ്വം ഉപയോഗിക്കേണ്ടതിന്റെ ആവശ്യകത മനസ്സിലാക്കുന്നു.</li> </ul>



<p>1. സൈബർ ആധുനികതയും മലയാളിയും - ജോസ്.കെ.മാനുവൽ (ഭാഷാപോഷിണി, മാർച്ച് 2017)</p> <p>2. തിരമൊഴി -പി.പി.രാമചന്ദ്രൻ</p>	
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**സഹായകശ്രമങ്ങൾ**

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| 1. കേരളപത്രപ്രവർത്തനചരിത്രം                     | - | പുതുപ്പള്ളി രാഘവൻ           |
| 2. വൃത്താന്തപത്രപ്രവർത്തനം                      | - | സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള |
| 3. പത്രഭാഷ                                      | - | കേരള പ്രസ് അക്കാദമി         |
| 4. പത്രവും പത്രപ്രവർത്തനവും                     | - | രാജേഷ് കെ.എരുമേലി           |
| 5. ഭാഷയും മാധ്യമവും                             | - | വി.കെ.നാരായണൻ               |
| 6. മലയാള ടെലിവിഷൻ ചരിത്രം                       | - | ടി.കെ.സന്തോഷ്കുമാർ          |
| 7. ദൃശ്യഭാഷ                                     | - | കെ.എസ്.രാജശേഖരൻ             |
| 8. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും                 | - | എം.വി.തോമസ്                 |
| 9. മാറുന്നലോകം മാറുന്ന മാധ്യമലോകം               | - | എൻ.പി.രാജേന്ദ്രൻ            |
| 10. മാധ്യമപഠനങ്ങൾ                               | - | പന്മന രാമചന്ദ്രൻനായർ        |
| 11. സൈബർമലയാളം                                  | - | സുനിത ടി.വി. (എഡി.)         |
| 12. മാധ്യമങ്ങളും<br>ആനുകാലികസാമൂഹികപ്രശ്നങ്ങളും | - | ജെ.വി.വിളനിലം               |
| 13. ഇനി വായന ഇ-വായന                             | - | വി.കെ.ആദർശ്                 |
| 14. നവമാധ്യമങ്ങൾ :<br>ഭാഷ,സാഹിത്യം,സംസ്കാരം     | - | ജോസ്.കെ.മാനുവൽ              |



**സെമസ്റ്റർ : നാല്**

**വിവർത്തനവും ഭരണഭാഷയും  
(Translation and Administrative Language)**

<b>Course Title</b>	<b>വിവർത്തനവും ഭരണഭാഷയും (Translation and Administrative Language)</b>		<b>Course Code</b>	<b>GIR A 2402</b>
<b>Department</b>	<b>International Relations</b>		<b>Course Type</b>	<b>Ability Enhancement</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>2 (2 Credit)</b>	<b>2 (1Credit)</b>	<b>Course Credit</b>	<b>3</b>

വിവർത്തനം, വിവർത്തനത്തിന്റെ സ്വഭാവം, വ്യത്യസ്ത സമീപനങ്ങൾ, സിദ്ധാന്തങ്ങൾ, പ്രശ്നങ്ങൾ എന്നിവ മനസ്സിലാക്കുക, ഭരണഭാഷ മാതൃഭാഷയാകേണ്ടതിന്റെ പ്രാധാന്യം, മലയാളം ഭരണഭാഷയാകുമ്പോഴുണ്ടാകുന്ന പ്രശ്നങ്ങൾ എന്നിവ മനസ്സിലാക്കുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി സജ്ജീകരിച്ചിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- വിവർത്തനത്തിന്റെ പ്രായോഗികവും സൈദ്ധാന്തികവുമായ വശങ്ങൾ മനസ്സിലാക്കുന്നു.
- വിശ്വമാനവികത എന്ന ആശയത്തെ വിവർത്തനം സാധ്യമാക്കുന്നതെങ്ങനെയെന്ന് അന്വേഷിക്കുന്നു.
- മലയാളത്തിൽ നിന്ന് ഇതരഭാഷകളിലേക്കും ഇതരഭാഷകളിൽ നിന്ന് മലയാളത്തിലേക്കും വിവർത്തനം ചെയ്യാനുള്ള ശേഷി നേടുന്നു.
- ഭരണഭാഷ മാതൃഭാഷയാകേണ്ടതിന്റെ പ്രാധാന്യം മനസ്സിലാക്കുന്നു.
- സർക്കാർഉത്തരവുകളും ഔദ്യോഗികരേഖകളും മലയാളത്തിലേക്ക് മാറ്റാനുള്ള നൈപുണി ആർജ്ജിക്കുന്നു.
- ഭരണഭാഷ മലയാളം ആകുമ്പോൾ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളെപ്പറ്റി മനസ്സിലാക്കുകയും പരിഹാരമാർഗ്ഗങ്ങൾ അന്വേഷിക്കുകയും ചെയ്യുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.



**മൊഡ്യൂൾ : ഒന്ന്**  
**വിവർത്തനം(Translation)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>വിവർത്തനം-നിർവ്വചനം- സ്രോതഭാഷ(Source Language) ലക്ഷ്യഭാഷ(Target language)                      വിവർത്തനചരിത്രം-വിവർത്തനരീതികൾ - പദാനുപദം - സ്വതന്ത്രം - ആശയവിവർത്തനം -പുനരാഖ്യാനം (Adaptation) പുന:സൃഷ്ടി (Recreation) സർഗ്ഗാത്മകവിവർത്തനം - ശാസ്ത്രവിവർത്തനം - വിവർത്തനത്തിന്റെ പരിമിതികൾ - വിവർത്തനവും സംസ്കാരവും - മലയാളഭാഷയുടെയും സാഹിത്യത്തിന്റെയും വളർച്ചയിൽ വിവർത്തനത്തിന്റെ പങ്ക്.</p>	<ul style="list-style-type: none"> <li>• മലയാളത്തിലെയും ഇതരഭാഷകളിലെയും വിവർത്തന മാതൃകകൾ പരിചയപ്പെടുന്നു.</li> <li>• വിവർത്തനത്തിന്റെ പ്രായോഗികവും സൈദ്ധാന്തികവുമായ തലങ്ങൾ മനസ്സിലാക്കുന്നു.</li> <li>• വിവർത്തനത്തിന് സാംസ്കാരികഭിന്നതകൾ പ്രതിബന്ധമാകുന്നതെങ്ങനെ യെന്ന് മനസ്സിലാക്കുന്നു.</li> </ul>
<p>1. The Burial of the Dead (Waste land)                      - T.S. Eliot                      മരിച്ചവരുടെ അടക്കം(തരിശുഭൂമി)                      വിവർത്തനം:അയ്യപ്പപ്പണിക്കർ</p> <p>2. ഖസാക്കിന്റെ ഇതിഹാസം - ഒ.വി.വിജയൻ                      ഒന്നാം അദ്ധ്യായം -<i>വഴിയമ്പലം തേടി</i>                      The Legend of Khasak - O.V.Vijayan                      First Chapter -<i>In Search of the Sarai</i></p>	

**മൊഡ്യൂൾ : രണ്ട്**  
**ഭരണഭാഷ**  
**(Administrative Language)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>ഭാഷ - അധികാരം - സംസ്കാരം - ഭരണഭാഷ മാതൃഭാഷയാകേണ്ടതിന്റെ ആവശ്യകത - മലയാളം ഭരണഭാഷയാകുന്നതിന്റെ പ്രശ്നങ്ങൾ - ഭരണഭാഷയ്ക്കുണ്ടാകേണ്ട പ്രത്യേകതകൾ-</p>	<ul style="list-style-type: none"> <li>• മാതൃഭാഷയെക്കുറിച്ച് അഭിമാനബോധമുണ്ടാകുന്നു.</li> <li>• ഔദ്യോഗികവിഷയങ്ങൾ മലയാളത്തിൽ ആവിഷ്കരിക്കേണ്ടതിന്റെ പ്രാധാന്യം മനസ്സിലാക്കുന്നു.</li> </ul>
<p>1. മലയാളം ഭരണഭാഷാപദവിയിലേക്ക് - ശൂരനാട്ട് കുഞ്ഞൻപിള്ള                      2. നരേന്ദ്രൻകമ്മിറ്റി റിപ്പോർട്ട് - സംഗ്രഹം                      3. ഭരണഭാഷാനിയമങ്ങൾ 1965,1967</p>	



**മൊഡ്യൂൾ :മൂന്ന്  
പ്രായോഗികപരിശീലനം  
(Practical)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>മലയാളത്തിൽ നിന്ന് ഇംഗ്ലീഷിലേക്കും ഇംഗ്ലീഷിൽ നിന്ന് മലയാളത്തിലേക്കുമുള്ള വിവർത്തനം- കഥ, കവിത, നോവൽ തുടങ്ങിയ സർഗ്ഗാത്മകരചനകൾ, ശാസ്ത്രകൃതികളുടെ ഭാഗങ്ങൾ - പത്രവാർത്ത - പരസ്യവാചകങ്ങൾ - ശൈലികൾ - പഴഞ്ചൊല്ലുകൾ - കടങ്കഥകൾ - സർക്കാർ ഉത്തരവുകൾ, ഔദ്യോഗികരേഖകൾ, സാങ്കേതികപദങ്ങൾ,ഭരണഭാഷപദങ്ങൾ എന്നിവ മലയാളത്തിലേക്ക് വിവർത്തനം ചെയ്യുന്നു.</p>	<ul style="list-style-type: none"> <li>• വിവർത്തനമേഖലയിലെ തൊഴിൽസാധ്യതകൾ കണ്ടെത്തുന്നു.</li> <li>• ഭാഷയുടെസവിശേഷവും സാങ്കേതികവുമായ പ്രയോഗങ്ങളെ വിവർത്തനം ചെയ്യാനുള്ള ശേഷി ആർജ്ജിക്കുന്നു.</li> <li>• വിവിധ വ്യവഹാരമേഖലകളിലെ പരിഭാഷാപ്രശ്നങ്ങൾ മനസ്സിലാക്കുകയും പരിഹാരമാർഗ്ഗം കണ്ടെത്തുകയും ചെയ്യുന്നു.</li> </ul>

**സഹായകഗ്രന്ഥങ്ങൾ**

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|------------------------------------|---|
| 1. വിവർത്തനം                       | - കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്               |
| 2. തർജ്ജമ - സിദ്ധാന്തവും പ്രയോഗവും | - സ്കറിയസക്കറിയ, ജയാസുകുമാരൻ(എഡി.)          |
| 3. വിവർത്തനവിചാരം                  | - എൻ.ഇ.വിശ്വനാഥഅയ്യർ                        |
| 4. വിവർത്തനചിന്തകൾ                 | - വി.ആർ.പ്രബോധചന്ദ്രൻനായർ(എഡി.)             |
| 5. വിവർത്തനവുംസംസ്കാരപഠനവും        | - എ.എം.ശ്രീധരൻ                              |
| 6. വിവർത്തന ചിന്തകൾ                | - കോഴിക്കോട്സർവ്വകലാശാല                     |
| 7. വിവർത്തനം                       | - ഒരുസംഘം ലേഖകർ, കേരളഭാഷാഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 8. വിവർത്തനത്തിന്റെ വിശാലലോകത്തിൽ  | - ആർസു                                      |
| 9. ഭാഷയും ഭരണഭാഷയും                | - എഴുമറ്റൂർ രാജരാജവർമ്മ                     |
| 10. ഭരണഭാഷാപ്രശ്നങ്ങൾ              | - എം.വി.തോമസ്                               |
| 11. ഭാഷാശുദ്ധിയും ഭരണഭാഷയും        | - വിളക്കുടി രാജേന്ദ്രൻ                      |

# INDIAN STUDIES

(For Foreign Students in lieu of Second Language Paper)

## SEMESTER – I

### GIR A 1103 INDIA: HISTORY AND CULTURE

#### Course Objectives:

This course is one of the elective papers offered to students of foreign nationality to get them familiarized with the rich cultural heritage and history of the oldest civilization on earth. The course facilitates a holistic study of Ancient, Medieval and modern India.

#### Course Outcomes:

- The course aims at empowering the students to apprehend, interpret and analyze various aspects of Indian history and culture.
- The course is drafted to motivate students to understand and appreciate the wondrous past of India.

Module I: Ancient History of India from 3300 BC to 6<sup>th</sup> Century BCE: Indus valley Civilization, Arrival of Aryans, Vedic Periods, Mahajanapadas, Rise of New Religions- Jainism and Buddhism.

Module II: The Great Indian Empires: Mauryan Empire, Gupta Empire, Empire of Harsha, and Vijayanagara Empire.

Module III: Islamic Invasions in India: Early Invasions of Islamic rulers into India, Delhi sultanate and the Mughals.

Module IV: European explorations and Colonialism: Arrival of Portuguese, Dutch and English, East India Company and Company rule in India.

Module V: Indian Struggle for Independence: 1857 Revolt, Gandhian Era, Independence movements from Swadeshi to Quit India Movement, Independent India.

#### Reading Materials

Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India (English) 1 Edition*, ORIENT BLACKSWAN PVT LTD.-NEW DELHI

A.L. Basham, *The Wonder That Was India*, Picador; Indian ed edition (15 December 2004)

R.S. Sharma, *India's Ancient Past*, Oxford; Edition edition (20 October 2006)

Satish Chandra, *History of Medieval India*, Orient Black Swan; First edition (2007)

Sanjeev K Sharma and Ansuiya Nain, *Indian Vision of Political Thinking*, Creative Books, New Delhi, 2022

Bipin Chandra, *India's Struggle for Independence*, Penguin India; Reprint edition (14 October 2000)

B.L. Grover and Alka Mehta , *A New Look at Modern Indian History: Form 1707 To The Modern Times*, S Chand publication; New edition edition (1 July 1998)

John Key , *India: A History*, Harper Press; Revised edition edition (22 July 2010)

Bipan Chandra, *India Since Independence*, Penguin India; 1st Edition edition (11 February 2008)

Bipan Chandra, *History of Modern India* , Orient BlackSwan; First edition (2009)

Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*, Picador; Indian ed edition (14 August 2008)

## SEMESTER – II

### GIR A 1203: INDIA: SOCIETY AND DEVELOPMENT

#### Course Objectives:

This course is offered in the second semester of the first year to students of foreign nationality to get them acquainted with the Indian society and geography, as well as about the resources, economy, flora, and fauna, Language, Art and Architecture of our nation.

#### Course Outcomes:

- The course targets at educating the students to understand India's physical as well as geographical richness.
- The course is drafted to explain to the students about Indian society, its diverse resources as well as the economic reforms.

Module I: India's Physical Geographical settings: Location, Size, Flora and Fauna, Neighbors, Main geographical divisions- Mountains, Plains, Plateau, Coastal areas and Islands, Climatic Patterns focus on Monsoon.

Module II: Human Geography: Population- Gender composition, Distribution, Density, Growth and composition, Indian states and demography - Human Development.

Module III: Resources and Development- Natural Resources- Land, Water, Mineral and Energy, Transport and communication, technology, Tourism.

Module IV: Indian Society: Marriage, Family System- Joint Family and Single Family, Caste System, Language, Art and Architecture.

Module V: Women in India: Ancient Period- Vedic, Later Vedic and post Vedic, Period of Buddhism and Jainism, Medieval Period- Delhi Sultanate to Advent of British, Modern-Independent and post independent era.

#### Reading Materials



Majid Husain, *Geography of India*, McGraw Hill Education India Private Limited; 6 edition (1 August 2015).

Khullar D. R., *India: A Comprehensive Geography*, Kalyani Publishers (2011)

Majid Husain, *Human Geography*, Rawat Publications (1 January 2011)

*India 2016*, Ministry of Information & Broadcasting; 1st edition (18 February 2016).

S.C. Dube, *Indian Society*, National Book Trust (NBT)

David Mandelbaum, *Society in India*, Popular Books (1975)

Ramgopal Agarwala, *India 2050: A Roadmap to Sustainable Prosperity*, SAGE India; Edition edition (28 October 2014).

Chopra J.K , *Indian Society Structure and Change (Paper II)*, Unique Publishers - New Delhi (2014)

Varalakshmi Janapathy, *Indian Women: Through the Ages*, Gyan Publishing House (1 April 2002)

Anita Arya , *Indian Women: Society and Law/Educational and Empowerment/Work and Development (Set of 3 Volumes)*, Gyan Publishing House (2000)

### SEMESTER – III

#### GIR A 2303: INDIA: POLITY AND ECONOMY

##### Course Objectives:

This course is offered in the third semester to students of foreign nationality to educate them about the democratic system and its features, political settings of India, Indian constitution as well as the economic structure of the country.

##### Course Outcomes:

- The course aims to educate the students about the largest democracy of the world.
- The students will learn about the Indian political system, its constitution and the fundamental features of the constitution.
- Students will be educated about the union executive, legislature as well as the judiciary.
- The course also aims to educate the students about economic reforms happening in India and the various economic institutions present and working.

Module I: Indian Democracy: Features of Indian Democratic System- Adult Franchise, Party System, interest and Pressure Groups; Election; Decentralization.

Module II: Indian Political System: Constitution- Basic principles:- Fundamental Rights, Directive Principles of State Policy, Fundamental Duties; Union Parliament: Lok sabha, Rajya Sabha, Union

Executive- President, Prime Minister and Council of Ministers; Judiciary- Supreme Court and High Court.

Module III: Indian Economy- Economic development since independence; Sectors of Economy- Primary, Secondary and Tertiary; Planning- Five year plans in India.

Module IV: Economic Reforms in India: Liberalization, Privatization and Globalization; Great Indian Markets; Major Actors in Economy- RBI, SEBI, NITI AYOJ, Competition Commission of India.

Module V: India in the 21<sup>st</sup> Century: India as a rising economic power; Development indicators- Demographic and technological Advancement; Increased role of India in the current international Political and Economic Scenario.

### Reading Materials

Subhash C. Kashyap, *Our Parliament*, National Book Trust, India, 2004

Sanjiv Verma, *The Indian Economy*, Unique; Second edition (2013)

Uma Kapila (edited), *Indian Economy Since Independence: 2015-16*, Academic Foundation.

S.K. Mishra, *Indian Economy*, Himalaya Publishing House; Revised Edition (2015).

Stuart Corbridge, John Harriss and, Craig Jeffrey ; *India Today: Economy, Politics and Society (Politics Today)* , Polity Press; Edition (26 October 2012)

Jakub Zajączkowski , Jivanta Schottli and, Manish Thapa (Editors) ; *India in the Contemporary World: Polity, Economy and International Relations*, Routledge India.

Bimal Jalan, *The Future of India* , Penguin India; New edition (2 June 2006)

Sanjay Ruparelia, Sanjay Reddy , John Harriss , and Stuart Corbridge (Editors), *Understanding India's New Political Economy: A Great Transformation?*, Routledge (28 February 2011)

Bidyut Chakrabarty, *Indian Politics and Society since Independence: Events, Processes and Ideology* , Routledge; Edition (2 May 2008).

### SEMESTER – IV

#### GIR A 2403: INDIAN STUDIES - KERALA SOCIETY

#### Course Objectives:

This course is offered in the fourth semester of the second year to students of foreign nationality to educate them about the society, culture, language, arts and music as well as the festivals that are native to the state of Kerala.

#### Course Outcomes:

- The course aims to educate the students about the geography, climate, flora and fauna.
- The students will learn about the history, traditions and the socio-political developments in the Kerala society.

Module I: Experiencing the state: Kerala- the land, Physical settings, Climate, Flora and Fauna, and the People.

Module II: History of Kerala: The Parasurama tradition; Early Kingdoms; Kerala under Colonial Period.

Module III: Socio-Political Development in Kerala: Social reform movement; Great social reformers; Civil Rights movement; Struggle for Responsible government in Travancore and Cochin; Iky Kerala Movement.

Module IV: Modern Kerala State: Formation of the state; The state reorganization; Features of Kerala politics, Kerala Model of Development.

Module V: Kerala Society and Culture: Religion, Language, Arts and Music, festivals

<b>Reading Materials</b>
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Dreze, Jean & Amarthya Sen (eds.) Indian Development: Selected Regional Perspectives OUP, Calcutta, 1998.

Franke, W. Richard and Barbara H. Chasin (1994) Kerala: Radical Reform as Development in an Indian State, 2<sup>nd</sup> ed. Oakland, California, Institute for Food and Development Policy, Promilia and Company, Delhi.

Jeffrey, Robin, *Politics, Women and Wellbeing: How Kerala became a Model*, OUP, Delhi, 1993

Koshy, M.J. *Constitutionalism in Travancore and Cochin*, Kerala Historical Society, TVM, 1972.

Oommen, M.A. (ed.) Kerala's Development Experience II, Institute of Social Sciences Concept Publishing Company, New Delhi, 1999.

Parayil, Govindan (ed.) Kerala: The Development Experience: Reflections on Sustainability and Replicability, Zed Books, London, 2000.

Sreedhara Menon A., *A Survey of Kerala History*, DC BOOKS; 1 edition (30 January 2014)

-----, *Political History of Modern Kerala*, D C Books; 1 edition (23 February 2011)

-----, *Cultural Heritage of Kerala*, D C Books; 2 edition (15 February 2011)

Gouri Lakshmi Bayi and Princess Aswathi Tirunal, *Glimpses of Kerala Culture*, Konark Publication (2011)



## **INTERDISCIPLINARY COURSES**

<b>Semester</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Credits</b>	<b>Number of Hours</b>
<b>I</b>	<b>Creative Writing</b>	GIRM1101	<b>3</b>	<b>4</b>
<b>II</b>	<b>Environmental Literature</b>	GIRM1201	<b>3</b>	<b>4</b>
<b>III</b>	<b>Political Communication</b>	GIRM2301	<b>3</b>	<b>4</b>
<b>Option I</b>	<b>English for Competitive Exams</b>	GIRMXYZ	<b>3</b>	<b>4</b>
<b>Option II</b>	<b>Translation Techniques</b>	GIRMXYZ	<b>3</b>	<b>4</b>
<b>Option III</b>	<b>Writings on Indian History and Culture</b>	GIRMXYZ	<b>3</b>	<b>4</b>

## Semester I- Creative Writing

Course Title	Creative Writing					Course Code	GIRM1101
Department	International Relations					Course Type	Interdisciplinary
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	2 ( 2 Credits)	2 ( 1 Credit)		0	0	Course Credit	3

### COURSE DESCRIPTION

The course is focused to develop the student's creativity in English or Regional Language

### AIMS AND OBJECTIVES

The biggest strength of creative writing is its potentiality to generate self employment in the fields of freelance, blog writing, and journalistic writing in real and virtual life. Secondly, it has open avenues for employment in the domains of advertising for professional, corporate, medicine and health industries, politics, academia and media etc. And finally, it builds capacities of the employees in the human resource departments, and public relations of the public, private or corporate offices at regional, national and international levels.

### COURSE OUTCOME

By the end of the course, students are expected to be able to:

1. Distinguish between the literary genres.
2. Write for various literary and social media
3. Critically appreciate various forms of literature
4. Make innovative use of their creative and critical faculties
5. Seek employment in various creative fields

### COURSE STRUCTURE

#### Module I- Fundamentals of Creative Writing

	Unit	Expected Learning Outcomes
	Meaning and Significance of Creative Writing and other forms	Understand the concept of creative writings
	Genres of Creative Writing: poetry, fiction, non-fiction, drama	
	Research for Creative Writing	

### Module II- Elements of Creative Writing

	Description	Expected Learning Outcomes
	Plot, Setting, Character, Dialogue, Point of View Elements of Style	Understand the techniques different genres.
	Literary Devices and Figurative Language	
	Grammar and the Structure of Language	
	Proof Reading and Editing	

### Module III- Traditional Genres

	Unit	Expected Learning Outcomes
	Fiction: short story, novella and novel, Drama	Understand the different genres
	Poetry, Essay, Fable	
	Biography, Memoire and Autobiography	
	Travelogues, Diaries, Self-Narrative Writing	

### Module IV- New Trends

	Unit	Expected Learning Outcomes
	Web Content Writing and Blog Writing	Understand the new trends in creative writing
	Script Writing	
	Journalistic Writing Copywriting	
	Graphic Novel, Flash Fiction	

### Module V- Practical

	Unit	Expected Learning Outcomes
	<p>Essential Reading sessions: ten short stories and ten short poems.</p> <p>Workshop sessions: one poetry workshop and one short story workshop. Student will present one original short poem and original short story in English or regional language</p> <p>Responses: Appreciation of poetry and fiction- You tube Recitals -writing of reviews- - summary-reports-short criticism</p>	Develop the skill of writing different genres.

## Reference

1. Hornby, AS. *A guide to the Patterns and Usage in English*, ELBS
2. Shaik Maula. *Interactions in English*. University of Calicut
3. Wren and Martin. *High School English Grammar and Composition*, S.Chand & Co. Ltd. New Delhi
4. Mc Mordie W. *English Idioms and How to use them*. OUP, Delhi
5. Williams, H.M. and Subrahmanian A.. *An Essential English Grammar with Usage and Composition*. Anu Chitra Publications, Madras
6. Wood FT and Flavell R.H. *Current English Usage*. Macmillan
7. Moothathu VK. *Practical English Grammar and composition*. Winners Publishers, Kottayam
8. Collins CH. *One Word and other*. Longmans.
9. O'Brien Terry. *Read write Right*. Rupa Publishers, New Delhi
10. Hudson, W.H. *An Introduction to the Study of English Literature*.
11. Abrams, M.H. *A Glossary of Literary Terms*. Macmillan
12. Blackstone, Bernard. *Practical English Prosody*. Longmans
13. Reeves, James. *Critical Sense*. English Book Depot, Ambala Cantt
14. Richards IA *Practical Criticism*
15. Sethuraman V.S. *Practical Criticism*
16. F.R. Leavis. *The great tradition*
17. *Selected Malayalam Short Stories*. Fusion Books. NEW Delhi, 2004
18. Milen Kundera. *The art of the Novel*. 1988
19. Charles E Bressler. *Literary Criticism : An Introduction to Theory and Practice*, Longman, 2011



## Semester II: Environmental Literature

Course Title	Environmental Literature					Course Code	GIRM1201
Department	International Relations					Course Type	Interdisciplinary
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	2 ( 2 Credits)	2 ( 1 Credit)		0	0	Course Credit	3

### COURSE DESCRIPTION

The course discusses the environmental issues represented in the literature and the philosophy connected to it from the age of vedic to postmodern.

### AIMS AND OBJECTIVES

This course aims to give the students a proper introduction to the environmental issues and literature that reflecting these problems. The objective is to inculcate love for nature through literature, create awareness about the contemporary environmental theory and the need for environmental protection

### COURSE OUTCOME

By the end of the course, students are expected to be able to:

1. Empower learners understanding of the environmental issues
2. Understand the Indian culture of protecting nature and ecology
3. Understand the modern and postmodern environmental issues.
4. Equip them to become good and sensible citizens to protect nature and encourage them to live harmoniously with the nature.

### COURSE STRUCTURE

1. The concerned teacher can select the essays according to the availability of hours and credits.
2. Should cover all units.

### Module I- Ancient Knowledge System

Unit	Expected Learning Outcomes
Delineation of Nature and natural beauty in the ancient and medieval literature- nature worship in the religions-	Understand the discourse of environment in the ancient and medieval literature.
Vedas- Panchabhuta theory-world creation myths--Buddhist approach-nature and man-struggles and coexistence- harmony with nature	Understand the notions of the preservation of nature in Hinduism, Buddhism and other Indian scriptures.

	Vedic hymns: <i>Atharvaveda</i> & <i>Rigveda</i> , hymns to forest, dawn	Equip the students with the knowledge of Western and Eastern tradition.
	The Sacred Earth'-Proclamation of the chief of the Red Indians, Seattle	

### Module II-Modern and Post Modern

	Description	Expected Learning Outcomes
	Thoughts of Thoreau-Darwin-Rachel Carson-Leopold-John Ruskin-William Morris –idea of development- ecological disaster Reading:	Equip the student with the knowledge of Environmental Issues in Modern and Post Modern Contexts and its representation in literature
	Romantic poets like Wordsworth -Industrialization - pollution-deforestation-hunting-pesticides-mining-global warming- environmental ethics	
	Rachel Carson, <i>Silent Spring</i>	
	Ambikutan Mangad, <i>Enmakaje</i> (Malayalam Novel)	

### Module III- Literary Techniques and Narrations

	Unit	Expected Learning Outcomes
	Study of the following terms: Anthropocentrism-Athropomorphism-ecocentrism--pastoral-	Understand the different literary techniques and narrative styles of ecological narrations
	nature writing- biodiversity- Gaia hypothesis-life in harmony with nature	
	Kalidasa, <i>Abhijnanasakuntalam</i> 4 <sup>th</sup> Act	Analyse the techniques in certain examples
	ONV Kurup: <i>Bhoomikku Oru Charamageetham</i>	

#### Module IV- Critical World

	Unit	Expected Learning Outcomes
	Deep ecology -ecology-eco-aesthetics-environmental activism-eco Feminism-green Studies-	Understands the eco-criticism and its various trends.
	globalisation-biopolitics-social ecology-radical ecology-eco-linguistics	
	Joy A Palmer (ed). <i>Fifty Key thinkers on Environment</i> . London, Routledge,2001	Analyse the literary texts in the context of Eco criticism
	Sarah Joseph, <i>Aathi</i>	

#### REFERECE

1. ONV Kurup: *Bhoomikku Oru Charamageetham* (poem)
2. Kalidasa, *Abhijnanasakuntalam* (play)
3. Ambiksutan Mangad, *Enmakaje* (novel)
4. *Haritha ramayanam* (poem)
5. *Sugathakumari paschimaghattam* (poem)
6. Sarah Joseph, *Aathi* (novel)
7. AA Macdonnel, *A Vedic reader for students* (Vedic hymns)
8. Laurance Coupe. *The Green Studies Reader: From Romanticism to Ecocriticism*. London:Routledge,2000
9. Andrew Dobson. *Green Political Thought*. London: Routledge, 2000
10. Keya Acharya ( ed.), *The Green Pen- Environmental Journalism in India and the South Asia*. New Delhi: Sage, 2010.
11. Vandana Shiva, *Ecology and Politics of Survival: Conflicts over natural resources in India*. New Delhi: Sage, 1991
12. Walter Levy. *Green Perspectives: Thinking and Writing about Nature and Environment*
13. Vandana Siva, *Making Peace with Earth: Beyond Resource, Land and Food wars* (2012)
14. Greg Garrard. *Ecocriticism*. London, routledge, 2012

15. Todd A Borlik. *Ecocriticism and Early Modern English Literature: Green Postures*. New York: Routledge, 2011.
16. Cherill Blourgells . *The ecocriticism Reader: Landmarks in Literary Ecology*. U of George Press
17. Miles M. *EcoFeminism*, Jaipur, Rawat, 2010
18. Niranjana Jena. *Ecological Awareness Reflected in the Atharva veda*. Delhi: Bharateeyakala, 2012
19. Murli Sivaramakrishna, Ujjval Jana. *Ecological Criticism for our times: Literature, nature, and Critical enquiry*. New Delhi: Authors Press, 2011
20. Karl Kroeber. *Ecological Literary Criticism: Romantic Imagining and the Biology of Mind*. New York: Columbia University Press, 1994
21. Cristopher Key Chapple. (ed) *Ecological Prospects of Scientific, Religious and Aesthetic Perspectives*. Delhi: Satguru, 1995
22. Venucci M. *Ecological Readings in Veda: Matter-Energy-Life*. New Delhi: D.K. Print World, 1994
23. Naganathan G. *Ecological Spirituality: Hindu Scriptural Perspectives*. New Delhi: New Age Books, 2004
24. Corolyn Merchant. *Radical Ecology: The Search for a Livable world*., Routledge, 2005
25. Downing Cless. *Ecology and Environment in European Drama*. New York: Routledge, 2010
26. Stephen Croll, Willian Rankin, *Ecology for Beginners* .Cambridge, 1991.
27. Callenbah Ernest. *Ecology a Pocket Guide*. Hyderabad, University Press, 1999.
28. Prasad M.K. *Praktisamrakshanam*. Kochi: Kerala Sastra Sahitya Parisht, 2001
29. *Encyclopedia of Buddhism: A world Faith* Vol.4. 'Buddhism and Environment' by Chitkara MG. New Delhi: APH, 2000
30. Madhusudanan G.(ed.) *Harithaniroopanam Malayalathil*. Thrissur: Current Books,2002
31. Jules Pretty. *Environment* vol.1. *Thinking and Knowing about Environment and Nature*. London: Sage, 2006
32. Madhav gadgil and Ramachandra Guha. *Ecology and Equity: the Use and Abuse of Nature in Contemporary India*. New Delhi: Penguin, 1995

33. Aruna Goel. *Environment and Ancient Sanskrit Literature*. New Delhi: Deep and Deep, 2003
34. Dhavalikar M.K. *Environment and Culture*. New Delhi: Ministry of Education and Broadcasting
35. Sushma Kulasshresta. *Environment Ecstasy in Sanskrit Literature*. New Delhi: Bharatiya Book Corporation

## Semester III: Political Communication

Course Title	Political Communication					Course Code	GIRM2301
Department	International Relations					Course Type	Interdisciplinary
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	2 ( 2 Credits)	2 ( 1 Credit)		0	0	Course Credit	3

### COURSE DESCRIPTION

The course will give a description about the political interactions happened in India and how those interactions influence the political knowledge and decision.

### AIMS AND OBJECTIVES

The course is designed to enable students to have a fundamental understanding of the political discussion through different cultural interactions especially through popular culture. The course sensitizes how such discourses contribute and become part of decision making in democracy.

### COURSE OUTCOME

By the end of the course, students are expected to be able to:

5. Empower learners understanding of the social, economic and cultural situations of different political discourses
6. Develop critical thinking among the students and equip them to take different social and political decisions.
7. Encourage them to take part in different social, economic, cultural and political interactions.
8. Equip them to become good and sensible citizens.

### COURSE STRUCTURE

1. The concerned teacher can select the essays according to the availability of hours and credits.
2. Should cover all units.

#### Module I- Introduction to Political communication – Definitions and concepts

Unit	Expected Learning Outcomes
Political Communication, Agencies in the communication, Media and Politics, Popular culture and Politics Political statements in Shakespear’s Drama	Sensitize the student with the definitions and concepts related to political communication and its characteristics and its significance. Understand the different political conversations in the traditional, modern and Historical contexts.
Indian Political communication- Mahabharatha, , Gandhiji, Ambedker, Subash Chandra Bose	
Political Communication; A Conceptual Evaluation - Resul Çelik	Equip the students with the theoretical framework of Political communication and understand the possibilities and methodology of the discipline.

	Political Narratives and Political Reality : Shaul R. Shenhav	
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### Module II-Persuasion Theories : Using Framing and Agenda Setting in Media

	Description	Expected Learning Outcomes
	Social Media and Politics - Andrea Calderaro	Equip the student with the knowledge of how media become a major discussant in political creation and decisions
	"Young India, Social Networking Sites & Indian Politics"- Vishal Sharma	
	Role Of Media In Indian Democratic System - Bina Rai	
	Discussion of the essays	

### Module III- Importance of Public Opinion- Crafting Messages and Going Negative/ Debates and Image Cultivation

	Unit	Expected Learning Outcomes
	Symbols of Political Participation: Jayalalitha's Fan Imagery in Tamil Nadu- Amy-Ruth Holt	Understand the importance of public opinion created through different symbols, imageries and art forms.
	Emblems' As Symbols of Political Party Ideologies- Secil Deren Van Het Hof	
	Relationship between art and politics Irfan Nihan Demirela, Osman Altintasb	Analyse the representations of political interactions.
	The Arts in International Relations: Charles Seeger	Understand the value of symbolic representation of Political parties and dynamism in the meanings

### Module IV- Entertainment Media and Politics – Effective Use of Cinema

	Unit	Expected Learning Outcomes
	For a Political Cinema to Come Moinak Biswas	Understands the genre movie and how the political situations in India and World represents through the kaleidoscope
	Absolute Proff, Film Directed by Brannon Howse (2021)	
	The Zookeeper's Wife ( 2019)	Analyse different Indian cinemas and their political significance.
	Thalaivi ( Tamil Film) Pinjer ( Hindi)	

	Netaji Subhas Chandra Bose: The Forgotten Hero ( Hindi)	Develop a critical thought and understanding of the discourse
	PM Narendra Modi ( Hindi Film)	

### Module V- Public speeches, Campaigns/ Government and Citizen

	Unit	Expected Learning Outcomes
	Campaigns, Digital Media, and Mobilization in India Authors: <u>Taberez Ahmed Neyazi</u> and Anup Kumar	Understand the role of public speeches, campaigns in the bond building of different political parties and people of a country.
	Discussion of the essay and related discourses	
	Content Analysis of PM Modi's Monthly Radio Program Mann Ki Baat; with special reference to Strategic Communication - <u>Gurjeet Kaur</u>	
	Discussion of the essay and related discourses	

### Further reading:

1. Bagdikian: The Media Monopoly, Boston Beacon Press J. Barron: freedom of the Press for Whom? Indian University Press
2. M. Chalapathi Rao: Journalism and Politics – Vikas
3. B.S. Mukherjee: Mass Media and Political Modernity – Agra
4. Masani Mehra: Broadcasting and the People- NBS
5. New Delhi Lucian Pye: Communication and Political development-Princeton Karl Deutsch: The Nerves of Government-Free Press
6. Ashby: An Introduction to Cybernetic-John Willy, New York
7. Sheker.B.M: Press and working class consciousness in developing societies Gyan Downing J: Media A Critical Introduction – Sage
8. Frank W. Rucker &: News Paper Organisation and Management, Lova, State Univesity Press William Herbert Lee, 1965.
9. J Miller: Crisis in Freedom, Boston, Atlantic Little Brown, 1951.
10. Chafee: Government and Mass Communication, Chicago, 1947.
11. Mehuhan M: Understaanding Media, The Extension of Man, New York, McGraw Hill, 1972. Kallner, Dougless, Television and the Crisis of Democracy, West View Press, 1990.
12. *Shenhav, Shaul R. (2006). "Political Narratives and Political Reality". International Political Science Review. 27 (3): 245–262. doi:10.1177/0192512106064474. ISSN 0192-5121.*
13. *Graef, Josefin; da Silva, Raquel; Lemay-Hebert, Nicolas (2018-03-15). "Narrative, Political Violence, and Social Change". Studies in Conflict & Terrorism: doi:10.1080/1057610X.2018.1452701. ISSN 1057-610X.*



14. Patterson, Molly; Monroe, Kristen Renwick (1998-06-01). "[Narrative in political science](#)". *Annual Review of Political Science*. **1** (1): 315–331. [doi:10.1146/annurev.polisci.1.1.315](#). [ISSN 1094-2939](#).
15. Polletta, Francesca; Callahan, Jessica (2017). "Deep stories, nostalgia narratives, and fake news: Storytelling in the Trump era". *American Journal of Cultural Sociology*. **5** (3): 392–408. [doi:10.1057/s41290-017-0037-7](#). [ISSN 2049-7113](#).
16. *The 'Narrative Turn' in Social Studies*", *Narratives in Social Science Research*, SAGE Publications, Ltd, pp. 2–16, 2004, [doi:10.4135/9781849209502.n1](#), [ISBN 9780761941941](#)
17. Makhunga, Lindiwe D. (2014-04-03). "South African Parliament and blurred lines: The ANC Women's League and the African National Congress' gendered political narrative". *Agenda*. **28** (2): 33–47. [doi:10.1080/10130950.2014.931732](#). [ISSN 1013-0950](#).
18. Celis, Karen; Kantola, Johanna; Waylen, Georgina; Weldon, S. Laurel (2013-03-12). "Introduction: Gender and Politics: A Gendered World, a Gendered Discipline". *Oxford Handbooks Online*. [doi:10.1093/oxfordhb/9780199751457.013.0034](#).
19. Kluver, Randolph; Cooley, Skye; Hinck, Robert (2019). "Contesting Strategic Narratives in a Global Context: The World Watches the 2016 U.S. Election". *The International Journal of Press/Politics*. **24** (1): 92–114. [doi:10.1177/1940161218786426](#). [ISSN 1940-1612](#).

## English for Competitive Exams

Course Title	Skill Enhancement Course					Course Code	GIRMXYZ
Department	International Relations					Course Type	Interdisciplinary
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	2 ( 2 Credits)	2 ( 1 Credit)		0	0	Course Credit	3

### COURSE DESCRIPTION

The course is focused on the language components of competitive exams. The course will train the to be equipped with the particular skills for the different competitive exams.

### AIMS AND OBJECTIVES

The course is designed to enable students to have a fundamental understanding of the particular language components and make them competitive. Direct training will give through previous question paper answering and other methods.

### COURSE OUTCOME

By the end of the course, students are expected to be able to:

9. Understand the techniques of Essay writing, Precis, Comprehension, Paragraph writing.
10. Understand how to tackle the grammatical units.
11. Develop the ability to express their thoughts and ideas in a best way.
12. Equip them to become good and sensible citizens.

### COURSE STRUCTURE

#### Module I- Comprehension

	Unit	Expected Learning Outcomes
	Techniques of Comprehension	Understand the techniques of comprehension Mastering in the skill of comprehension through different practical sessions
	Comprehension Practice	
	Question paper analysis	

#### Module II- Essay and Paragraph Writing

	Description	Expected Learning Outcomes
	Techniques of Essay and Paragraph Writing	

	Reading essays and Paragraphs about different topics	Understand the techniques of Essay and Paragraph writing.  Mastering in the skill of essay and paragraph writing through different practical sessions
	Practicing the essay writing and paragraph writing	
	Answer different question papers	

### Module III- Grammar

	Unit	Expected Learning Outcomes
	Parts of Speech, Tenses, Direct and Indirect Speech, Nouns and Pronouns, Reported Speech etc.	Understand the different components of the grammar and develop the skill in using each component.
	Exercises to develop the skill in using different components of the grammar	
	Correction of the sentences	Develop the knowledge of vocabulary
	Vocabulary development	

### Reference

1. **General English for All Competitive Examinations, SC Gupta, Arihant Publications, 2016.**
2. **General English & PAPER II: General Knowledge) Main Examination Guide, Rph Editorial Board · 2020.**
3. **General English Question Bank: For UPSC, IAS, ESE, EPFO, ... R P Meena, Aradhya Publications. 2020.**
4. **English for Competitive Exams, Wren and Martin, 2021.**
5. **Objective General English, S.P Bakshi, 2018, Arihant Publications.**
6. **Technical Communication, Principles and Practice, By Meenakshi Raman, Sangeeta Sharma (Professor in English) · 2015.**

## Translation Techniques

Course Title	Translation Techniques					Course Code	GIRMXYZ
Department	International Relations					Course Type	Interdisciplinary
Course delivery:	Lecture	Lab/Studio work/ Practical	Tutorial	Internship	Field work	Credit Level	Degree
Hours/per week	2 ( 2 Credits)	2 ( 1 Credit)		0	0	Course Credit	3

### COURSE DESCRIPTION

The course is focused to develop the student's creativity in English or Regional Language

### AIMS AND OBJECTIVES

To acquaint the students with the required competence in minimum two languages, one of which has to be English, to become a translator.

To help the students to understand the norms and measures of a good and eligible or communicative translation to begin with, and further the ability to groom the skill of translation into expertise and accuracy levels as higher as possible.

To explain the similarities and differences in good and communicative translation and to acquaint the learners with the better standards of translation as theory as well as practice.

To sharpen and cultivate the interest and ability in the learners to attempt translation in the literary as well as social media and gain success in their efforts.

To encourage the learners in practice to perform as translators in multiple areas of translation such as literary, academic and social media, legal and administrative systems, commerce and corporate world.

### COURSE OUTCOME

By the end of the course, students are expected to be able to:

1. Translate prose, poetry and various forms of writing in literature as well as other disciplines.
2. Translate for various professional endeavors and human resource in general.
3. Creatively and critically attempt to translate various forms of writing in literature.
4. Make inventive use of their competence in languages they have known including English.

### COURSE STRUCTURE

#### Module I- Fundamentals of Creative Writing

Unit	Expected Learning Outcomes
Formal translation and Word to Word translation: Verbal, literal and lexical level • Semantic	

	Translation and focus on Meaning in Translation: Syntactic, Structural, and Grammatical level, including symbols, images, literary devices and style in translation.	Understand the basic types of translation, translation in media, inter textual translation and translation in the field of film
	Translation as Paraphrase, Adaptation and Transfer of form or Inter-Media Translation: Media Transfer in fiction to film or drama to film and so on. Elements of Style. • Affective and Symbolic Translation: Use of imagery, non-verbal communication and intonation in translation. • Free Translation: The Translator's license and question of zero translatability.	
	Creative translation: the scope of creative thinking in translation that is Transcreation, like domestication of the global text or foreignization of a local text in translation. • Experimental or Double Translation: Translation of the translation as the original Sanskrit text can be read in its English translation and can be translated from that into any Indian language.	
	Poetic and Dramatic Translation: Literariness of a linguistic text and addition of literary style to translated texts as the biography of celebrities filmized in cinematic or dramatic style. • Film Adaptations: Dubbing as Translation, Subtitling as Translation, and Strategies in making films out of literary stories, fiction or plays.	

## Module II- Traditional Genres

	Unit	Expected Learning Outcomes
	Significance of Synonyms and Accuracy levels in Translation.	Understand the advanced trends in translation
	Translation in social media and Literature: A Comparative glance.	

	Autobiography Translation in Re-Scripting for different audience or readers: Purpose Oriented Translation in Children's Literature and Instructional Education.	
	Importance of Translation as Original Writing: Significance of reaching out in Target Language and Departure from Source Language.	

### Module III- Project

	Unit	Expected Learning Outcomes
	There are two ways of doing a project: one is to translate a literary text of about 1200 words from any Indian language to be translated into English or the other way by the students and comment on the experiment with the discussion on the original text, problems faced and the solutions found or not found in the process of translation (A Translator's note). The second way is to do a comparative study of the original and translated text available online or in print, and to bring out the critical appreciation of translation with details of its lacunas or remarkable points. (One of the two has to be in English) 20 marks (15 marks + 5 marks Viva) i. Presenting on a text translated by the student as practice or experiment or Presenting on the twin texts chosen by the students with the permission from the concerned teacher: 20 marks (15 marks + 5 marks Viva) Script Writing Journalistic Writing Copywriting Graphic Novel, Flash Fiction	Develop the skill of translation and efficient in the field.

### References:

Baker, Mona and Gabriela Saldanha, eds. Routledge Encyclopaedia of Translation Studies. Routledge, London/New York, 1998.

Bassnett, Susan-McGuire. Translation Studies. Methun /Routledge, London, 1980.

Bassnett, Susan-McGuire and Andre Lefever (eds). Translation, History and Culture. Pinter Publishers, London, 1990.

Das, Sisir Kumar. A History of Indian Literature: 1800-1910. Vol. I. Sahitya Akademi, New Delhi, 1991.

.... A History of Indian Literature: 1911-1956. Vol II, Sahitya Akademi, New Delhi, 1995. •

Deb, Amiya. The Idea of Comparative Literature. Papyrus, 1984.

- Guha, Ranjit and Spivak Gayatri. eds. Selected Subaltern Studies. Oxford University Press, New York and Oxford, 1988.
- Lakshmi, H (ed). Problems of Translation. Hyderabad: Books links Corporation, 1993.
- Mukherjee, Sujit. Translation as Discovery. Orient Longman, 1994.
- Robinson, Douglas(ed). Western Translation Theory from Herodotus to Nietzsche. St Jerome publishing, Manchester, 1997.
- Sarang, Vilas. The Stylistics of literary Translation. University of Mumbai Publication, 1988.
- Steiner, George. After Babel: Aspects of Language and Translation. OUP, 1975.
- Venuti, Lawrence. Re-thinking Translation: Discourse, Subjectivity Ideology, Routledge, London and New York, 1992.
- .... The Translators invisibility: A History of Translation. Routledge, 1995. • ---. Translation Studies Reader. Routledge, London and New York. 2000.

## Writings on Indian History and Culture

Course Title	Writings on Indian History and Culture					Course Code		<b>GIRMXYZ</b>
Department	International Relations					Course Type		Interdisciplinary
Course delivery:	Lecture	Lab/Studio work	Workshop	Internship	Field work	Credit Level		Degree
Hours/per week	5	2	0	0	0	Course Credit		4

### COURSE DESCRIPTION

This paper will introduce the students to the burning issues of Indian history and culture

### AIMS AND OBJECTIVES

1. To create an awareness of political, economical and cultural situations of India
2. To equip them how do they deal with such issues as citizens of India.

### COURSE OUTCOME

By the end of the course, students are expected to be able to:

1. Allow learners to critically think about the colonial and post-colonial situations of India especially in gender inequality, world peace, international co-operation and other related issues.
2. Equip students to contextualise, analyse, and theorise the Indian culture.

### COURSE STRUCTURE

#### Module I- Nationalism

##### Essential Reading

Unit	Expected Learning Outcomes
Extract of Hind Swaraj	Understand the discourse of Nationalism in Indian History through different fictional texts
<i>Anandamath</i> by Bankim Chandra Chattopadhyay	
<i>To India – My Native Land</i> by Henry Louis Vivian Derozio	
<i>Freedom- Subramania Bharati</i>	

#### Module II- Partition

##### Essential Reading

Unit	Expected Learning Outcomes
<i>National Bird: R Parthasarathy</i>	Understand the discourse of Partition in History and Fiction and relate its regional differences.
<i>Pinjer- Amritha Pritam</i>	
<i>A Leaf in The Storm- Lalithambika Antharjanam</i>	
<i>Train to Pakistan- Kushwant Singh</i>	



**Module III- Other  
Essential Reading**

	Description	Expected Learning Outcomes
	The Scar – K. A. Gunasekaran	Student can be focuses on the marginalized issues of Indian especially in the parameters of Gender, Caste and Class
	The Weave of My Life: A Dalit Woman's Memoirs – Urmila Pawar (Maya Pandit, Trans.)	
	Breast Stories- Mahaswetha Devi ( Translated by Gayathri Chakraborty Spivak	
	<i>Me Hijra, Me Laxmi</i> by Laxmi Narayan Tripathi	

**Module IV Folk and Culture  
Essential Reading**

	Description	Expected Learning Outcomes
	Selected Chapter from Kakar, Sudhir. (1978). <i>The Inner world: a Psycho-analytic Study of Child-hood and Society in India</i> , Delhi: Oxford University Press.	Understand the archetypal constructions of the Indian Mind, folk and tribal culture of India  Develop the capacity of critical thinking and academic writing.
	<i>Padayani: As a cultural text</i>	
	<i>Paraja</i> – Gopinath Mohanty, English translation by Bikram K Das	
	Prepare a write up about any one of the Indian cultural texts. ( Student can select any one of the Indian cultural items and critically analyse/ appreciate it in 10 to 15 pages. Should follow the research methodology of social science studies. )	

**Reference**

- Anand, Mulk Raj. *Untouchable*. Penguin, 1935.
- Birendranath Datta. *Folklore and Historiography*. Chennai: National Folklore Support Centre. Datta, Birendranath, 1990.
- Chatterji, Joya. *Bengal Divided: Hindu Communalism and Partition, 1932-1947*, Cambridge: Cambridge University Press, 1994.
- Choudhary, Satya Dev. (2002). *Glimpses of Indian Poetics*. New Delhi: Sahitya Akademi.
- Clerk, T.W. (1970). Ed. *The Novel in India Its Birth and Development*. California: University of California Press.
- Dangarembga, Tsitsi. *Nervous Conditions*. Lynne Rienner, 1988.
- Das, Sisir Kumar. (1993). *A History of Indian Literature 1800-1910 Western Impact: Indian Response*. New Delhi: Sahitya Akademi.
- Das, Veena and Nandy, Ashis. "Violence, Victimhood and the Language of Silence" in Veena Das (ed), *The Word and the World: Fantasy, Symbol and Record*. New Delhi: Sage Publications. 1986.
- Hasan, Murhirul, Ed. *India Partitioned: The Other Face of Freedom*. 2 vols. New Delhi: Roli Books. 1995.
- Rushdie, Salman. *Midnight's Children*. Random House, 1981.

# **INTERDISCIPLINARY COURSE**

**(Hindi)**

## INTERDISCIPLINARY COURSE (HINDI)

### SEMESTER 1

#### GIR M 1103 जनसंचार (MASS COMMUNICATION IN HINDI)

Course title	जनसंचार(Mass Communication in Hindi )			Course code	GIR M 1103
Department	International Relations			Course type	Interdisciplinary course
Course delivery	Lecture	Lab/studio /Work/ Practical	Tutorial	Credit level	Degree
Hours per week	1 (1 credit)	2(1 credit)	1(1 credit)	Course credit	3

#### COURSE DESCRIPTION

The course is focused on the mass communication in Hindi. It lays out how to form and express an idea in the language spoken by masses. It also enhances literary skills of communication.

#### AIMS AND OBJECTIVES

To provides the students a general idea about mass communication in Hindi.

To impart the basic knowledge of mass communication and related areas of studies.

#### COURSE OUTCOME

- To make them aware of the importance of mass communication and give them a general idea of different media of mass communication
- Shall empower themselves by communication and professionally and life skills.
- Shall acquire complete knowledge related to media and its impact
- Shall be competent enough to undertake professional job as per demands and requirements of print media, corporate sector, government and electronic media industry.

#### COURSE STRUCTURE

## Module I Mass Communication

	Description	Expected Learning Outcomes
1	Media of mass communication, concept,nature,definition,scope, process of mass communication	Students can familiarized with the concepts and nature of mass communication in Hindi

## Module II Tools of Mass Communication

	Description	Expected Learning Outcomes
1	Newspapers, Magazines, Radio, T V, Films, Internet etc. Role of mass communication	The students will be able to get complete ideas about the production of newspaper, magazine etc.

## Module III Role of mass communication in our society.

	Description	Expected Learning Outcomes
1	Traditional media Modern media- print media, Electronic media and new electronic media Mass media and society Mass media and democracy Mass media and culture	The students will able to know how traditional and folk media works in society and literate about social media.

### Essential Reading

- Jan sanchar aur pathrakaritha, Dr.pornima .R, Vani prakashan.

### Further Reading

- Mass Communication in India Vani Prakashan,Jaico Books, New Delhi, keval J Kumar.
- Media and mass communication: the basic concepts, Kanishka publishers, Delhi
- Communication Theories,origin, methods,use,. Kanishka publishers,new Delhi.

## SEMESTER II

### GIR M 1203 HINDI LITERATURE AND CINEMA

Course title	Hindi literature and cinema			Course code	GIR M 1203
Department	International Relations			Course type	Interdisciplinary course
Course delivery	Lecture	Lab/studio /Work/ Practical	Tutorial	Credit level	Degree
Hours per week	1(2credit)	2(1 credit)	1(1 credit)	Course credit	3

#### **COURSE DESCRIPTION**

The course introduces the students to study of cinema and how it is intricately connected with literature. Cinema is as an artwork which expresses the human emotions and societal situations is explained from its historical roots to the contemporary stage. Students also get to enhance their literary skills related to dramatics through creative writing tasks. They also understand types of films and how to write its review.

#### **AIMS AND OBJECTIVES**

The course aims to develop a better understanding of cinema as an artwork and its interrelationship with literature as varied methods of human expressions present in today's society. It also envisions improving creative writing skills related to dramatics and its thorough analysis in form of review.

#### **COURSE OUTCOME**

1. Prepares students for exam related to National School of Drama
2. Cinematic study helps students improve their creative writing skills required for script writing and review writing in accordance with the present societal conditions.
3. It also helps them to explore the diverse Indian Culture through Cinematic study

#### **COURSE STRUCTURE**

## Module I History of cinema

	Description	Expected Learning Outcomes
1	Origin and development, form of cinema, contemporary Hindi cinema, history of world cinema, history of Indian cinema	Understand s development of Hindi cinema from early times to contemporary time

## Module II Hindi literature and cinema

	Description	Expected Learning Outcomes
1	Literature, cinema and society, lyrics and dialogues screenplay, Narrative etc. ..	Students can understand Hindi literature and cinema

## Module III Type of cinema and Reviews

	Description	Expected Learning Outcomes
1	Documentary, feature film, action film,short film, comedy film, drama film, animated, science feature film Etc.. Reviews of Hindi cinema writing	Get knowledge about how to write script reviews and types .

## Essential Reading

Hindi cinema ka Safer, Dr suma.s

## Further Reading

- **Filmein** kaise bantee hai: Khawaja Ahmed abhas, National book, New Delhi.
- **Cinema kal,Aaj,kal\_ Vinod** Bhardwaj
- **Cinema ka samvidhan – Delhi pratibha prakashan.**
- **Satyajith ray,chalachithre,:kal aur aaj,Raj pal and sons, Delhi.**
- **Cinema yak samach: Vinod bharadhoj**
- Hindi cinema meim badlthe yedharth ke abhivyakthi,jevarimall Farah,new kitab Delhi.
- Hindi cinema ka badhalthe roop,dilyesp Bharathi,poostak prakashan,

### SEMESTER III

#### GIR M 2303 स्त्री लेखन (STREE LEKHAN)

#### COURSE DESCRIPTION

Course title	स्त्री लेखन( STREE LEKHAN )I			Course code	GIR M 2303
Department	International Relations			Course type	Interdisciplinary Course
Course delivery	Lecture	Lab/studio /Work/ Practical	Tutorial	Credit level	Degree
Hours per week	1(1credit)	2(1 credit)	1(1 credit)	Course credit	3

The course is about women's writing as a part of wider feminist movement. The basic ideal of the writings being gender equality and equal social, political & economic rights of men and women. The writings also want to amend the historical injustices by eliminating the discriminatory social ideas rooted in gender differences. It also analyses the writings of various male & female authors in feminist light.

#### AIMS AND OBJECTIVES

The course intends to understand & appreciate the ideas expressed in women's writings. It explores the theoretical and philosophical Background of feminist literature in Hindi Language. It also envisions critical analysis of literature as a reflection of our societal situations.

#### COURSE OUTCOME

- Strengthening women's self – respect & teaching both genders to respect each other mutually.
- To provide equal rights related to gender in the society.
- Being face to face with the problems of women in our society and thinking of possible solutions.

#### COURSE STRUCTURE

Module I History and development of women's literature

	Description	Expected Learning Outcomes
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1	Introduction to feminist movement, History of women's Discourses, Background of feminist writing, Feminist movement and Hindi literature.	Students get an general awareness about women's writings.
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### Module II short stories

	Description	Expected Learning Outcomes
1	<ul style="list-style-type: none"> <li>• Krishna sobti – badalon ke ghere</li> <li>• Mridula Garg – Hari bindi</li> <li>• Mamta kalia – seva</li> <li>• Chitra mudgal – Domin kaki</li> <li>• Mannu Bhandari – yahi Sach hai</li> <li>• Shema Sharma – Facebook Post</li> <li>• Malti joshi – pita</li> </ul>	The students can understand the vividness and different concepts of female writings in Hindi short stories. They can understand different ideas and styles in feminist literature in prose – story form.

### Module III poetry

	Description	Expected Learning Outcomes
	Kathyayani – shoge geet Nirmala putul – kya tum jante ho Nivedita jha – kinnar Anamika- Namak Uma sanker Choudhary – kisan Baitta he keti ke aate par Raji seth – parampara	To gain knowledge about the concepts given by highly influential women writers in Hindi poetry.

### Further Reading

- Adhunik Hindi kavya, Dr.suma s Vani prakashan New Delhi.
- STREE LEKHAN: swapn aur sankalp, Rohini Agarwal,Nastik prakashan New Delhi.
- STREE Vimarsh: Bharatiya paripresh,Alpana Mishra, Bharathi prakashan New Delhi
- STREE LEKHAN ka samakal, Rohini Rawat , aadhar publishers. Agra
- Hindi upanyas ka stree paath, Rohini Agarwal, aadhar publishers, Agra
- STREE LEKHAN, k.vanja, Vani prakashan New Delhi.



- Aalochna ka stree paksh, Sujatha, Rekhta book.
- Hindi mahila kahani lekhan,.- stree jeevan ki vividh paksh, dr vanaja Talthi, Vani prakashan New Delhi
- Stree- satta, Sanskrit aur samaj- Aarati Rani Prajapati, Bharatiya prakashan

# INTERDISCIPLINARY COURSES

## MALAYALAM

Sem No	Course Code	Course Title	Instructional Hours	Credits	Marks	
					Internal	External
1	GIR M 1102	പരിസ്ഥിതിപഠനവും മനുഷ്യാവകാശവും (Environmental Studies and Human Rights)	4	3	40	60
2	GIR M 1202	ചലച്ചിത്രപഠനവും തിരക്കഥാരചനയും (Film Study and Script Writing )	4	3	40	60
3	GIR M 2302	പാരമ്പര്യപഠനം (Heritage Study)	4	3	40	60
Optional		Option 1 - മത്സരപരീക്ഷകൾക്കുള്ള മലയാളം (Malayalam for Competitive Examination)	4	3	40	60
		Option- 2 സൈബർമീഡിയം: സിദ്ധാന്തവുംപ്രയോഗവും (Cyber Media – Theory and Practice)	4	3	60	60

സെമസ്റ്റർ : ഒന്ന്

**പരിസ്ഥിതിപഠനവും മനുഷ്യാവകാശവും  
(Environmental Studies and Human Rights)**

<b>Course Title</b>	<b>പരിസ്ഥിതിപഠനവും മനുഷ്യാവകാശവും (Environmental Studies and Human Rights)</b>			<b>Course Code</b>	<b>GIR M 1102</b>
<b>Department</b>	<b>International Relations</b>			<b>Course Type</b>	<b>Interdisciplinary</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Tutorial</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>1 (1 Credit)</b>	<b>2 (1Credit)</b>	<b>1(1Credit)</b>	<b>Course Credit</b>	<b>3</b>

പരിസ്ഥിതിദർശനവുമായി ബന്ധപ്പെട്ട ആശയങ്ങൾ, തത്വങ്ങൾ, പ്രവണതകൾ എന്നിവ മനസ്സിലാക്കുക; പ്രകൃതിസ്രോതസ്സുകളെയും അവയുമായി ബന്ധപ്പെട്ട പ്രശ്നങ്ങളെയും മനസ്സിലാക്കുക; പരിസ്ഥിതിയുടെ ജൈവ-സാമൂഹിക-സാംസ്കാരിക രാഷ്ട്രീയ - സാമ്പത്തികവശങ്ങൾ, മനുഷ്യനും പ്രകൃതിയും തമ്മിലുള്ള ബന്ധം പരിസ്ഥിതികമേഖലയിൽ മനുഷ്യനുള്ള സ്വാധീനത്തിന്റെ പ്രത്യേകത എന്നിവ മനസ്സിലാക്കുക; പൗരാവകാശങ്ങൾ, രാഷ്ട്രീയാവകാശങ്ങൾ, സാമ്പത്തികാവകാശങ്ങൾ സാംസ്കാരിക-സാമൂഹികാവകാശങ്ങൾ എന്നിവയെക്കുറിച്ച് അവബോധമുണ്ടാക്കുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി രൂപകല്പന ചെയ്തിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- പരിസ്ഥിതികവിഷയങ്ങളിൽ വിമർശനാത്മകവും ക്രിയാത്മകവും വിശകലനാത്മകവുമായി ചിന്തിക്കാനുള്ള കഴിവ് നേടുന്നു.
- മനുഷ്യന്റെ ഇടപെടലുകൾ കൊണ്ട് പരിസ്ഥിതിക്കുണ്ടാകുന്ന ആഘാതത്തെപ്പറ്റി ചിന്തിക്കുകയും പരിഹാരമാർഗ്ഗങ്ങൾ കണ്ടെത്തുകയും ചെയ്യുന്നു.
- മനുഷ്യാവകാശങ്ങളെപ്പറ്റിയുള്ള അവബോധം ലഭിക്കുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.



**മൊഡ്യൂൾ :ഒന്ന്**

**പരിസ്ഥിതി പഠനം (Environmental Studies)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>പരിസ്ഥിതി - അർത്ഥവും വ്യാപ്തിയും - പാരിസ്ഥിതികഘടകങ്ങൾ - ജൈവ-അജൈവ ഘടകങ്ങൾ - ഭൂമി, ജലം, വായു, അന്തരീക്ഷം, ജന്തുജാലങ്ങൾ, സസ്യജാലങ്ങൾ, മനുഷ്യനും പ്രകൃതിയും തമ്മിലുള്ള ബന്ധം - പ്രകൃതിക്കുണ്ടായ മാറ്റങ്ങൾ - വനനശീകരണം - വായു, ജല, ശബ്ദമലിനീകരണങ്ങൾ - പാരിസ്ഥിതികഘാതങ്ങൾ - ഉപഭോഗപ്രശ്നങ്ങൾ - ഉപഭോഗവും സംരക്ഷണവും തമ്മിലുണ്ടാകേണ്ട സന്തുലനം</p>	<ul style="list-style-type: none"> <li>• പരിസ്ഥിതി സംരക്ഷണം കടമയാണെന്ന ബോധ്യം കുട്ടികളിലുണ്ടാകുന്നു</li> <li>• മനുഷ്യനും പ്രകൃതിയും തമ്മിലുള്ള ബന്ധം ആശയപരമായി ഉറയ്ക്കുന്നു.</li> <li>• പരിസ്ഥിതിയുമായി ബന്ധപ്പെട്ട പ്രശ്നങ്ങൾ മനസ്സിലാക്കുകയും പരിഹാരമാർഗ്ഗങ്ങൾ കണ്ടെത്തുകയും ചെയ്യുന്നു.</li> </ul>
<p><b>ലേഖനം</b> പരിസ്ഥിതിസൗന്ദര്യശാസ്ത്രത്തിന് ഒരു മുഖവുര - ടി. പി. സുകുമാരൻ (ഹരിതനിരൂപണം മലയാളത്തിൽ) <b>കഥ</b> 52 X 32 - സന്തോഷ് ഏച്ചിക്കാനം <b>കവിത</b> അതിരപ്പള്ളിക്കാട്ടിൽ - പി.എൻ.ഗോപീകൃഷ്ണൻ (ഇടിക്കാലൂരി പനമ്പട്ടടി)</p>	<ul style="list-style-type: none"> <li>• പരിസ്ഥിതിദർശനത്തിന്റെ ഭൂമികയിൽ നിന്നുകൊണ്ട് കലയെയും സാഹിത്യത്തെയും വിലയിരുത്തുന്നു.</li> <li>• പരിസ്ഥിതി വിഷയങ്ങളെക്കുറിച്ച് എഴുതാനും സംവാദങ്ങളിൽ ഏർപ്പെടാനുമുള്ള നൈപുണി നേടുന്നു.</li> <li>• ആസ്വാദനത്തോടൊപ്പം ആശയങ്ങളുടെ പ്രായോഗികതയെക്കുറിച്ച് ചിന്തിക്കുന്നു.</li> </ul>

**മൊഡ്യൂൾ : രണ്ട്**

**മനുഷ്യാവകാശം (Human Rights)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>മനുഷ്യാവകാശം - പൗരാവകാശങ്ങൾ, രാഷ്ട്രീയവകാശങ്ങൾ, സാമ്പത്തികാവകാശങ്ങൾ, സാമൂഹികാവകാശങ്ങൾ</p> <p>ഐക്യരാഷ്ട്ര സംഘടനയുടെ പ്രധാന മനുഷ്യാവകാശസ്ഥാപനങ്ങൾ - യുനെസ്കോ, യൂണിസെഫ്, ഡബ്ല്യു.എച്ച്.ഒ ,ഐ.എൽ.ഒ -</p> <p>മനുഷ്യാവകാശധാരണകളും ഇൻഡ്യയും - ഇൻഡ്യൻ ഭരണഘടനയും മൗലികാവകാശങ്ങളും - സ്ത്രീകളുടെയും കുട്ടികളുടെയും അവകാശങ്ങൾ - പട്ടികജാതി പട്ടികവർഗ്ഗ പിന്നാക്കസമുദായങ്ങൾ - ന്യൂനപക്ഷസമുദായങ്ങൾ</p>	<ul style="list-style-type: none"> <li>• അവകാശങ്ങളെക്കുറിച്ചുള്ള അവബോധം കുട്ടികളിലുണ്ടാകുന്നു.</li> <li>• അടിസ്ഥാന അവകാശങ്ങൾ നേടിയെടുക്കാനുള്ള അറിവ് ലഭിക്കുന്നു.</li> <li>• സാമൂഹിക ചൂഷണത്തെ എതിർക്കാനുള്ള ശേഷി നേടുന്നു.</li> </ul>



**മൊഡ്യൂൾ : മൂന്ന്**  
**പരിസ്ഥിതിയും മനുഷ്യാവകാശവും (Environment and Human Rights)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>പരിസ്ഥിതിദർശനങ്ങൾ - ഗഹനപരിസ്ഥിതിവാദം (Deep ecology)-സാമൂഹികപരിസ്ഥിതിവാദം (Social ecology) - പരിസ്ഥിതിസ്ത്രീവാദം(Eco Feminism), പാരിസ്ഥിതികപ്രസ്ഥാനങ്ങൾ - ഗ്രീൻസ്, ചിപ്കോ പ്രസ്ഥാനങ്ങൾ - നർമ്മദ ബെചാവോ ആന്ദോളൻ</p> <p>പശ്ചിമഘട്ടസംരക്ഷണപ്രവർത്തനങ്ങൾ - സൈലന്റ് വാലി പ്രസ്ഥാനം - -ഗാഡ്ഗിൽ കമ്മിറ്റി റിപ്പോർട്ട് - പരിസ്ഥിതിസംരക്ഷണ റിപ്പോർട്ടുകൾ,</p> <p>ആഗോളമനുഷ്യാവകാശപ്രഖ്യാപനം 1948 (Universal Declaration of Human Rights) ദേശീയ മനുഷ്യാവകാശനിയമം 1993 (Human Rights Act)</p> <p>പ്രധാന പരിസ്ഥിതി/മനുഷ്യാവകാശപ്രവർത്തകർ - മേധാ പട്കർ, വന്ദനശിവ, മയിലമ്മ,ദയാബായി</p>	<ul style="list-style-type: none"> <li>• പരിസ്ഥിതി രാഷ്ട്രീയത്തെക്കുറിച്ച് അവബോധമുണ്ടാകുന്നു.</li> <li>• പരിസ്ഥിതി സംരക്ഷണ പ്രസ്ഥാനങ്ങളെക്കുറിച്ച് മനസ്സിലാക്കുകയും അത്തരം പ്രവർത്തനങ്ങളുടെ ഭാഗമാവുകയും ചെയ്യുന്നു.</li> </ul>

**മൊഡ്യൂൾ : നാല്**  
**പ്രായോഗികപരിശീലനം**  
**(Practical)**

<b>പ്രോജക്ട്</b>	<b>: മലിനീകരണനിയന്ത്രണത്തിനുള്ള നൂതനാശയങ്ങൾ</b>
<b>Project</b>	<b>: Innovative Ideas for Pollution Control</b>

**സഹായക ഗ്രന്ഥങ്ങൾ**

1. ഹരിതനിരുപണം മലയാളത്തിൽ - ജി മധുസൂദനൻ (എഡി.)
2. കഥയും പരിസ്ഥിതിയും - ജി. മധുസൂദനൻ
3. പരിസ്ഥിതിബോധവും സംസ്കാരവും - പി.പി.കെ. പൊതുവാൾ
4. പരിസ്ഥിതിവിജ്ഞാനം - എൻ. ബാലകൃഷ്ണൻ
5. കവിതയും പരിസ്ഥിതിയും - എസ്. രാജശേഖരൻ
6. പരിസ്ഥിതിസൗന്ദര്യശാസ്ത്രത്തിന് ഒരു മുഖവുര - ടി.പി. സുകുമാരൻ
7. കാടിനു കാവൽ - സുഗതകുമാരി

8. ഹരിതസാഹിത്യദർശനം - എം. അച്യുതൻ
9. പരിസ്ഥിതിയുടെ രാഷ്ട്രീയം - സി. റഹിം
10. ഇടിക്കാലൂരി പനമ്പട്ടി - പി. എൻ. ഗോപികൃഷ്ണൻ
11. ഇക്കോഫെമിനിസം, ഇക്കോടൂറിസം, മാക്സിസം - എൻ. എം. വിയേഴ്സൺ
12. വനപർവ്വം - വിഷ്ണുനാരായണൻ നമ്പൂതിരി(എഡി.)
13. ഹരിതദർശനം ആധുനികാന്തരമലയാളകവിതയിൽ - സി. ആർ. പ്രസാദ്
14. Text Book of Environmental studies for Under graduate course - Bharucha Erach



**സെമസ്റ്റർ : രണ്ട്**  
**ചലച്ചിത്രപഠനവും തിരക്കഥാരചനയും**  
**(Film Study and Script Writing)**

<b>Course Title</b>	<b>ചലച്ചിത്രപഠനവും തിരക്കഥാരചനയും (Film Study and Script Writing)</b>			<b>Course Code</b>	<b>GIR M 1202</b>
<b>Department</b>	<b>International Relations</b>			<b>Course Type</b>	<b>Interdisciplinary</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Tutorial</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>1 (1 Credit)</b>	<b>2 (1Credit)</b>	<b>1(1Credit)</b>	<b>Course Credit</b>	<b>3</b>

ചലച്ചിത്രകലയുടെ ചരിത്രം,വികാസപരിണാമം,സാങ്കേതികത്വം എന്നിവ മനസ്സിലാക്കുക,ദൃശ്യകലാമാധ്യമമെന്ന നിലയിൽ ചലച്ചിത്രം ആസ്വദിക്കുക, സാങ്കേതിക വശങ്ങൾ മനസ്സിലാക്കുക, ചലച്ചിത്രത്തെ സൗന്ദര്യശാസ്ത്രപരമായി വിലയിരുത്തുക, തിരക്കഥയുടെ രചനാശാസ്ത്രം മനസ്സിലാക്കുക, തിരക്കഥാരചനയ്ക്കുള്ള പ്രായോഗിക പരിശീലനം നേടുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി സജ്ജീകരിച്ചിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- മലയാളസിനിമയെയും തിരക്കഥയെയും കുറിച്ച് അറിവ് നേടുന്നു.
- ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യം മനസ്സിലാക്കുന്നു.
- വിവിധകാലഘട്ടങ്ങളിലെ ചലച്ചിത്രപ്രവണതകളെയും പ്രമേയങ്ങളെയും ചരിത്ര,രാഷ്ട്രീയ,സാംസ്കാരിക സംഭവങ്ങളുടെ വെളിച്ചത്തിൽ വിലയിരുത്തുന്നു.
- തിരക്കഥാരചനയ്ക്ക് പ്രായോഗികപരിശീലനം നൽകുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.

**മൊഡ്യൂൾ : ഒന്ന്**  
**ചലച്ചിത്രപഠനം**  
**(Film Study)**

<b>പാഠ്യക്രമം</b>	<b>പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി</b>
<p>ചലച്ചിത്രകല - ആവിർഭാവം - വികാസപരിണാമങ്ങൾ - നിശബ്ദസിനിമ - ശബ്ദസിനിമ - ബ്ലാക്ക് ആൻഡ് വൈറ്റ് സിനിമ - ആദ്യകാല ചലച്ചിത്രകാരന്മാർ - ഇൻഡ്യൻ സിനിമ - ഫാൽക്കെ - ബംഗാളിസിനിമ - മലയാളസിനിമ - അനുവർത്തന ചിത്രങ്ങൾ - സ്വതന്ത്രചിത്രങ്ങൾ - കലാമൂല്യമുള്ളചിത്രങ്ങൾ - ജനപ്രിയ ചിത്രങ്ങൾ - ന്യൂജനറേഷൻ ചിത്രങ്ങൾ - ജനപ്രിയ സംസ്കാരവും സിനിമയും - ചലച്ചിത്രത്തിന്റെ സാമൂഹിക, രാഷ്ട്രീയ, സാംസ്കാരിക തലങ്ങൾ - ഇതരകലകളും സിനിമയും തമ്മിലുള്ള ബന്ധം-</p>	<ul style="list-style-type: none"> <li>• മലയാള ചലച്ചിത്രത്തിന്റെ വളർച്ചയും പരിണാമവും മനസ്സിലാക്കുന്നു.</li> <li>• സൗന്ദര്യശാസ്ത്രപരമായും വിമർശനാത്മകമായും ചലച്ചിത്രങ്ങളെ വിലയിരുത്താനുള്ള ശേഷി നേടുന്നു.</li> </ul>



<p>ചലച്ചിത്രം - സാങ്കേതികത - ഫ്രെയിം - ഷോട്ട് - സീൻ - നിർമ്മാണഘട്ടങ്ങൾ - പ്രീപ്രൊഡക്ഷൻ - തിരക്കഥ ഷൂട്ടിംഗ് - എഡിറ്റിംഗ് - ശബ്ദലേഖനം - മൊണ്ടാഷ്.</p> <p>തീയേറ്ററുകൾ-ചലച്ചിത്രവ്യവസായം - ഫിലിം ഫെസ്റ്റുകൾ - ഫിലിം സൊസൈറ്റികൾ - സർക്കാർ / സർക്കാർ ഇതരസംരംഭങ്ങൾ - പുരസ്കാരങ്ങൾ - ഫീച്ചർ ഫിലിം - ഹ്രസ്വസിനിമ (Short film) - സീരിയലുകൾ - വെബ് സീരീസുകൾ - ഡിജിറ്റൽ സാങ്കേതികതയും സിനിമയും</p>	<ul style="list-style-type: none"> <li>• ചലച്ചിത്രത്തിന്റെ സാങ്കേതിക വശങ്ങളെക്കുറിച്ച് മനസ്സിലാക്കുകയും പ്രായോഗികപരിശീലനം നേടുകയും ചെയ്യുന്നു.</li> <li>• അന്തർവൈജ്ഞാനിക പഠനമാതൃകകൾ ഉപയോഗിച്ച് ചലച്ചിത്രപഠനങ്ങൾ നടത്തുന്നു.</li> </ul>
<p><b>ലേഖനം</b></p> <p>1. പാതയിലെ പാട്ടും രണ്ടുലോകങ്ങളും - ഐ.വി.ഷൺമുഖദാസ് (സഞ്ചാരിയുടെ വീട് )</p>	

**മൊഡ്യൂൾ : രണ്ട്  
തിരക്കഥാരചന**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>തിരക്കഥ - ചരിത്രം - പരിണാമം - പ്രധാനഘടകങ്ങൾ - പ്രമേയം - ഇതിവൃത്തം - കഥാപാത്രങ്ങൾ - സംഭാഷണങ്ങൾ ദൃശ്യസൂചനകൾ - ശബ്ദസൂചനകൾ - ഭാഷ - കഥ, നോവൽ, നാടകം തുടങ്ങി ഇതരസാഹിത്യരൂപങ്ങളിൽ നിന്നും തിരക്കഥ പുലർത്തുന്ന വ്യത്യാസങ്ങൾ.</p> <p>തിരക്കഥ-ആശയസീകരണം-ആശയങ്ങളെ തിരക്കഥയുടെ രൂപീകരണത്തിനായി വികസിപ്പിക്കുന്ന രീതി-സാഹിത്യകൃതികൾ തിരക്കഥയാകുമ്പോൾ ശ്രദ്ധിക്കേണ്ട വസ്തുതകൾ - സാഹിത്യകൃതികൾ ആധാരമാക്കിയ പ്രധാന മലയാളസിനിമകൾ - അനുകല്പനതിരക്കഥ - സ്വതന്ത്രതിരക്കഥ - പുനരാവിഷ്കാരതിരക്കഥ.</p> <p>ഫീച്ചർസിനിമ - ഹ്രസ്വസിനിമ - ഡോക്യുമെന്ററി - കലാസിനിമ - വാണിജ്യസിനിമ - സീരിയലുകൾ - വെബ്സീരീസുകൾ - പരസ്യചിത്രങ്ങൾ (തിരക്കഥയിലെ വ്യത്യാസങ്ങൾ)</p>	<ul style="list-style-type: none"> <li>• തിരക്കഥയുടെ സൈദ്ധാന്തികവശങ്ങൾ മനസ്സിലാക്കുന്നു.</li> <li>• സാഹിത്യകൃതികൾ തിരക്കഥയാകുമ്പോൾ സംഭവിക്കുന്ന വ്യത്യാസങ്ങൾ വിലയിരുത്തുന്നു.</li> <li>• മാതൃകകൾ മുൻനിർത്തി തിരക്കഥാനിർമ്മിതിയുടെ വ്യത്യാസങ്ങൾ മനസ്സിലാക്കുന്നു.</li> </ul>
<p><b>ചലച്ചിത്രം</b> പൊന്തൻമാട - ടി.വി.ചന്ദ്രൻ</p> <p><b>കഥ</b> പൊന്തൻമാട - സി.വി.ശ്രീരാമൻ ശീമത്തമ്പുരാൻ - സി.വി.ശ്രീരാമൻ</p>	



**മൊഡ്യൂൾ :മുൻ  
പ്രായോഗികപരിശീലനം  
(Practical)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<ol style="list-style-type: none"> <li>1. വ്യത്യസ്ത പ്രമേയങ്ങളെ അടിസ്ഥാനമാക്കി തിരക്കഥകൾ രചിക്കുക.</li> <li>2. ചലച്ചിത്രപഠനം, തിരക്കഥാനിർമ്മാണം എന്നിവയുമായി ബന്ധപ്പെട്ട് സെമിനാറുകൾ/വർക്ക്ഷോപ്പുകൾ സംഘടിപ്പിക്കുക.</li> </ol>	<ul style="list-style-type: none"> <li>• തിരക്കഥയുടെ സാങ്കേതികവശങ്ങൾ മനസ്സിലാക്കി തിരക്കഥ രചിക്കാനുള്ള നൈപുണി ആർജ്ജിക്കുന്നു.</li> <li>• ചലച്ചിത്രനിർമ്മാണ പരീക്ഷണങ്ങൾക്ക് പ്രാപ്തി നേടുന്നു.</li> </ul>

**സഹായഗ്രന്ഥങ്ങൾ**

- |                                     |   |                  |
|-------------------------------------|---|------------------|
| 1. ലോകസിനിമ                         | - | വിജയകൃഷ്ണൻ       |
| 2. ഇൻഡ്യൻ സിനിമ                     | - | എം.എഫ്.തോമസ്     |
| 3. കാഴ്ചയുടെ അശാന്തി                | - | വി.രാജകൃഷ്ണൻ     |
| 4. സിനിമ - വീഡിയോ ടെക്നീക്          | - | മുരളീകൃഷ്ണൻ      |
| 5. ചിത്രം - ചലച്ചിത്രം              | - | മങ്കടരവിവർമ്മ    |
| 6. തിരക്കഥാരചന:കലയും സിദ്ധാന്തവും   | - | ജോസ്.കെ.മാനുവൽ   |
| 7. ചലച്ചിത്രത്തിന്റെ പൊരുൾ          | - | വിജയകൃഷ്ണൻ       |
| 8. മലയാളസിനിമയും സാഹിത്യവും         | - | മധു ഇറവങ്കര      |
| 9. സിനിമയുടെ ലോകം                   | - | അടൂർ ഗോപാലകൃഷ്ണൻ |
| 10. സിനിമയുടെ വ്യാകരണം              | - | ടി.ജിതേഷ്        |
| 12. തിരമലയാളത്തിന്റെ അവസ്ഥാന്തരങ്ങൾ | - | എൻ.പി.സജീഷ്      |
| 13. സിനിമയും പ്രത്യയശാസ്ത്രവും      | - | വി.കെ.ജോസഫ്      |
| 14. മലയാളസിനിമ, ദേശം, ഭാഷ, സംസ്കാരം | - | ജി.പി.രാമചന്ദ്രൻ |
| 15. കഥയും തിരക്കഥയും                | - | ജോസ്.കെ.മാനുവൽ   |
| 16. സഞ്ചാരിയുടെവീട്                 | - | ഐ.വി. ഷൺമുഖദാസ്  |



**സെമസ്റ്റർ : മൂന്ന്**  
**പാരമ്പര്യപഠനം**  
**(Heritage Study)**

<b>Course Title</b>	<b>പാരമ്പര്യപഠനം</b>			<b>Course Code</b>	<b>GIR M 2302</b>
<b>Department</b>	<b>International Relations</b>			<b>Course Type</b>	<b>Interdisciplinary</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Tutorial</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>1 (1 Credit)</b>	<b>2 (1Credit)</b>	<b>1(1Credit)</b>	<b>Course Credit</b>	<b>3</b>

അന്തർവൈജ്ഞാനിക വിഷയമെന്ന നിലയിൽ തനതുസംസ്കാരത്തെ മനസ്സിലാക്കുക, കേരളത്തിന്റെ വൈജ്ഞാനിക,കലാപാരമ്പര്യത്തെക്കുറിച്ച് അറിവു നേടുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പഠ്യപദ്ധതി സജ്ജീകരിച്ചിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- കേരളത്തിന് അഭിമാനാർഹമായ വൈജ്ഞാനിക,കലാപാരമ്പര്യമുണ്ടെന്ന് തിരിച്ചറിയുന്നു.
- ദേശം, പ്രകൃതി, ജനത, സംസ്കാരം എന്നിവയുടെ അടിസ്ഥാനത്തിൽ കേരളത്തിന്റെ സംസ്കാരവൈവിധ്യത്തെ മനസ്സിലാക്കുന്നു.
- പഠനമേഖലയെന്ന നിലയിൽ നാട്ടറിവുകളെ മനസ്സിലാക്കുകയും തുടർപഠനത്തിന് ശ്രമിക്കുകയും ചെയ്യുന്നു.
- നാടോടിപാരമ്പര്യത്തിന്റെ പ്രാധാന്യത്തെക്കുറിച്ചും അവ നിർവ്വഹിക്കുന്ന സാമൂഹികധർമ്മത്തെക്കുറിച്ചും വിമർശനാത്മകമായി വിലയിരുത്തുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.

**മൊഡ്യൂൾ : ഒന്ന്**  
**കേരളീയപാരമ്പര്യം**

<b>പഠ്യക്രമം</b>	<b>പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി</b>
<p>തനതുസംസ്കാരം - നിർവ്വചനം - സവിശേഷതകൾ - പാരമ്പര്യപഠനത്തിന്റെ പ്രാധാന്യം, പ്രസക്തി</p> <p>തനതുസംസ്കാരം രൂപപ്പെടാനിടയായ സാമൂഹിക സാംസ്കാരിക അന്തരീക്ഷം - തമിഴ് - സംസ്കൃതപ്രഭാവം - ഗോത്രവർഗ്ഗജീവിതം.</p> <p>തനതുസംസ്കാരവും സമൂഹവും - വിശ്വാസങ്ങൾ, ആചാരങ്ങൾ, അനുഷ്ഠാനങ്ങൾ - ഉത്സവങ്ങൾ - ആഘോഷങ്ങൾ - വിനോദങ്ങൾ - നാടൻകളികൾ - തൊഴിൽ - വസ്ത്രധാരണം - പാർപ്പിടം - ഭക്ഷണം -</p>	<ul style="list-style-type: none"> <li>• കേരളത്തിലെ നാടോടിസംസ്കാരം, ആഘോഷങ്ങൾ, നാട്ടറിവുകൾ എന്നിവയെക്കുറിച്ച് മനസ്സിലാക്കുന്നു.</li> <li>• ഭൗതികജീവിതവുമായി ബന്ധപ്പെട്ട് തനതു സംസ്കാരത്തെ പരിചയപ്പെടുന്നു.</li> </ul>



<p>നാടൻ കൈവേലകൾ - കൃഷി - നാട്ടുവൈദ്യം - വാസ്തുവിദ്യ - കരവിരുത് - മന്ത്രവാദം -</p> <p>സാഹിത്യം, കല - നാടൻപാട്ടുകൾ (വടക്കൻപാട്ട്, തെക്കൻപാട്ട്, തൊഴിൽപ്പാട്ട്, വിനോദഗാനങ്ങൾ) - നാടോടിക്കഥാഗാനങ്ങൾ - നാടോടിസംഗീതം - നാടൻ നൃത്തങ്ങൾ - നാടോടിനാടകങ്ങൾ - പുരാവൃത്തം - ഐതിഹ്യം - പഴഞ്ചൊല്ലുകൾ- കടങ്കഥ- നാട്ടുശൈലികൾ-വാമൊഴിക്കഥകൾ-നാടോടിഭാഷണം (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• കേരളത്തിലെ നാടോടിവാമൊഴിവഴക്കങ്ങളെ സാമൂഹികശാസ്ത്രപരമായി അപഗ്രഥിക്കുന്നു.</li> <li>• പ്രാദേശികചരിത്രവുമായി ബന്ധപ്പെടുത്തി തനതുസംസ്കാരത്തിന്റെ സാധ്യതകൾ പരിശോധിക്കുന്നു.</li> </ul>
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**മൊഡ്യൂൾ : രണ്ട്**  
**കലാപാരമ്പര്യം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>കലയുടെ നിർവ്വചനം - സാമൂഹികജീവിതത്തിൽ കലകൾക്കുള്ള സ്ഥാനം - കലകളുടെ വിഭജനം - അനുഷ്ഠാന - അനുഷ്ഠാനേതര രംഗവിഷ്കാരങ്ങൾ- തെയ്യം - തിറ, മുടിയേറ്റ് - പടയണി - കോലംതുളുൽ - കണ്യാർകളി- തിരയാട്ടം - രാമനാട്ടം - കളമെഴുത്തും പാട്ടും - കാവടിയാട്ടം-തീയാട്ട് - തൊൽപ്പാവക്കൂത്ത് - പാന - പൂതനും തിരയും - കാവടിയാട്ടം (അനുഷ്ഠാന കലകൾ)</p> <p>കാക്കാരിശ്ശിനാടകം - പൊറാട്ടുനാടകം - കൃഷ്ണനാട്ടം -കൂടിയാട്ടം - പുരുഷാർത്ഥക്കൂത്ത് - കഥകളി, തുള്ളൽ - പാഠകം - ഹരികഥാകാലക്ഷേപം -ചാക്യാർകൂത്ത് - ചവിട്ടുനാടകം - കോൽക്കളി - ഒപ്പന - മാർഗ്ഗംകളി (അനുഷ്ഠാനേതര രംഗവിഷ്കാരങ്ങൾ)</p> <p>പണിയനൃത്തം - കമ്പളനൃത്തം - ഇരുളനൃത്തം - ആര്യമാലനാടകം (ആദിവാസി രംഗവിഷ്കാരങ്ങൾ)</p>	<ul style="list-style-type: none"> <li>• അനുഷ്ഠാനം, ആഘോഷം, വിനോദം, ഉത്സവം തുടങ്ങിയവയുമായി ബന്ധപ്പെട്ട് കലകൾ വഹിക്കുന്ന സാമൂഹികദൗത്യം തിരിച്ചറിയുന്നു.</li> <li>• പാരമ്പര്യകലകളുടെ വിഭിന്നരൂപങ്ങളെക്കുറിച്ച് അറിവ് നേടുന്നു.</li> <li>• സാംസ്കാരിക പ്രതിരോധമെന്ന നിലയിൽ നാടോടിക്കലകളെ വിലയിരുത്തുന്നു.</li> </ul>
<p><b>1. പടയണി - കാലൻകോലം</b> 'ഏരുമെരുതേരി വിളയാടും ഹരനോട്' എന്നു തുടങ്ങി 'സതതമാശു കരുതിയങ്ങു മരുവിനാൻ മൃഗണ്ഡുവും'വരെ.</p> <p><b>2. കാക്കാരിശ്ശി നാടകം-ഒന്നാംരംഗം</b> (ജി.ഭാർഗ്ഗവൻപിള്ള, കാക്കാരിശ്ശി നാടകം)</p> <p><b>3. ആട്ടക്കഥ : നളചരിതം ആട്ടക്കഥ</b> 'അങ്ഗനേ, ഞാനങ്ങുപോവതെങ്ങനെ' എന്നുതുടങ്ങി 'ചോദിച്ചവരോടൊന്നിച്ചൊരേടം പൂവാം'വരെ</p> <p><b>4. തുള്ളൽ - കല്യാണസൗഗന്ധികം തുള്ളൽ</b> 'നോക്കെടാ നമ്മുടെ മാർഗ്ഗേകിടക്കുന്ന' എന്നുതുടങ്ങി 'അറിയാഞ്ഞിട്ടു ചോദിച്ചേൻ അരിശമുണ്ടാക വേണ്ട' എന്നുവരെ</p>	



**മൊഡ്യൂൾ : മൂന്ന്  
വൈജ്ഞാനികപാരമ്പര്യം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>പ്രാചീനഭാരതത്തിലെ വൈജ്ഞാനികപാരമ്പര്യം - കേരളീയവൈജ്ഞാനികപാരമ്പര്യം- വിവിധ വിജ്ഞാനശാഖകൾ - വൈദ്യശാസ്ത്രം (അഷ്ടാംഗഹൃദയം, ആലത്തൂർമണിപ്രവാളം, മാതംഗലീല) - ജ്യോതിശാസ്ത്രം (ഖഗോളശാസ്ത്രം) - ഗണിതം (ലീലാവതി) - പുനശ്ശേരിനമ്പി, നീലകണ്ഠ സോമയാജി, സംഗമഗ്രാമ മാധവൻ - കടപയാദി സമ്പ്രദായം (പരൽപേർ) - തന്ത്രസമുച്ചയം - കുഴിക്കാട്ട് പച്ച - വാസ്തുവിദ്യ (മനുഷ്യാലയചന്ദ്രിക, കൃപശാസ്ത്രം) - വിജ്ഞാനസദസ്സ് - രേഖതിപട്ടത്താനം - കടവല്ലൂർഅന്യോന്യം - ഭാഷാകൗടലീയം - ഹോർത്തൂസ് മലബാറിക്കസ് - കൃഷിഗീത - നാടോടിവൈദ്യം - ശില്പകല - കൃഷി,യുദ്ധം, സാമൂഹികം (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• കേരളീയ വൈജ്ഞാനികമേഖലകൾ മനസ്സിലാക്കുന്നു.</li> <li>• വൈജ്ഞാനികമേഖലയിൽ കേരളം നൽകിയ സംഭാവനകൾ വിലയിരുത്തുന്നു.</li> </ul>
<p><b>1. അഷ്ടാംഗസാരം-</b> ദിനചര്യ (രണ്ടാം അദ്ധ്യായം) അന്നസംരക്ഷണീയം (ആറാം അദ്ധ്യായം)</p> <p><b>2. മനുഷ്യാലയചന്ദ്രിക-</b> 14-ാം ശ്ലോകം (ഭൂമിനിർമ്മയം) മുതൽ 19-ാം ശ്ലോകം (ജലപരീക്ഷ) വരെ</p>	

**മൊഡ്യൂൾ : നാല്  
പ്രായോഗികപരിശീലനം (Practical)**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p><b>അസൈൻമെന്റ്</b> 1.പ്രാദേശികസംസ്കാരവുമായി ബന്ധപ്പെട്ട് അസൈൻമെന്റ് തയ്യാറാക്കുക.</p>	<ul style="list-style-type: none"> <li>• പ്രാദേശികസംസ്കാരവും കലാപാരമ്പര്യവും കണ്ടെത്തുന്നു.</li> </ul>

**സഹായകഗ്രന്ഥങ്ങൾ**

- |                                   |   |                       |
|-----------------------------------|---|-----------------------|
| 1. കേരളത്തിന്റെ സാംസ്കാരികചരിത്രം | - | പി.കെ.ഗോപാലകൃഷ്ണൻ     |
| 2. ശാസ്ത്രം ചരിത്രത്തിൽ           | - | എം.സി.നമ്പൂതിരിപ്പാട് |
| 3. പ്രാചീനഗണിതം മലയാളത്തിൽ        | - | സി.കെ.മുസത്           |
| 4. നമ്മുടെ കലകൾ                   | - | ബാലകൃഷ്ണൻ കൊച്ചാൽ     |
| 5. കേരളഫോക്ലോർ                    | - | രാഘവൻ പയ്യനാട്        |
| 6. അനുഷ്ഠാനം: പുരാവൃത്തം പൊരുൾ    | - | വിദ്യാസാഗർ.കെ         |
| 7. ഫോക്ലോർ :വഴിയും പൊരുളും        | - | സന്തോഷ്.എച്ച്.കെ.     |
| 8. നാടോടിവിജ്ഞാനീയം               | - | എം.വി.വിഷ്ണുനമ്പൂതിരി |
| 9. ഫോക്ലോർസംസ്കാരം                | - | പി.സോമൻ               |



# Optional

ഐച്ഛികം -1  
( option -1 )

## മത്സരപരീക്ഷകൾക്കുള്ള മലയാളം (Malayalam For Competitive Exams)

Course Title	മത്സരപരീക്ഷകൾക്കുള്ള മലയാളം (Malayalam For Competitive Exams)			Course Code	
Department	International Relations			Course Type	Interdisciplinary
Course Delivery	Lecture	Lab/studio work Practical	Tutorial	Credit Level	Degree
Hours/per Week	1 (1 Credit)	2 (1Credit)	1(1Credit)	Course Credit	3

സിവിൽ സർവീസ് ഉൾപ്പെടെയുള്ള മത്സരപരീക്ഷകൾക്ക് വിദ്യാർത്ഥികളെ സജ്ജരാക്കുക എന്ന ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി സജ്ജീകരിച്ചിരിക്കുന്നത്.

### പഠനഫലപ്രാപ്തി

- മലയാളഭാഷ അന്യായം കൈകാര്യം ചെയ്യാനുള്ള കഴിവ് നേടുന്നു
- ഭാഷയിലെ വിവിധ വ്യവഹാരരൂപങ്ങളെ വേർതിരിച്ച് മനസ്സിലാക്കുകയും അവയുടെ രചനയിൽ നൈപുണി നേടുകയും ചെയ്യുന്നു.
- ആശയങ്ങളെയും ചിന്തകളെയും തെറ്റില്ലാത്ത ഭാഷയിൽ പ്രയോഗിക്കാനുള്ള ശേഷി നേടുന്നു.
- വൃത്തം,അലങ്കാരം,വ്യാകരണം എന്നിവയിൽ സാമാന്യപരിചയം നേടുന്നു.

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.



**മൊഡ്യൂൾ :ഒന്ന്**  
**ഭാഷാപ്രയോഗം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>പദശുദ്ധി, വാക്യശുദ്ധി, ഉപന്യാസരചന, കത്തെഴുത്ത്, നിവേദനം തയ്യാറാക്കൽ, ആശയസംഗ്രഹം, ആശയവിപുലനം, പരാവർത്തനം, അനുവർത്തനം (Adaptation)</p>	<ul style="list-style-type: none"> <li>• പൊതുവിഷയത്തെ അടിസ്ഥാനമാക്കി ഉപന്യാസരചന നടത്തുന്നു</li> <li>• സത്ത ചോർന്നുപോകാതെ ആശയം സംഗ്രഹിക്കാൻ വിദ്യാർത്ഥികൾ പ്രാപ്തരാകുന്നു.</li> <li>• ആശയങ്ങളെ ഒരു രൂപത്തിൽ നിന്നും മറ്റൊരു രൂപത്തിലേക്ക് മാറ്റാൻ വിദ്യാർത്ഥികൾ പ്രാപ്തരാകുന്നു.</li> </ul>

**മൊഡ്യൂൾ : രണ്ട്**  
**വ്യാകരണം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>നാമം,ക്രിയ,ഭേദകം, ലിംഗം, വചനം, വിഭക്തി, സന്ധി, സമാസം</p>	<ul style="list-style-type: none"> <li>• മത്സരപരീക്ഷകളുമായി ബന്ധപ്പെട്ട് വ്യാകരണപരമായ കാര്യങ്ങൾ പ്രയോഗിക്കാൻ നൈപുണി നേടുന്നു.</li> <li>• കുട്ടികൾക്ക് പ്രായോഗികപരീശീലനം നൽകുന്നു.</li> </ul>

**മൊഡ്യൂൾ :മൂന്ന്**  
**വൃത്തം,അലങ്കാരം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>അലങ്കാരം - നിർവ്വചനം - ശബ്ദാലങ്കാരങ്ങൾ- അർത്ഥാലങ്കാരങ്ങൾ - പ്രധാനപ്പെട്ട അലങ്കാരങ്ങളുടെ ലക്ഷണങ്ങൾ (സാമാന്യപരിചയം)</p> <p>വൃത്തം - സംസ്കൃതവൃത്തം - ഭാഷാവൃത്തം - (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• അലങ്കാരങ്ങളെക്കുറിച്ച് സാമാന്യധാരണയുണ്ടാകുന്നു.</li> <li>• വൃത്തനിർണ്ണയനത്തിനുള്ള തത്വങ്ങൾ മനസ്സിലാക്കുന്നു.</li> <li>• ഈണങ്ങളിൽ നിന്ന് വൃത്തങ്ങളെ തിരിച്ചറിയുന്നു.</li> </ul>

**സഹായകഗ്രന്ഥങ്ങൾ**

- |                         |                        |
|-------------------------|------------------------|
| 1. വൃത്തമഞ്ജരി          | - എ.ആർ. രാജരാജവർമ്മ    |
| 2. ഭാഷാഭൂഷണം            | - എ.ആർ. രാജരാജവർമ്മ    |
| 3. വൃത്തശില്പം          | - കുട്ടികൃഷ്ണമാരാർ     |
| 4. വൃത്തവിചാരം          | - കെ.കെ വാല്യാർ        |
| 5. ഭാരതീയകാവ്യശാസ്ത്രം  | - ടി. ഭാസ്കരൻ          |
| 6. കാവ്യമീമാംസ          | - കെ. സുകുമാരപിള്ള     |
| 7. കേരളീയപാണിനീയം       | - എ.ആർ.രാജരാജവർമ്മ     |
| 8. മലയാളശൈലി            | - കുട്ടികൃഷ്ണമാരാർ     |
| 9. തെറ്റും ശരിയും       | - പത്മന രാമചന്ദ്രൻനായർ |
| 10. നല്ലഭാഷ             | - പത്മന രാമചന്ദ്രൻനായർ |
| 11. തെളിമലയാളം          | - എം.എൻ.കാരശ്ശേരി      |
| 12. മലയാളവും മലയാളികളും | - പത്മന രാമചന്ദ്രൻനായർ |



**ഐച്ഛികം -2**

**( option -2)**

**സൈബർമാധ്യമം - സിദ്ധാന്തവും പ്രയോഗവും  
(Cyber Media -Theory and Practice)**

<b>Course Title</b>	<b>സൈബർമാധ്യമം - സിദ്ധാന്തവും പ്രയോഗവും (Cyber Media -Theory and Practice)</b>			<b>Course Code</b>	
<b>Department</b>	<b>International Relations</b>			<b>Course Type</b>	<b>Interdisciplinary</b>
<b>Course Delivery</b>	<b>Lecture</b>	<b>Lab/studio work Practical</b>	<b>Tutorial</b>	<b>Credit Level</b>	<b>Degree</b>
<b>Hours/per Week</b>	<b>1 (1 Credit)</b>	<b>2 (1Credit)</b>	<b>1(1Credit)</b>	<b>Course Credit</b>	<b>3</b>

സൈബർമാധ്യമങ്ങളുടെ അനന്തസാധ്യതകൾ മനസ്സിലാക്കുക, സമകാലിക വിനിമയ മാധ്യമമെന്ന നിലയിൽ അവ വഹിക്കുന്ന സാമൂഹികദൗത്യത്തെ ഉൾക്കൊള്ളുക, സൈബർ മാധ്യമലോകത്ത് വിമർശനാത്മകമായും ക്രിയാത്മകമായും ഇടപെടുക, സമാന്തരസാഹിത്യ രൂപമെന്ന നിലയിൽ സൈബർസാഹിത്യത്തെ മനസ്സിലാക്കുക എന്നീ ലക്ഷ്യത്തോടെയാണ് പാഠ്യപദ്ധതി രൂപകല്പന ചെയ്തിരിക്കുന്നത്.

**പഠനഫലപ്രാപ്തി**

- സൈബർമാധ്യമത്തിന്റെ സമകാലികസാധ്യതകൾ തിരിച്ചറിയുന്നു.
- മാറുന്ന സാങ്കേതികസംസ്കാരത്തെയും അവ സാഹിത്യത്തിലും സംസ്കാരത്തിലുമുണ്ടാക്കിയ മാറ്റങ്ങളെയും പരിചയപ്പെടുന്നു.
- സൈബർസാഹിത്യത്തെ നവീനപഠനമേഖല എന്ന നിലയിൽ സമീപിക്കുന്നു.
- സാംസ്കാരിക-സാമൂഹിക പ്രവർത്തനങ്ങളിൽ ക്രിയാത്മകമായും സർഗ്ഗാത്മകമായും സൈബർമാധ്യമത്തെ ഉപയോഗിക്കുന്നു

സമയലഭ്യതയനുസരിച്ച് അധ്യാപകർക്ക് പാഠഭാഗങ്ങൾ തിരഞ്ഞെടുക്കാവുന്നതാണ്.

**മൊഡ്യൂൾ :ഒന്ന്**

**സൈബർമാധ്യമം (Cyber Media)**

<b>പാഠ്യക്രമം</b>	<b>പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി</b>
സൈബർമാധ്യമം - നിർവ്വചനം - സവിശേഷതകൾ - നവമാധ്യമം - സമൂഹം - ജനാധിപത്യം - വിനിമയം - പൊതുബോധരൂപീകരണത്തിൽ സൈബർമാധ്യമങ്ങൾക്കുള്ള പങ്ക് - സൈബർമാധ്യമം - സാധ്യതകൾ - പരിമിതികൾ - സൈബർസംസ്കാരം - സൈബർ ആക്ട് - സൈബർ ആക്റ്റിവിസം-വിദ്യാഭ്യാസരംഗം-(MOOC-UDEHY -SWAYAM-NPTEL) സൈബർമാധ്യമങ്ങളും സത്യാനന്തരകാലവും	<ul style="list-style-type: none"> <li>• സൈബർമാധ്യമത്തിന്റെ സാധ്യതകൾ തിരിച്ചറിയുന്നു.</li> <li>• വിദ്യാഭ്യാസരംഗത്ത് സൈബറിടത്തെ പ്രയോജനപ്പെടുത്തുന്നു</li> </ul>



1. പുതിയമാധ്യമം,പുതിയഭാഷ,പുതിയട്രെൻഡ് -യു.നന്ദകുമാർ ,true copy think media 2. സൈബർ കുറ്റകൃത്യങ്ങളും ഇൻഡ്യൻ സൈബർ നിയമവും- കെ.അൻവർസാദത്ത്	
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**മൊഡ്യൂൾ : രണ്ട്**  
**സൈബർവായനാനുഭവം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>സൈബർമാധ്യമങ്ങൾ - ആവിഷ്കാരസാധ്യതകൾ - എഴുത്തിടങ്ങൾ - പുതുകുട്ടായ്മകൾ - പുതുസമൂഹത്തിന്റെ നിർമ്മിതി - വാട്ട്സ്ആപ്പ് - ഫെയ്സ്ബുക്ക് - ടിറ്റർ - സംവാദങ്ങൾ - ചർച്ചകൾ - ഓൺലൈൻ പത്രങ്ങൾ - ആനുകാലികങ്ങൾ - വെബ്മാഗസിനുകൾ - വെബ്പോർട്ടലുകൾ - ഓൺലൈൻ വിജ്ഞാനകോശങ്ങൾ (സർവ്വവിജ്ഞാനകോശം) - വികിപീഡിയ - വികിഗ്രന്ഥശാല - ഇ-ലൈബ്രറി- വിദ്യാഭ്യാസപരമായ വെബ്സൈറ്റുകൾ-വെബ്ജേണലുകൾ-പീരിയോഡിക്കൽസ്</p> <p>സൈബർസാഹിത്യം-സ്വയംപ്രസാധനം -ബ്ലോഗുകൾ - സമാന്തരസാഹിത്യരൂപമെന്ന നിലയിൽ സൈബർസാഹിത്യം വഹിക്കുന്ന പങ്ക് - സൈബർസാഹിത്യത്തിലെ ഭാഷ - ആഖ്യാനം - പ്രമേയം (സാമാന്യപരിചയം)</p>	<ul style="list-style-type: none"> <li>• വാർത്താവതരണത്തിലെ വിശ്വാസ്യതയും ഭാഷാപരമായ പ്രത്യേകതകളും വിമർശനാത്മകമായി വിലയിരുത്തുന്നു.</li> <li>• സർഗ്ഗാത്മകതയിൽ സാങ്കേതികവിദ്യ പ്രയോജനപ്പെടുത്തുന്നു.</li> <li>• സൈബർമാധ്യമത്തിലെ സാഹിത്യമാതൃകകൾ പരിചയപ്പെടുകയും പഠനവിധേയമാക്കുകയും ചെയ്യുന്നു.</li> </ul>
<p><b>കവിത</b></p> <ol style="list-style-type: none"> <li>1. പശു - വിഷ്ണുപ്രസാദ്</li> <li>2. നദിക്കരയിൽ ചൂണ്ടലിടുന്ന ബുദ്ധൻ - വി.വി. ഷാജു</li> <li>3. അങ്ങനെയിരിക്കെ മരിച്ചുപോയ് ഞാൻ/നീ - എസ്.കലേഷ്</li> <li>4. ഭ്രാന്തമായ് പുത്ത മരം - കളത്തറഗോപൻ</li> </ol> <p><b>കഥ</b></p> <ol style="list-style-type: none"> <li>1. കാമറൂണി - അനിൽ ദേവസ്സി</li> </ol> <p><b>നോവൽ</b></p> <ol style="list-style-type: none"> <li>1. കല്യാണിയെന്നും ദാക്ഷായണിയെന്നും പേരായ രണ്ടു സ്ത്രീകളുടെ കത (27, 28 അധ്യായങ്ങൾ) - ആർ.രാജശ്രീ</li> </ol> <p><b>പഠനം</b></p> <ol style="list-style-type: none"> <li>1. നവമാധ്യമകവിത - ആശയവും പ്രയോഗവും - സുധീഷ് കോട്ടേമ്പ്രം</li> </ol>	



**മൊഡ്യൂൾ :മൂന്ന്**  
**സൈബർദൃശ്യാനുഭവം**

പാഠ്യക്രമം	പ്രതീക്ഷിതപഠനഫലപ്രാപ്തി
<p>സൈബർമാധ്യമങ്ങൾ - വിനിമയതലങ്ങൾ - യൂ-ടൂബ് ചാനലുകൾ (വിനോദം, വിദ്യാഭ്യാസം, വാർത്ത, പാചകം, ആരോഗ്യം, പൊതുപ്രവർത്തനം, സിനിമ) - വാർത്താചാനലുകൾ - വ്ളോഗുകൾ-വെബ്സീരീസുകൾ-റീൽസ് - ഇൻസ്റ്റഗ്രാം - സ്നാപ്ചാറ്റ് - ബോട്ടിംഗ് - ഐ.എം.ഒ - ഒ.ടി.ടി.റീലീസ് - ട്രോളുകൾ - വിമർശനങ്ങളും ആക്ഷേപങ്ങളും - സൈബർബുളളിംഗ് - പ്രമേയപരവും ഭാഷാപരവുമായ പ്രത്യേകതകൾ - സൈബർലോകത്തെ പ്രതിലോമപ്രവണതകൾ - മൊബൈൽഫോണിന്റെ മാധ്യമ ധർമ്മം.</p>	<ul style="list-style-type: none"> <li>• സൈബർലോകത്തെ പുതിയ ട്രെൻഡുകൾ തിരിച്ചറിയുന്നു.</li> <li>• സൈബർമാധ്യമത്തെ സുക്ഷ്മതയോടെ കൈകാര്യം ചെയ്യാൻ പ്രാപ്തി നേടുന്നു.</li> </ul>
<p><b>പഠനമാതൃകകൾ</b></p> <ol style="list-style-type: none"> <li>1. കരിക്ക് - വെബ്സീരീസ്</li> <li>2. വില്ലേജ് കൂക്കിംഗ് ചാനൽ - പാചകം</li> <li>3. M4Tech-Tech related content</li> </ol>	

**മൊഡ്യൂൾ : നാല്**  
**പ്രായോഗികപരിശീലനം**  
**(practical)**

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| <ol style="list-style-type: none"> <li>1. സാമൂഹികപ്രശ്നങ്ങളെ അധികരിച്ച് ഷോട്ട് വീഡിയോ തയ്യാറാക്കുക.</li> <li>2. നവമാധ്യമങ്ങളിൽ രൂപപ്പെടുന്ന ട്രെൻഡുകളും അവയുടെ സ്വഭാവവും വിശകലനം ചെയ്യുക.</li> </ol> |
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**സഹായകഗ്രന്ഥങ്ങൾ**

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|--|-------------------------|
| 1. സൈബർമലയാളം                            | - സുനിത.ടി.വി. (എഡി.)   |
| 2. ഭാവനാതീതം:മലയാളത്തിലെ സൈബർകഥകൾ        | - പി.കെ.രാജശേഖരൻ        |
| 2. ഏകാന്തനഗരങ്ങൾ                         | - പി.കെ.രാജശേഖരൻ        |
| 3. ഭാവുകത്വം ഇരുപത്തിയൊന്നാം നൂറ്റാണ്ടിൽ | - ജി.മധുസൂദനൻ           |
| 4. ഇൻഫർമേഷൻ ടെക്നോളജി                    | - അച്യുത്ശങ്കർ.എസ്.നായർ |
| 5. മലയാളസൈബർസാഹിത്യം                     | - മനോജ്.ജെ.പാലക്കുടി    |
| 6. ആ ലോകംമുതൽ ഇ-ലോകംവരെ                  | - ജെ.വി.വിളനിലം         |
| 7. നവമാധ്യമങ്ങൾ ഭാഷ,സാഹിത്യം,സംസ്കാരം    | - ജോസ്.കെ.മാനുവൽ        |
| 8. വിവരശേഖരണം ഇന്റർനെറ്റിൽ               | - കെ.രവീന്ദ്രൻ          |
| 9. ഇനി വായന ഇ-വായന                       | - വി.കെ.ആദർശ്           |