

**M. L B. ARTS AND COMMERCE COLLEGE, GWALIOR**  
**POST GRADUATE SYLLABUS**  
**M.A. – ONE YEAR PROGRAMME**  
**SUBJECT – INTERNATIONAL RELATIONS**

YEAR	SEMESTER	COURSE TYPE	COURSE	CREDIT
FIRST YEAR	SEM - 1	Core Course - 1	Foundation of Political Thought	5
		Core Course - 2	Theoretical Aspect of International Relations	5
		Core Course - 3	India's Foreign Policy	5
		Core Course - 4	Theoretical Aspect of International Law	5
		VAC - 1	Internship or Seminar	2
		<b>Total Credit</b>		22
	SEM - 2	Core Course - 5	Political Theory and Ideology**	5
		Core Course - 6	Theory and Practice of International Organization	5
		Core Course - 7	International Relations Since 1845	5
		Core Course - 8	Research Methodology	5
		VAC - 2	Entrepreneurship Development	2
		<b>Total Credit</b>		22

\*\*Students may write a short dissertation in place of this course.

Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> First
<b>Session:</b> 2025-2026			
Subject: International Relations			
1	Course Code	CC11	
2	Course Title	Foundation of Political Thought	
3	Core/ Practicum/Value-Added (CHM/EESC)	Core Course	
4	Pre-requisite (If any)	To study this course, the student must have passed Three-Year Graduation Programme	
5	Course Learning Outcome	<ol style="list-style-type: none"> <li>Students will be able to critically comprehend and analyze the essence of Indian and Western political thought through representative thinkers.</li> <li>Students will appreciate the contributions of the Indian knowledge tradition to political philosophy.</li> <li>Students will understand the concerns and ideas of Western political thinkers who shaped the modern world.</li> <li>Students will engage with the vision of independent India as articulated by Gandhi, Tagore, and Ambedkar.</li> </ol>	
6	Credit Value	5	
7	Total Marks	100	

Part B- Content of the Course		
Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0		
Total No. of Lectures – 75 Hrs		
Unit	Topic	No. of Lectures
I	<b>Political Thought in Indian Knowledge System: Manu, Kautilya, Shantiparva</b>	15
	Activities: <ol style="list-style-type: none"> <li>Group Discussion: Arrange group discussions among student on the contribution of Indian Knowledge System to political thoughts.</li> <li>Debate: Organise debates on the relevance of ancient political philosophy with special reference to Manu, Kautilya and Shantiparva</li> </ol>	

II	<b>Plato, Aristotle, Machiavelli</b>	15
	Activities: <ol style="list-style-type: none"> <li>1. Group Discussion: Arrange group discussions among student on the features of Greek political thought with special reference to Plato and Aristotle.</li> <li>2. Debate: Organise debates on whether Machiavelli is the father of modern political philosophy.</li> </ol>	
III	<b>Hobbes, Locke, Rousseau</b>	15
	Activities: <ol style="list-style-type: none"> <li>1. Debate: Organise debates on the topics highlighting the contributions of Hobbes, Locke, and Rousseau to political thought.</li> <li>2. Role Play: Students can be asked to speak as if Hobbes, Locke, and Rousseau are delivering speeches highlighting their main ideas.</li> </ol>	
IV	<b>Bentham, J. S. Mill, Marx</b>	15
	Activities: <ol style="list-style-type: none"> <li>1. Panel Discussion Simulation: Students role-play as Bentham, Mill, and Marx in a mock panel discussing the major political issues like freedom, equality, and role of the state.</li> <li>2. Debate: Organise debates on the different issues like relevance of the ideas of Bentham, J.S. Mill and Marx.</li> </ol>	
V	<b>Gandhi, Tagore, Ambedkar</b>	15
	Activities: <ol style="list-style-type: none"> <li>1. Group Discussion: Students can be divided into groups to discuss the relevance the ideas of Gandhi, Tagore, Ambedkar.</li> <li>2. Panel Discussion Simulation Ask students to role-play a panel discussion as Gandhi, Tagore, and Ambedkar, answering questions on freedom, religion in politics, and inequality.</li> </ol>	

<b>Part C – Learning Resources</b>	
<b>Books Recommended</b>	
<ol style="list-style-type: none"> <li>1. Bidyut Chakrabarty and R. K. Pandey. <i>Modern Indian Political Thought</i>. New Delhi: Sage, 2009.</li> <li>2. George H. Sabine. <i>A History of Political Theory</i> (4th Edition, Revised). New York: Holt, Rinehart and Winston, 1973.</li> <li>3. Himanshu Roy and M. P. Singh. <i>Indian Political Thought: Themes and Thinkers</i>. Noida: Pearson, Third edition, 2020.</li> <li>4. Shefali Jha. <i>Western Political Thought: From Plato to Marx</i>. New Delhi: Pearson Education India, 2018 (2nd Edition).</li> <li>5. Thomas Pantham and Kenneth L. Deutsch (eds.). <i>Political Thought in Modern India</i>. New</li> </ol>	

Delhi: Sage, 1986.

6. V. P. Verma. *Modern Indian Political Thought*. Agra: Laxmi Narayan Agrawal, 2004.
7. V. R. Mehta. *Foundations of Indian Political Thought*. New Delhi: Manohar, 2022.
8. गोविन्द प्रसाद शर्मा. *आधुनिक भारतीय राजनीतिक चिंतन*. भोपाल: मध्य प्रदेश हिंदी थॉट अकादमी, 2024.
9. डॉ. जे. सी. जोहरी. *पाश्चात्य राजनीतिक चिंतन*. आगरा: एस. बी. पी. डी. पब्लिकेशन्स, 2023.
10. डॉ. एस. सी. सिंघल. *पाश्चात्य राजनीतिक चिंतन* (7वां संस्करण). आगरा: लक्ष्मी नारायण अग्रवाल, 2017.
11. ओ. पी. गाबा. *पाश्चात्य राजनीतिक विचारक* (7वां संस्करण). नई दिल्ली: नेशनल पब्लिशिंग हाउस, 2023.
12. संजीव कुमार शर्मा. *राजनीतिक चिंतन की भारतीय दृष्टि*. भारत प्रकाशन, 2023.
13. योगेन्द्र के. शर्मा. *भारतीय राजनीतिक विचारक* (खंड I & II). नई दिल्ली: कनिष्क पब्लिशर्स, 2001.
14. विजय कुमार वर्मा एवं अखिलेश पाल. *भारतीय राजनीतिक चिंतन भाग-1*. पिनेकल लर्निंग, 2022.

#### Part D - Assessment and Evaluation

##### Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20 5 X 8 = 40

<b>Part A: Introduction</b>			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> First
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
<b>1</b>	<b>Course Code</b>	CC12	
<b>2</b>	<b>Course Title</b>	Theoretical Aspect of International Relations	
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
<b>5</b>	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Students will know about the basics of the discipline of IR.</li> <li>2. They will familiarize themselves with the contribution to the understanding and ideals of the Indian knowledge system including the concept of Vasudhaiva Kutumbakam.</li> <li>3. It will develop understanding of Realism and Idealism, Systems Theory, Game theory.</li> <li>4. It will grow comprehensive understanding of the key concepts of IR viz. National Power, Balance of Power, Collective Security and National Interest. Develop an understanding of the concepts such as Imperialism, Colonialism, Neo Colonialism, Nationalism, and Nation-States.</li> <li>5. It will develop an understanding and appreciation of the emerging global order, impact of globalisation, geo-political conflicts, environmental Crisis, terrorism and cross-border terrorism.</li> </ol>	
<b>6</b>	<b>Credit Value</b>	5	
<b>7</b>	<b>Total Marks</b>	100	

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>1. Meaning, Nature and Scope of International Relations</b> <b>2. Inter-state relations in Indian knowledge system: Kautilya's Mandala Theory and the concept of Vasudhaiva Kutumbakam</b> <b>3. Evolution of International Relations: Pre-World War I, Inter-War Period, Post-World War II Period (Cold War), and Post-Cold War International Relations</b>	<b>15</b>
	<b>Activities:</b> <b>1. Debate:</b> Organise debates on the contribution of the Indian Knowledge System to the theory and practice of international relations. <b>2. Group Discussion:</b> Organise group discussions among students on the nature and evolution of International Relations.	
<b>II</b>	<b>1. Approaches to the Study of International Relations: Idealist and Realist</b> <b>2. Theories of International Politics: Systems Theory and Game Theory</b>	<b>15</b>
	<b>Activities:</b> <b>1. Debate:</b> Organise debates on the merits and demerits of the realist and idealist approaches <b>2. Group Discussion:</b> Organise group discussions on the scope and limitations of the Systems Theory and Game Theory.	
<b>III</b>	<b>1. The Elements of National Power and Limitations, Balance of Power and Collective Security</b> <b>2. National Interest: Meaning, Components and Methods</b>	<b>15</b>
	<b>Activities:</b> <b>1. Group Discussion-</b> Group Discussion can be organized on National Power, balance of power and collective security. <b>2. Debate-</b> students can debate on different aspects of National Interest	
<b>IV</b>	<b>1. Imperialism, Colonialism, Neo Colonialism</b> <b>2. Nationalism, Nation-State, and Challenges to Nation-States</b>	<b>15</b>

	Activities: <ol style="list-style-type: none"> <li>1. Debate: Organise debates on Imperialism, Colonialism, Neo Colonialism.</li> <li>2. Group Discussion- Group Discussion can be organized on Nationalism, Nation-State, and Challenges to Nation-States</li> </ol>	
V	<ol style="list-style-type: none"> <li>1. <b>Emerging Global Order; features and emerging trends, Impact of Globalisation, Geo-political conflicts</b></li> <li>2. <b>Global Environmental Crisis, Terrorism and Cross-border Terrorism</b></li> </ol>	15
	Activities: <ol style="list-style-type: none"> <li>1. Group Discussion: Students can be divided into groups to discuss the features of the emerging global order.</li> <li>2. Interactive Quiz -Interactive Quiz can be organized to develop understanding of students on environment issues and terrorism.</li> </ol>	

Part C – Learning Resources	
Books Recommended	
<ol style="list-style-type: none"> <li>1. P. Allan and K. Oldman (eds.). <i>The End of the Cold War</i>. Dordrecht: Martinus Nijhoff, 1992.</li> <li>2. E.H. Carr. <i>The Twenty Years' Crisis, 1919–1939: An Introduction to the Study of International Relations</i>. London: Macmillan, 1939.</li> <li>3. E.H. Carr. <i>International Relations between the Two World Wars, 1919–1939</i>. Oxford: Oxford University Press, 1961.</li> <li>4. Inis L. Claude. <i>Power and International Relations</i>. New York: Random House, 1962.</li> <li>5. Hedley Bull. <i>The Anarchical Society: A Study of Order in World Politics</i>. London: Macmillan, 1977.</li> <li>6. Hans J. Morgenthau. <i>Politics Among Nations: The Struggle for Power and Peace</i>. 6th edition, revised by K.W. Thompson. New York: Alfred Knopf, 1985.</li> <li>7. Mahendra Kumar. <i>Theoretical Aspects of International Politics</i>. Agra: Shiva Lal Agarwal, 1975.</li> <li>8. N.D. Palmer and C. Perkins. <i>International Relations</i>. New Delhi: AITBS, 2004.</li> <li>9. M.S. Rajan. <i>Non-Alignment and the Non-Alignment Movement in the Present World Order</i>. Delhi: Konark, 1994.</li> <li>10. J.N. Rosenau. <i>World Politics: An Introduction</i>. New York: The Free Press, 1976.</li> </ol>	

11. F.L. Schuman. *International Politics*. New York: McGraw-Hill, 1969.
12. V.N. Khanna and L.K. Kumar. *International Relations*. New Delhi: Vikas Publishing House, 2019.
13. S.C. Singhal. *International Relations*. Agra: Lakshmi Narain Agarwal, 2022.
14. रामदेव भारद्वाज. अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे. भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
15. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). भोपाल: मैकग्रा-हिल, 2025.
16. तपन बिसवाल. अंतरराष्ट्रीय संबंध. हैदराबाद: ओरिएंट ब्लैकस्वान, 2016.
17. प्यू घोष. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.
18. डॉ. मथुरालाल शर्मा. अंतरराष्ट्रीय संबंध. नई दिल्ली: राधा पब्लिकेशन्स, 2024.

#### Part D - Assessment and Evaluation

##### Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20 5 X 8 = 40



Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> First
<b>Session:</b> 2025-2026			
Subject: International Relations			
1	Course Code	CC13	
2	Course Title	India's Foreign Policy	
3	Core/ Practicum/Value-Added (CHM/EESC)	Core Course	
4	Pre-requisite (If any)	To study this course, the student must have passed Three-Year Graduation Programme	
5	Course Learning Outcome	<ol style="list-style-type: none"> <li>On completion of this course, students will be able to understand the determinants, principles, and objectives of Indian Foreign Policy.</li> <li>Students will be able to analyze India's relations with major powers, including the USA, Russia, and China.</li> <li>Students will develop an understanding of India's relations with its neighbouring countries, including Pakistan, Bangladesh, Sri Lanka, and Afghanistan.</li> <li>Students will be able to examine India's relations with Nepal and Bhutan, and assess India's role in regional organizations such as SCO, ASEAN, SAARC, and BIMSTEC.</li> <li>Students will develop an understanding of India's role at the U.N., BRICS, and G-20, and evaluate India's nuclear policy and disarmament initiatives.</li> <li>Students will be able to assess the challenges facing Indian Foreign Policy in the 21st century.</li> </ol>	
6	Credit Value	5	
7	Total Marks	100	

Part B- Content of the Course		
Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0		
Total No. of Lectures – 75 Hrs		
Unit	Topic	No. of Lectures
I	<b>India's Foreign Policy</b> <ol style="list-style-type: none"> <li>Nature and Features of Indian Foreign Policy</li> <li>Determinants of Indian Foreign Policy: Internal and External</li> <li>Principles of Indian Foreign Policy</li> <li>Evolution of Indian Foreign Policy</li> </ol>	15

	<b>Activity:</b> <b>Group Discussion:</b> Students may be divided into groups and asked to discuss the determinants, principles, and objectives of Indian Foreign Policy.	
II	<b>India's Relations with Big Powers</b> <ol style="list-style-type: none"> <li>1. India and the USA</li> <li>2. India and Russia</li> <li>3. India and China</li> </ol>	15
	<b>Activity:</b> <b>Panel Discussion:</b> Students may be divided into three panels to discuss India's relations with the USA, Russia, and China.	
III	<b>India's Relations with Neighbours</b> <ol style="list-style-type: none"> <li>1. India and Pakistan</li> <li>2. India and Bangladesh</li> <li>3. India and Sri Lanka</li> <li>4. India and Afghanistan</li> <li>5. India and Nepal</li> <li>6. India and Bhutan</li> </ol>	15
	<b>Activity:</b> <b>Group Discussion:</b> Students may be divided into groups and asked to discuss India's relations with its neighbouring countries and key regional issues.	
IV	<b>India and Regional Organizations</b> <ol style="list-style-type: none"> <li>1. SCO (Shanghai Cooperation Organization)</li> <li>2. SAARC (South Asian Association for Regional Cooperation)</li> <li>3. ASEAN (Association of Southeast Asian Nations)</li> <li>4. BIMSTEC (Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation)</li> <li>5. EU (European Union)</li> </ol>	15
	<b>Activity:</b> <b>Interactive Quiz:</b> An interactive quiz may be organized on India's role and participation in SCO, SAARC, ASEAN, BIMSTEC, BRICS, and the EU.	
V	<b>India in the Global Arena</b> <ol style="list-style-type: none"> <li>1. India's Role at U.N.</li> <li>2. India and BRICS (Brazil, Russia, India, China, South Africa)</li> <li>3. India and G-20</li> <li>4. India and Nuclear Disarmament</li> <li>5. India's Nuclear Doctrine</li> <li>6. India and Global Human Rights Issues</li> <li>7. Challenges before Indian Foreign Policy in the 21st Century</li> </ol>	15
	<b>Activities:</b> <b>Interactive Quiz:</b> Students may be asked questions on India's role at U.N., BRICS, and G-20. <b>Debate:</b> Students may be asked to debate the major challenges before India's Foreign Policy in the 21st century.	

<b>Part C – Learning Resources</b>	
<b>Books Recommended</b>	
1.	P.M. Cronin, From Globalism to Regionalism: New Perspectives on U.S. Foreign and Defense Policies, Washington, National Defense University Press, 1993.
2.	J.B. Dunlop, The Rise of Russia and the Fall of the Soviet Empire, Princeton NJ, Princeton University Press, 1993.
3.	R.E. Kanet and A.V. Kozhmiakin, The Foreign Policy of the Russian Federation, London, Macmillan, 1997.
4.	S.J.R. Bilgrami, India and the UN, New Delhi, Jamia, 1969.
5.	V.P. Dutt, India's Foreign Policy in a Changing World, New Delhi, Vikas, 1999.
6.	N. Jetley, India's Foreign Policy: Challenges and Prospects, New Delhi, Janaki Prakashan, 1985.
7.	N.K. Jha (ed.), India's Foreign Policy in a Changing World, New Delhi, South Asian Publishers, 2000.
8.	H. Kapur, India's Foreign Policy: 1947-1993, New Delhi, Sage, 1994.
9.	S. Mansingh, India's Search for Power, New Delhi, Sage, 1995.
10.	J. Nehru, India's Foreign Policy: Selected Speeches, September 1946 - April 1961, New Delhi, Publications Division Government of India, 1971.
11.	जे. एन. दीक्षित, भारतीय विदेश नीति, भारत प्रकाशन, 2020.
12.	डॉ. रामदेव भारद्वाज, भारत की विदेश नीति, मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2021.
13.	जगत एस. मेहता, भारत की विदेश नीति: कल, आज और कल, नेशनल पब्लिशिंग हाउस, 2008.
14.	वी.एन. खन्ना, लिपाक्षी अरोड़ा, लैलिस कुमार, भारत की विदेश नीति, विकास पब्लिशिंग हाउस, 2019.
15.	डॉ. रामप्रवेश शर्मा, भारतीय विदेश नीति, यूनिवर्सिटी पब्लिकेशन, 2009.
16.	डॉ. बी. सिंह गहलोत, भारतीय विदेश नीति, अर्जुन पब्लिशिंग हाउस, 2011.
17.	आर.एस. यादव, भारत की विदेश नीति, पियर्सन एजुकेशन इंडिया, 2013.

<b>Part D - Assessment and Evaluation</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
Maximum Marks: 100		Minimum Marks: 40
Internal Assessment: 40		University Exam (UE) : 60
<b>Internal Assessment</b>	4 class tests (each test will carry 20 marks, three tests will be in written	
Continuous Comprehensive		

Evaluation (CCE): 40	format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40

Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> First
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
<b>1</b>	<b>Course Code</b>	CC14	
<b>2</b>	<b>Course Title</b>	Theoretical Aspect of International Law	
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	

<b>5</b>	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Students will be able to critically comprehend and appreciate the concepts and working of international laws.</li> <li>2. Students will develop the understanding of the topics of State Territory, Acquisition and Loss of Territory, the Law of the Sea, and Settlement of International Disputes.</li> <li>3. Students will understand the crucial topics of Subjects of International Law, State Responsibility, Recognition of State, State Succession State, Intervention, and State Jurisdiction.</li> <li>4. Students will understand the wars in a conceptual framework and learn the effects and laws of warfare.</li> <li>5. Students will learn the key concepts of Neutrality, Blockade, Doctrine of Continuous Voyage, Right of Angary, and Unneutral Service and Right of Visit and Search.</li> </ol>
<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<ol style="list-style-type: none"> <li>1. Meaning and Definition of International Law</li> <li>2. Historical Development of International Law</li> <li>3. Sources of International Law</li> <li>4. Codification of International Law</li> </ol>	15
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Group Discussion: Organise group discussions on the</li> </ol>	

	meaning, definition, sources and codification of international law.	
II	<b>1. Subjects of International Law</b> <b>2. State Responsibility</b> <b>3. Recognition of State</b> <b>4. State Succession State</b> <b>5. Intervention</b> <b>6. State Jurisdiction</b>	15
	Activities: 1. Poster making- Students can posters on the laws and rules relating to above areas of International Law. 2. Debate: Organise debates on the state responsibility.	
III	<b>1. State Territory, Acquisition and Loss of Territory</b> <b>2. The Law of the Sea</b> <b>3. Settlement of International Disputes</b>	15
	Activities: 1. Group Discussion: Organise group discussions on acquisition and loss of territory. 2. Poster making- Students can posters on the law of the sea. 3. Debate: Organise debates on the settlement of international disputes.	
IV	<b>1. War: Meaning, Nature, Types,</b> <b>2. Effects of Warfare</b> <b>3. Laws of Land, Maritime and Aerial Warfare</b>	15
	Activities: 1. Group Discussion: Organise group discussions on meaning nature, and types of war. 2. Poster making- Students can posters on the laws of land, maritime and aerial warfare. 3. Debate: Organise debates on the effects of warfare.	
V	<b>1. Neutrality</b> <b>2. Blockade</b> <b>3. Doctrine of Continuous Voyage</b> <b>4. Right of Angary</b> <b>5. Unneutral Service and Right of Visit and Search</b>	15
	Activities: 1. Group Discussion: Organise group discussions on Doctrine of Continuous Voyage, Right of Angary, and Unneutral Service and Right of Visit and Search. 2. Debate: Organise debates on neutrality and blockade.	

Part C – Learning Resources	
Books Recommended	
<ol style="list-style-type: none"> <li>1. Dr. S. R. Myneni. <i>International Trade Law</i>. 4th ed. New Delhi: Allahabad Law Agency, 2022</li> <li>2. Ashok K. Jain. <i>Public International Law (Law of Peace) &amp; Human Rights</i>. New Delhi: Ascent Publications, 2019.</li> <li>3. S. K. Kapoor. <i>International Law &amp; Human Rights</i>. 22nd ed. Allahabad/Prayagraj: Central Law Agency, 2021.</li> <li>4. Gurdip Singh. <i>International Law</i>. New Delhi: Eastern Book Company, 2019.</li> <li>5. S. K. Verma. <i>An Introduction to Public International Law</i>. 4th ed. New Delhi: Satyam Law International, 4 May 2025 (ISBN 8119121546).</li> <li>6. पुखराज जैन. <i>अंतर्राष्ट्रीय कानून</i>. आगरा: एस बी पी डी पब्लिकेशन्स, 2019.</li> <li>7. बी. एल. फड़िया और कुलदीप फड़िया. <i>अंतर्राष्ट्रीय संगठन एवं अंतर्राष्ट्रीय कानून</i>. आगरा: साहित्य भवन, 2019.</li> <li>8. एच. ओ. अग्रवाल. <i>अंतर्राष्ट्रीय विधि एवं मानव अधिकार</i>. इलाहाबाद: सेंट्रल लॉ पब्लिकेशन्स, 2015 (14वीं संस्करण).</li> <li>9. हरिश्चंद्र शर्मा. <i>अंतर्राष्ट्रीय कानून</i>. जयपुर: (ई-पुस्तक, ईपुस्तकालय संस्करण), 2015.</li> <li>10. डॉ. एस. के. कपूर. <i>अंतर्राष्ट्रीय विधि और मानवाधिकार</i>. इलाहाबाद: सेंट्रल लॉ एजेंसी, 2021.</li> </ol>	

Part D - Assessment and Evaluation		
<b>Suggested Continuous Evaluation Methods:</b>		
Maximum Marks: 100		Minimum Marks: 40
Internal Assessment: 40		University Exam (UE) : 60
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	

<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40
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Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
Subject: International Relations			
1	Course Code	CC21	
2	Course Title	Political Theory and Ideology	
3	Core/ Practicum/Value-Added (CHM/EESC)	Core Course	
4	Pre-requisite (If any)	To study this course, the student must have passed Three-Year Graduation Programme	
5	Course Learning Outcome	7. Students will learn what Political Theory is, understand its importance, and explore different approaches to its study. 8. Students will develop a comprehensive perspective of the State by studying its meaning, theories of origin, and functions, as well as its historical development and key concepts such as Rights and Human Rights, Liberty, Equality, and Justice. 9. Students will learn about various types of constitutions, including Unitary and Federal, Parliamentary and Presidential, and Democratic and Authoritarian forms of government. 10. Students will develop a comprehensive understanding of democracy by studying the Classical, Elite, Pluralist, and Marxist theories of democracy.	
6	Credit Value	5	
7	Total Marks	100	

Part B- Content of the Course		
Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0		
Total No. of Lectures – 75 Hrs		
Unit	Topic	No. of Lectures
I	<b>1. Political Theory: What is Political Theory?</b> <b>2. Importance of Political Theory</b> <b>3. Approaches to Political Theory</b>	15
	Activities: 3. Group Discussion: Arrange group discussions among student on the concept and importance of political theory.	

	4. Panel Discussion Simulation: Form a panel of students acting as representative exponents of particular approaches.	
II	<b>1. State: Meaning and Elements</b> <b>2. Theories of the Origin and Function of States</b> <b>3. Historical development of state</b>	15
	Activities: 3. Group Discussion: Arrange group discussions among student on meaning, elements and historical development of state. 4. Debate: Organise debates on the essential functions of the state.	
III	<b>1. Rights and Human Rights</b> <b>2. Liberty,</b> <b>3. Equality</b> <b>4. Justice</b>	15
	Activities: 3. Debate: Organise debates on principles of rights, liberty, equality, and Justice. 4. Speech Delivery: Students can be asked to deliver speeches on any of the above topics for motivating listeners.	
IV	<b>Classification of States and Constitutions:</b> <b>1. Unitary and Federal</b> <b>2. Parliamentary and Presidential</b> <b>3. Democratic and Authoritarian</b>	15
	Activities: 3. Group Discussion: Students can be ask the merits and demerits of unitary and federal; and Parliamentary forms of government. 4. Debate: Organise debates on democratic and authoritarian forms of government.	
V	<b>Theories of Democracy:</b> <b>1. Classical Theory of Democracy</b> <b>2. Elite theory of Democracy,</b> <b>3. Pluralist theory of Democracy</b> <b>4. Marxist theory of Democracy</b>	15
	Activities: 3. Group Discussion: Students to discuss the different theories of democracy. 4. Debate: Organise a debate on the merits and demerits of the different theories of democracy.	

Part C – Learning Resources	
Books Recommended	
18.	O. P. Gauba. An Introduction to Political Theory (5th ed.). New Delhi: Macmillan Publishers India, 2009.
19.	Subrata Mukherjee and Sushila Ramaswamy. A History of Political Thought: Plato to Marx. New Delhi: Prentice-Hall of India, 2004.
20.	V. R. Mehta. Foundations of Indian Political Thought (An Interpretation: from Manu to the Present Day). New Delhi: Manohar Publishers, 1992 (revised 1996).
21.	Amal Ray and Mohit Bhattacharya. <i>Political Theory: Ideas and Institutions</i> . Calcutta: The World Press Private Limited, 1989
22.	Eddy Asirvatham and K. K. Misra. <i>Political Theory</i> . New Delhi: S. Chand Publishing, 1995.
23.	नरेश दधीच. <i>समसामयिक राजनीतिक सिद्धान्त: एक परिचय</i> . जयपुर: रावत पब्लिकेशन्स, 2015.
24.	डॉ. पुखराज जैन. <i>राजनीतिक सिद्धान्त</i> . आगरा: साहित्य भवन पब्लिकेशन्स, 2013.
25.	डॉ. जे. सी. जोहरी. <i>तुलनात्मक राजनीतिक सिद्धान्त</i> . दिल्ली: एस. बी. पी. डी. पब्लिकेशन्स.
26.	ओ. पी. गौबा. <i>राजनीति सिद्धान्त की रूपरेखा</i> . नई दिल्ली: नेशनल पेपरबैक्स, सप्तम संस्करण, 2015 (नवीन संस्करण 2020).

Part D - Assessment and Evaluation		
<b>Suggested Continuous Evaluation Methods:</b> Maximum Marks: 100 Internal Assessment: 40 <div>Minimum Marks: 40 University Exam (UE) : 60</div>		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40

<b>Part A: Introduction</b>			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
<b>1</b>	<b>Course Code</b>	CC22	
<b>2</b>	<b>Course Title</b>	Theory and Practice of International Organisation	
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
<b>5</b>	<b>Course Learning Outcome</b>	<p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the nature, objectives, and historical development of international organisations and their significance in global governance.</li> <li>2. Analyse the role of the League of Nations in maintaining world peace and critically evaluate the reasons for its failure.</li> <li>3. Examine the structure, functions, and organs of the United Nations and assess the contemporary need for reforms within the organization.</li> <li>4. Understand and evaluate various peaceful and enforcement mechanisms for resolving international disputes, with a focus on the role of the United Nations.</li> <li>5. Appreciate the socio-economic and humanitarian roles of the United Nations in the post–Cold War era, including its peacekeeping and development initiatives.</li> <li>6. Analyze the UN’s role in disarmament, environmental protection, and sustainable development, as well as the contributions of developing countries in advancing the aims and objectives of the UN.</li> </ol>	
<b>6</b>	<b>Credit Value</b>	5	
<b>7</b>	<b>Total Marks</b>	100	

Part B- Content of the Course		
Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0		
Total No. of Lectures – 75 Hrs		
Unit	Topic	No. of Lectures
I	<b>Nature and Evolution of International Organizations:</b> <ol style="list-style-type: none"> <li>1. Definition, nature, and objectives of international organisations</li> <li>2. Evolution and significance of international organisations in global governance</li> <li>3. The League of Nations: role in maintaining world peace, major achievements, and reasons for its failure</li> </ol>	15
	<b>Activity:</b> Group Discussion: Students should discuss the role of international organisations in maintaining peace and analyse the causes of failure of the League of Nations	
II	<b>The United Nations</b> <ol style="list-style-type: none"> <li>1. Establishment, objectives, and principles of the United Nations</li> <li>2. Structure and functions of the UN</li> <li>3. Organs of the UN</li> <li>4. Achievements of the General Assembly and Security Council</li> <li>5. Contemporary debates on the need for UN reforms</li> </ol>	15
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Poster making- students can make posters on the various organs and the functions of United Nations.</li> <li>2. Debate- Debate can be organised in favour and against of the reforms in United Nations.</li> </ol>	
III	<b>Settlement of International Disputes and Development</b> <ol style="list-style-type: none"> <li>1. Peaceful settlement of international disputes: negotiation, mediation, arbitration, adjudication</li> <li>2. Forceful settlement and enforcement measures</li> <li>3. Role of the UN in promoting economic and social development</li> </ol>	15
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Group discussion- Students can discuss in groups various methods of solving International disputes within the framework of United Nations.</li> <li>2. Debate- Debates can be organised on the role of United Nations in solving various International disputes.</li> </ol>	
IV	<b>The UN in the Post–Cold War Era</b> <ol style="list-style-type: none"> <li>1. Changing role of the UN after the Cold War</li> <li>2. Socio-economic and humanitarian interventions</li> <li>3. Peacekeeping operations and challenges</li> <li>4. Political dynamics within the UN</li> </ol>	15

	Activity: Group Discussion- group discussion can be organised on peace making operations of United Nations.	
V	<b>UN's Role in Disarmament, Environment, and Global Development</b> <ol style="list-style-type: none"> <li>1. UN's role in arms control and disarmament</li> <li>2. UN initiatives in environmental protection and sustainable development</li> <li>3. Contribution of developing countries (Third World) in achieving UN goals</li> </ol>	15
	Activities- <ol style="list-style-type: none"> <li>1. Research project- research project on the role of United Nations in disarmament and environment can be made by students.</li> <li>2. Interactive quiz- interactive quiz can be organised on the role of developing countries in furthering the aims and objectives of United Nations.</li> </ol>	

Part C – Learning Resources	
Books Recommended	
<ol style="list-style-type: none"> <li>1. H.O. Agrawal, <i>International Organisations</i>, Central Law Publication, 2023.</li> <li>2. Peter Baehr, <i>The United Nations: Reality and Ideal</i>, London, Oxford University Press, 1989.</li> <li>3. Peter Baehr and Leon Gordenker, <i>The United Nations in the 1990s</i>, London, Oxford University Press, 1992.</li> <li>4. A.L. Bennett, <i>International Organization: Principles and Issues</i>, Englewood Cliffs NJ, Prentice Hall, 1977.</li> <li>5. S.J.R. Bilgrami, <i>International Organisation</i>, New Delhi, Vikas, 1977.</li> <li>6. Cheever and Others, <i>Organising for Peace: International Organisation in World Affair</i>.</li> <li>7. Leland M. Goodrich, <i>The United Nations</i>.</li> <li>8. Hans J. Morgenthau (ed.), <i>Peace, Security and the United Nations</i>, Chicago, University of Chicago Press, 1946.</li> <li>9. Pitman B. Potter, <i>International Organisation</i>.</li> <li>10. M.S. Rajan, <i>India and the Making of the United Nations</i>.</li> <li>11. V. Rajalakshmi, <i>International Relations and Organisations</i>, Eastern Book Company, 2024.</li> <li>12. बसंती लाल बावेल, <i>अंतरराष्ट्रीय संगठन</i>, सेंट्रल लॉ पब्लिकेशन, 2024.</li> <li>13. जे. सी. जोहरी, <i>अंतरराष्ट्रीय संगठन</i>, एन.पी.: एस. बी. पी. डी. पब्लिकेशन्स, 2021.</li> </ol>	

14. ममता चंद्रशेखर, *अंतरराष्ट्रीय संगठन*, मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल, 2019.
15. रामदेव भारद्वाज, *अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे*, भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
16. यू. आर. घई, *अंतरराष्ट्रीय संगठन*, एन. ए. पी. सी., 2020.

Part D - Assessment and Evaluation		
<b>Suggested Continuous Evaluation Methods:</b> Maximum Marks: 100 Internal Assessment: 40 <div style="text-align: right;">Minimum Marks: 40 University Exam (UE) : 60</div>		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40

Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
1	<b>Course Code</b>	CC23	
2	<b>Course Title</b>	International Relations Since 1945	
3	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
4	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
5	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Students will be able to explain the impact of the Second World War on global politics and identify the causes, phases, and consequences of the Cold War.</li> <li>2. Students will be able to critically analyze major post-war conflicts, including the Berlin Crisis, Korean War, Vietnam War, Arab-Israel conflict, Cuban Missile Crisis, and the Afghanistan War, with attention to the role of superpowers.</li> <li>3. Students will be able to evaluate the emergence, evolution, achievements, and contemporary relevance of the Non-Aligned Movement (NAM) and assess the challenges and contributions of Third World countries in international politics.</li> <li>4. Students will be able to describe the transformation of the Cold War order, including Détente, Neo-Cold War tensions, Gorbachev's reforms, the dissolution of the Communist Bloc, the end of the Soviet Union, and the emergence of a unipolar world order.</li> <li>5. Students will be able to critically examine contemporary international issues such as globalization, international terrorism, environmental challenges, and emerging multipolarity, including the roles of China, EU, BRICS, and India in the global system.</li> </ol>	
6	<b>Credit Value</b>	5	
7	<b>Total Marks</b>	100	



Part B- Content of the Course		
Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0		
Total No. of Lectures – 75 Hrs		
Unit	Topic	No. of Lectures
I	<b>The Second World War and the Cold War</b> <ol style="list-style-type: none"> <li>1. Impact of the Second World War on International Politics</li> <li>2. Causes of the Cold War</li> <li>3. Major phases of the Cold War</li> <li>4. Consequences of the Cold War on global politics</li> </ol>	15
	<b>Activities:</b> <b>Group Discussion:</b> Students may be asked to discuss in small groups the main causes of the Cold War and their implications for world politics. <b>Case Study:</b> Students may be invited to analyze the impact of the Yalta and Potsdam Conferences on post-war international relations and present their findings.	
II	<b>Major Post-War Conflicts</b> <ol style="list-style-type: none"> <li>1. Berlin Problem and the division of Germany</li> <li>2. Korean War: Causes, course, and impact</li> <li>3. Vietnam War: U.S. intervention and consequences</li> <li>4. Arab-Israel Conflict and the Middle East crisis</li> <li>5. Cuban Missile Crisis</li> <li>6. Afghanistan War (1979–89): Soviet intervention and U.S. response</li> </ol>	15
	<b>Activities:</b> <b>Simulation Exercise:</b> Participants may be asked to role-play diplomatic negotiations during the Cuban Missile Crisis and explore possible alternative outcomes. <b>Debate:</b> Learners may be asked to deliberate whether superpower interventions in Korea, Vietnam, or Afghanistan were justified, citing historical evidence.	
III	<b>Non-Alignment and the Third World</b> <ol style="list-style-type: none"> <li>1. Emergence and Growth of the Non-Aligned Movement (NAM)</li> <li>2. Evolution and Achievements of NAM</li> <li>3. Relevance of NAM</li> <li>4. The Third World: Definition and Challenges</li> <li>5. Role of the Third World in International Politics</li> <li>6. North-South Divide and the Need for South-South Cooperation</li> </ol>	15
	<b>Activities:</b> <b>Group Discussion:</b> Students may be asked to assess the continuing relevance of NAM in today's international scenario.	

	<b>Case Study:</b> Students may be asked to analyze a case study of India's participation in a South-South cooperation program (e.g., ITEC or BRICS initiatives) and present their findings to the class.	
<b>IV</b>	<p><b>Transformation of the Cold War Order</b></p> <ol style="list-style-type: none"> <li>1. Policy of Détente: Causes, features, and consequences</li> <li>2. Neo-Cold War and renewed confrontation in the 1980s</li> <li>3. Gorbachev's reforms and their global impact</li> <li>4. Dissolution of the Communist Bloc in Eastern Europe</li> <li>5. Disintegration of the Soviet Union and the end of the Cold War</li> </ol> <p><b>Activities:</b></p> <p><b>Panel Discussion:</b> Participants may be asked to simulate a panel debate on the consequences of the Soviet Union's disintegration for global politics.</p> <p><b>Document Analysis:</b> Students may be asked to study excerpts from key treaties or speeches related to Détente and the Neo-Cold War (e.g., Helsinki Accords, SALT treaties) and write a brief report evaluating their impact on international stability.</p>	15
<b>V</b>	<p><b>Contemporary Issues in International Relations</b></p> <ol style="list-style-type: none"> <li>1. Globalisation: Political, Economic, and Cultural dimensions</li> <li>2. Rise of International Terrorism and global responses</li> <li>3. Environmental issues and International Politics (Climate Change, Sustainable Development, Global Summits)</li> <li>4. Emerging Multipolarity: Rise of China, EU, BRICS, and India's role in the new world order</li> </ol> <p><b>Activities:</b></p> <p><b>Group Discussion:</b> Learners may be asked to discuss the impact of globalisation and emerging multipolarity on international relations.</p> <p><b>Case Study:</b> Students may be invited to analyze a recent international event (terrorist attack, climate summit, or multilateral agreement) and reflect on its implications for global policy.</p>	15

<b>Part C – Learning Resources</b>	
<b>Books Recommended</b>	
1.	P. Allan and K. Oldman (eds.). <i>The End of the Cold War</i> . Dordrecht: Martinus Nijhoff, 1992.
2.	E.H. Carr. <i>The Twenty Years' Crisis, 1919–1939: An Introduction to the Study of International Relations</i> . London: Macmillan, 1939.
3.	E.H. Carr. <i>International Relations between the Two World Wars, 1919–1939</i> . Oxford:

Oxford University Press, 1961.

4. Inis L. Claude. *Power and International Relations*. New York: Random House, 1962.
5. Hedley Bull. *The Anarchical Society: A Study of Order in World Politics*. London: Macmillan, 1977.
6. Hans J. Morgenthau. *Politics Among Nations: The Struggle for Power and Peace*. 6th edition, revised by K.W. Thompson. New York: Alfred Knopf, 1985.
7. Mahendra Kumar. *Theoretical Aspects of International Politics*. Agra: Shiva Lal Agarwal, 1975.
8. N.D. Palmer and C. Perkins. *International Relations*. New Delhi: AITBS, 2004.
9. M.S. Rajan. *Non-Alignment and the Non-Alignment Movement in the Present World Order*. Delhi: Konark, 1994.
10. J.N. Rosenau. *World Politics: An Introduction*. New York: The Free Press, 1976.
11. F.L. Schuman. *International Politics*. New York: McGraw-Hill, 1969.
12. V.N. Khanna and L.K. Kumar. *International Relations*. New Delhi: Vikas Publishing House, 2019.
13. S.C. Singhal. *International Relations*. Agra: Lakshmi Narain Agarwal, 2022.
14. रामदेव भारद्वाज. अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे. भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
15. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). भोपाल: मैकग्रा-हिल, 2025.
16. तपन बिसवाल. अंतरराष्ट्रीय संबंध. हैदराबाद: ओरिएंट ब्लैकस्वान, 2016.
17. प्यू घोष. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.
18. डॉ. मथुरालाल शर्मा. अंतरराष्ट्रीय संबंध. नई दिल्ली: राधा पब्लिकेशन्स, 2024.

Part D - Assessment and Evaluation		
<b>Suggested Continuous Evaluation Methods:</b> Maximum Marks: 100 Internal Assessment: 40 <div>Minimum Marks: 40 University Exam (UE) : 60</div>		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40

Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
Subject: International Relations			
1	Course Code	VAC - 2	
2	Course Title	Entrepreneurship Development	
3	Core/ Practicum/Value-Added (CHM/EESC)	VAC	
4	Pre-requisite (If any)	To study this course, the student must have passed Three-Year Graduation Programme	
5	Course Learning Outcome	1. This course will prepare budding entrepreneurs. 2. The content would Students will be able to explain the impact of the Second World War on global politics and identify the causes, phases, and consequences of the Cold War.	
6	Credit Value	5	
7	Total Marks	100	

Part B- Content of the Course		
Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0		
Total No. of Lectures – 75 Hrs		
Unit	Topic	No. of Lectures
I	<b>Introduction –</b> Entrepreneurship: Meaning, Nature, Importance, Specific Traits of Entrepreneurship, Role of Entrepreneurs in the Indian Economy	15
	<b>Activities:</b> 1. Entrepreneurial Trait Quiz 2. Personal SWOT Analysis	

II	<b>Analysis of Entrepreneurial Opportunities –</b> Defining, Objectives, Identification, Process of Sensing, Assessing the Impact of Opportunities and Threats	15
	<b>Activities:</b> 1. Market Analysis Activities 2. Customer Discovery Activities	
III	<b>Search of business Ideas –</b> Preparing for business plan, legal requirements of a new unit-procedure for registering business, starting of new venture, product designing/branding, research and development, selection of forms of business organisation.	15
	<b>Activities:</b> 1. Business Idea Competition 2. Mind Mapping Activities	
IV	<b>Role of Supportive Organisations –</b> DIC and Various Government Policies for the Development of Entrepreneurship, Government Schemes and Business Assistance, Subsidies, Role of Banks	15
	<b>Activities:</b> 1. Case Study Discussion on Supporting Organisations 2. Networking Event Activities with Supportive Organisations	
V	<b>Marketing Assessment –</b> Meaning of Market Assessment, Components and Dimensions of Market Assessment, Questionnaire Preparation, Local Market Survey, Visit to Industrial Units, Business Houses and Service Sector, Submission of Survey-Based Report on Successful and Unsuccessful Entrepreneurs	15
	<b>Activities:</b> 1. Analyzing Market Trends 2. Market Share Analysis	

Part C – Learning Resources	
Books Recommended	
1. Entrepreneurship Development	Dr.C.B.Gupta
2. Dynamics of Entrepreneurial Development and Management	Vasant Desai
3. Innovation and Entrepreneurship	Peter F.Drucker
4. Entrepreneurship Development	G.A.Kaulgud
5. Entrepreneurship-Need of the Hour	Dr.Vidya Hattangad

6. Entrepreneurship Development

Dipesh D. Uike

7. पी. के. जैन. *उद्यमिता विकास*. मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 2024.

[https://sist.sathyabama.ac.in/sist\\_coursematerial/uploads/SBAX1024.pdf](https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SBAX1024.pdf)

<https://wcu.edu.et>

<https://www.nios.ac.in>

#### Part D - Assessment and Evaluation

##### Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE):	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	40
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20 5 X 8 = 40

Part A: Introduction			
<b>Programme:</b> P.G. Two Year		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
Subject: International Relations			
1	<b>Course Code</b>	CC24	
2	<b>Course Title</b>	Research Methodology	
3	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
4	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
5	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Students will be able to use different quantitative and qualitative tools and techniques in their research.</li> <li>2. They will learn different tools and techniques of data collection and analysis.</li> <li>3. Students will be able to design their research proposal</li> <li>4. Students will be equipped with an understanding of use of computer in social research.</li> </ol>	
6	<b>Credit Value</b>	5	
7	<b>Total Marks</b>	100	

Part B- Content of the Course		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
Unit	Topic	No. of Lectures
I	<b>Nature and Scope of Social Research: Importance and uses, Difference between Pure and Applied Research, Identification of Research Problem, Research Design.</b>	15
	Activities- 1 Group Discussion-Divide students in groups and ask them to discuss nature of social research and difference between pure and applied research. 2 Research Design making- Students should be asked to identify a research problem and prepare a Research Design on that.	
II	<b>Hypothesis, Concepts and Variables, Classification, Hypotheses, Formulation and Testing, Sampling Method.</b>	15
	<b>Activity:</b> <b>Hypothesis formulation-</b> students can be asked to	

	formulate Hypothesis on a chosen topic and test it.	
III	<b>Tools and Techniques of Data Collection, Observation:</b> <b>Characteristics of observation, Kinds of observation, merits and demerits, Questionnaire, Schedule, Interview, Survey techniques.</b>	15
	<b>Activity:</b> 1. Panel discussion-divide students into panels and discuss various techniques of research. 2 Interactive Quiz-organize Interactive Quiz on various techniques of data Collection. Give topic of research and ask which technique will be suitable for doing research on it.	
IV	<b>Nature of study: Case study, Pilot studies and Panel studies, Application of Computer in Social Science Research, Theory Formation in Social Sciences, Report writing.</b>	15
	<b>Activity:</b> 1. Group Discussion- Divide students in groups and organize discussion on case study, Pilot and Panel studies methods. 2 Report Writing-Ask Students to write a Report on the chosen subject point wise.	
V	<b>Frequency Distribution, Measurement of Central Tendency Mean, Median, Mode ,Measurement of Deviation, Correlation Theory.</b>	15
	<b>Activities:</b> 1. Group Discussion- can discuss various statistical tools in groups. 2. Exercises -Give exercise to solve mean, median, mode, correlation to increase the understanding of the students	

Part C – Learning Resources	
Books Recommended	
<p>27. Mukharji - Social Survey &amp; Social Research (Hindi)</p> <p>28. Bajpai, S.R. - Methods of Social Survey and Research.</p> <p>29. Ghosh, B.N. - Scientific Method and Social Research.</p> <p>30. Goode, W.G. &amp; P.K. Hatt - Methods in Social Research.</p> <p>31. Gopal, M.H. - An Introduction to Research Procedure in Social Sciences.</p> <p>32. Lundburhg, G. - Social Research.</p> <p>33. Raiammal, P. Devada&amp; J. Kuladelvel - A Hand Book of Methodology ofResearch.</p> <p>34. Selltiz&amp; Jahoda - Research Methods in Social Relation.</p> <p>35. Young, P.V. - Scientific Social Surveys and Research.</p> <p>36. एम. एल. मोरे (2024). सामाजिक शोध की मूलभूत अवधारणाएं. मध्य देश हिन्दी ग्रंथ अकादमी, भोपाल।</p>	



37. सामाजिक अनुसंधान पद्धति. मध्य देश हिन्दी ग्रंथ अकादमी, भोपाल।  
 38. विवेक मिश्रा (2024). शोध विधि. मध्य देश हिन्दी ग्रंथ अकादमी, भोपाल।  
<https://www.jsscacs.edu.in>  
<https://www.euacademic.org>  
<https://www.lpude.in>

Part D - Assessment and Evaluation		
<b>Suggested Continuous Evaluation Methods:</b> Maximum Marks: 100 Minimum Marks: 40 Internal Assessment: 40 University Exam (UE) : 60		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40

Part A: Introduction			
<b>Programme:</b> P.G. One Year		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
1	<b>Course Code</b>	VAC	
2	<b>Course Title</b>	Personality Development	
3	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	VAC - 4	
4	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	

<b>5</b>	<b>Course Learning Outcome</b>	<p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the historical linkages between India and ASEAN countries.</li> <li>2. Analyse India's Look East and Act East Policies and their impact on ASEAN relations.</li> <li>3. Examine India's strategic, political, and security concerns in the Indo-Pacific region.</li> <li>4. Assess the determinants and trends in India's bilateral relations with Myanmar, Thailand, Cambodia, and Vietnam.</li> <li>5. Evaluate the economic and cultural cooperation between India and ASEAN with reference to trade, connectivity, and shared heritage.</li> <li>6. Identify future prospects and challenges in India–ASEAN relations within the global and regional context.</li> </ol>
<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Personality development – concept, types, role and impact</li> <li>2. Developing self-awareness and projecting a winning personality</li> </ol>	<b>15</b>
	<b>Activity:</b> <b>Self-Awareness Exercise</b> – Maintain a diary to record thoughts, feelings, and experiences; obtain feedback to gain new perspectives and	

	understanding.	
II	<b>Personality Assessment</b> <ol style="list-style-type: none"> <li>1. Personality assessment and testing</li> <li>2. Resume writing – types, contents, and formats</li> <li>3. Interviewing skills, group discussion, JAM sessions, persuasive communication</li> </ol>	15
	<b>Activity:</b> Personality Quizzes – MBTI, Big Five Personality Traits, 360° feedback process.	
III	<b>Communication Skills</b> <ol style="list-style-type: none"> <li>1. Oral/spoken communication practice and testing</li> <li>2. Voice and accent training</li> <li>3. Feedback and questioning techniques</li> <li>4. Setting objectives in an argument</li> </ol>	15
	<b>Activity:</b> Two-minute speech, debates, group discussions.	
IV	<b>Presentation Skills</b> <ol style="list-style-type: none"> <li>1. Skills and techniques of presentation</li> <li>2. Presentation etiquette</li> <li>3. Project/assignment presentation</li> <li>4. Role play and body language</li> <li>5. Impression management</li> </ol>	15
	<b>Activity:</b> Script writing, slide design, storytelling, TED Talk–style presentation.	
V	<b>Personality Development Activities</b> <ol style="list-style-type: none"> <li>1. Leadership activities</li> <li>2. Motivation activities</li> <li>3. Team building activities</li> <li>4. Stress and time management techniques</li> <li>5. Creativity and ideation</li> </ol>	Q
	<b>Activity:</b> Activities as specified in the unit.	

Part C – Learning Resources
Books Recommended
<i>Lesikar's Basic Business Communication</i> — Raymond V. Lesikar; John D. Pettit; Marie E. Flatley <i>Personality Development: Transform Yourself</i> — Rajiv K. Mishra <i>Personality Development and Soft Skills</i> — Barun K. Mitra

**Part D - Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): 40	4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the form of quiz, project work, presentation etc. 2 best tests will be added.	
<b>External Assessment</b> University Exam Session Time: 03:00 Hours	<b>Section (A):</b> Short Answer Type Questions <b>Section (B):</b> Long Answer type Questions	5 X 4 = 20  5 X 8 = 40







