

M. L B. ARTS AND COMMERCE COLLEGE, GWALIOR
POST GRADUATE SYLLABUS
M.A. – TWO 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 | Comparative Government and Politics | 5 |
| | | Core Course - 4 | Theoretical Aspect of International Law | 5 |
| | | VAC - 1 | Internship or Seminar | 2 |
| | | Total Credit | | 22 |
| | SEM - 2 | Core Course - 5 | Political Theory and Ideology | 5 |
| | | Core Course - 6 | Fundamental of Diplomacy | 5 |
| | | Core Course - 7 | Theory and Practice of International Organization | 5 |
| | | Core Course - 8 | International Relations Since 1845 | 5 |
| | | VAC - 2 | Entrepreneurship Development | 2 |
| | | Total Credit | | 22 |
| SECOND YEAR | SEM - 3 | Core Course - 9 | India's Foreign Policy | 5 |
| | | Core Course - 10 | Foreign Policy of SAARC Nations | 5 |
| | | Core Course - 11 | Foreign Policy of USA. Russia and China | 5 |
| | | Core Course - 12 | Trends and Issues in International Relations | 5 |
| | | VAC - 3 | Seminar | 2 |
| | | Total Credit | | 22 |
| | SEM - 4 | Core Course - 13 | Research Methodology | 5 |
| | | Core Course - 14 | Human Rights | 5 |
| | | Core Course - 15 | Disarmament | 5 |
| | | Core Course - 16 | India and ASEAN | 5 |
| | | VAC - 4 | Personality Development | 2 |
| | | Total Credit | | 22 |

| Part A: Introduction | | | |
|----------------------------------|--|---|------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: First |
| Session: 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"> 1. Students will be able to critically comprehend and analyze the essence of Indian and Western political thought through representative thinkers. 2. Students will appreciate the contributions of the Indian knowledge tradition to political philosophy. 3. Students will understand the concerns and ideas of Western political thinkers who shaped the modern world. 4. Students will engage with the vision of independent India as articulated by Gandhi, Tagore, and Ambedkar. | |
| 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 | Political Thought in Indian Knowledge System: Manu, Kautilya, Shantiparva | 15 |
| | Activities: <ol style="list-style-type: none"> 1. Group Discussion: Arrange group discussions among student on the contribution of Indian Knowledge System to political thoughts. 2. Debate: Organise debates on the relevance of ancient political philosophy with special reference to Manu, | |

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| | Kautilya and Shantiparva | |
| II | Plato, Aristotle, Machiavelli | 15 |
| | Activities: <ol style="list-style-type: none"> 1. Group Discussion: Arrange group discussions among student on the features of Greek political thought with special reference to Plato and Aristotle. 2. Debate: Organise debates on whether Machiavelli is the father of modern political philosophy. | |
| III | Hobbes, Locke, Rousseau | 15 |
| | Activities: <ol style="list-style-type: none"> 1. Debate: Organise debates on the topics highlighting the contributions of Hobbes, Locke, and Rousseau to political thought. 2. Role Play: Students can be asked to speak as if Hobbes, Locke, and Rousseau are delivering speeches highlighting their main ideas. | |
| IV | Bentham, J. S. Mill, Marx | 15 |
| | Activities: <ol style="list-style-type: none"> 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. 2. Debate: Organise debates on the different issues like relevance of the ideas of Bentham, J.S. Mill and Marx. | |
| V | Gandhi, Tagore, Ambedkar | 15 |
| | Activities: <ol style="list-style-type: none"> 1. Group Discussion: Students can be divided into groups to discuss the relevance the ideas of Gandhi, Tagore, Ambedkar. 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. | |

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

Education India, 2018 (2nd Edition).

5. Thomas Pantham and Kenneth L. Deutsch (eds.). *Political Thought in Modern India*. New 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 | | |
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| Suggested Continuous Evaluation Methods: Maximum Marks: 100 Internal Assessment: 40 <div>Minimum Marks: 40 University Exam (UE) : 60</div> | | |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|---|---|--|------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: First |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC12 | |
| 2 | Course Title | Theoretical Aspect of International Relations | |
| 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"> 1. Students will know about the basics of the discipline of IR. 2. They will familiarize themselves with the contribution to the understanding and ideals of the Indian knowledge system including the concept of Vasudhaiva Kutumbakam. 3. It will develop understanding of Realism and Idealism, Systems Theory, Game theory. 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. 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. | |
| 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 | 1. Meaning, Nature and Scope of International Relations 2. Inter-state relations in Indian knowledge system: Kautilya's Mandala Theory and the concept of Vasudhaiva Kutumbakam 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 | 15 |
| | Activities: 1. Debate: Organise debates on the contribution of the Indian Knowledge System to the theory and practice of international relations. 2. Group Discussion: Organise group discussions among students on the nature and evolution of International Relations. | |
| II | 1. Approaches to the Study of International Relations: Idealist and Realist 2. Theories of International Politics: Systems Theory and Game Theory | 15 |
| | Activities: 1. Debate: Organise debates on the merits and demerits of the realist and idealist approaches 2. Group Discussion: Organise group discussions on the scope and limitations of the Systems Theory and Game Theory. | |
| III | 1. The Elements of National Power and Limitations, Balance of Power and Collective Security 2. National Interest: Meaning, Components and Methods | 15 |
| | Activities: 1. Group Discussion- Group Discussion can be organized on National Power, balance of power and collective security. 2. Debate- students can debate on different aspects of National Interest | |
| IV | 1. Imperialism, Colonialism, Neo Colonialism 2. Nationalism, Nation-State, and Challenges to Nation- | 15 |

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| | States | |
| | Activities: 1. Debate: Organise debates on Imperialism, Colonialism, Neo Colonialism. 2. Group Discussion- Group Discussion can be organized on Nationalism, Nation-State, and Challenges to Nation-States | |
| V | 1. Emerging Global Order; features and emerging trends, Impact of Globalisation, Geo-political conflicts 2. Global Environmental Crisis, Terrorism and Cross-border Terrorism | 15 |
| | Activities: 1. Group Discussion: Students can be divided into groups to discuss the features of the emerging global order. 2. Interactive Quiz -Interactive Quiz can be organized to develop understanding of students on environment issues and terrorism. | |

| Part C – Learning Resources | |
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| Books Recommended | |
| 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. <i>Power and International Relations</i> . New York: Random House, 1962. 5. Hedley Bull. <i>The Anarchical Society: A Study of Order in World Politics</i> . London: Macmillan, 1977. 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. 7. Mahendra Kumar. <i>Theoretical Aspects of International Politics</i> . Agra: Shiva Lal Agarwal, 1975. 8. N.D. Palmer and C. Perkins. <i>International Relations</i> . New Delhi: AITBS, 2004. 9. M.S. Rajan. <i>Non-Alignment and the Non-Alignment Movement in the Present World Order</i> . 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 | | |
|--|--|--------------------------|
| Suggested Continuous Evaluation Methods: Maximum Marks: 100 Internal Assessment: 40 Minimum Marks: 40 University Exam (UE) : 60 | | |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|----------------------------------|---|---|------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: First |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC13 | |
| 2 | Course Title | Comparative Government and Politics | |
| 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"> 1. Students will be able to critically comprehend and analyze the essence of Indian and Western political thought through representative thinkers. 2. Students will appreciate the contributions of the Indian knowledge tradition to political philosophy. 3. Students will understand the concerns and ideas of Western political thinkers who shaped the modern world. 4. Students will engage with the vision of independent India as articulated by Gandhi, Tagore, and Ambedkar. | |
| 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 | 1. Comparative Politics: Meaning, Nature, and Scope | 15 |

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| | 2. Evolution of Comparative Politics as a discipline 3. Traditional and Modern Approaches | |
| | Activities: 1. Group discussion: Divide students into groups and organise discussion on traditional and modern perspective in comparative politics and behavioural framework in it. | |
| II | 1. Traditional Approaches 2. Political Systems Approach and Analysis (David Easton) 3. Structural Functional Approach and Analysis (G.A. Almond and G.B. Powell) | 15 |
| | Activities: 1. Debate- Debate can be organised on David Easton's systems approach and Almond Powell's structural functional analysis to increase the knowledge of students. 2. Poster making: Students can make posters on Easton's System Approach and Structural Functional approach of Almond and Powell for developing better understanding. | |
| III | 1. Political Developmental approach and analysis (views of Lucian Pye, Huntington, Almond and Organski) 2. Political Modernisation 3. Political Culture | 15 |
| | Activities: 1. Interactive quiz: Interactive quiz can be organised to develop the understanding of students on political development, modernisation and political culture. | |
| IV | 1. Political Socialization (Views of Apter, Almond, Powell) 2. Political Participation and Political Recruitment (Views of Apter, Almond, Powell) 3. Political Communication (Views of Norbert Weiner and Karl W. Deutsch) | 15 |
| | Activities: 1. Group Discussion: Organise group discussion by dividing students in groups on political socialization participation and political communication. | |
| V | 1. Constitution and its Types 2. Constitutionalism 3. Pressure Groups and Party System | 15 |
| | Activities: 1. Group Discussions: Organise group discussions so that students can develop deeper understanding of topics like Constitutionalism and Party System | |

| Part C – Learning Resources | |
|--|--|
| Books Recommended | |
| <ol style="list-style-type: none"> 1. G. Almond, Comparative Politics Today : A World View, 7th edn., New York, London, 2000. 2. Almond and Powell, Comparative Politics : A Developmental approach, Boston, Little Brown, 1966. 3. J.A. Bill and R. Hardgrave, Comparative Politics : The Quest for Theory, Columbus, Merrill, 1973. 4. J. Blondel, An Introduction to Comparative : Government, London, Weidenfeld and Nicolson. 5. H. Eckstein and D.E. Apter, Comparative Politics, New York, Free Press, 1963. 6. Macridis and Ward, Modern Political Systems : Europe and Asia, 2nd ed., Englewood cliffs NJ, Princeton Hall, 1968. 7. Lucian Pye, New Aspects of Politics Princeton Hall, 1963. 8. 8. Almond and Coleman, Politics of Developing Areas, Little Brown, 1966. 9. 9. L. Diamond, Political Culture and Democracy in Developing countries, Boulder Colorado, Lynne Rienner, 1993. 10. ओम प्रकाश गाबा, तुलनात्मक राजनीति की रूपरेखा, एस. चंद पब्लिशिंग, द्वितीय संस्करण, 2023. 11. सी. बी. गेना, तुलनात्मक राजनीति, एस. चंद प्रकाशन. 12. डॉ. बी. एल. फड़िया, डॉ. कुलदीप फड़िया, तुलनात्मक शासन एवं राजनीति, साहित्य भवन पब्लिकेशन. 13. जे. सी. जोहरी, तुलनात्मक राजनीति, एटरनल पब्लिकेशंस, 2022. 14. डॉ. जी. पी. नेमा, तुलनात्मक राजनीति, यूनिवर्सिटी पब्लिकेशन, नई दिल्ली, 2008. 15. डॉ. नरेंद्र सिंह, तुलनात्मक राजनीति – एक अध्ययन, आर्य पब्लिकेशन, 2013. 16. कुसुम बाजपेई, तुलनात्मक राजनीति, इशिका पब्लिशिंग हाउस, जयपुर, 2012. <p>https://egyankosh.ac.in</p> <p>https://hostnezt.com/cssfiles/politicalscience/Comparative%20Government%20and%20Politics%20Rod%20Hague%20and%20Martin%20Harrop.pdf</p> <p>https://tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/POLS-802CComparative%20Politics.pdf /POLS-802CComparative%20Politics.pdf</p> | |

| Part D - Assessment and Evaluation | | |
|---|--|---------------------------|
| Suggested Continuous Evaluation Methods: | | |
| Maximum Marks: 100 | | Minimum Marks: 40 |
| Internal Assessment: 40 | | University Exam (UE) : 80 |
| Internal Assessment | 4 class tests (each test will carry 20 marks, three tests will be in written format and fourth test will be in the | |
| Continuous Comprehensive Evaluation (CCE): 40 | | |

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| | form of quiz, project work, presentation etc. 2 best tests will be added. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|---|---|--|------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: First |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC14 | |
| 2 | Course Title | Theoretical Aspect of International Law | |
| 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 | |

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| 5 | Course Learning Outcome | <ol style="list-style-type: none"> 1. Students will be able to critically comprehend and appreciate the concepts and working of international laws. 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. 3. Students will understand the crucial topics of Subjects of International Law, State Responsibility, Recognition of State, State Succession State, Intervention, and State Jurisdiction. 4. Students will understand the wars in a conceptual framework and learn the effects and laws of warfare. 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. |
| 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 | <ol style="list-style-type: none"> 1. Meaning and Definition of International Law 2. Historical Development of International Law 3. Sources of International Law 4. Codification of International Law | 15 |
| | Activities: <ol style="list-style-type: none"> 1. Group Discussion: Organise group discussions on the | |

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| | meaning, definition, sources and codification of international law. | |
| II | 1. Subjects of International Law 2. State Responsibility 3. Recognition of State 4. State Succession State 5. Intervention 6. State Jurisdiction | 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 | 1. State Territory, Acquisition and Loss of Territory 2. The Law of the Sea 3. Settlement of International Disputes | 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 | 1. War: Meaning, Nature, Types, 2. Effects of Warfare 3. Laws of Land, Maritime and Aerial Warfare | 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 | 1. Neutrality 2. Blockade 3. Doctrine of Continuous Voyage 4. Right of Angary 5. Unneutral Service and Right of Visit and Search | 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 | |
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| Books Recommended | |
| <ol style="list-style-type: none"> 1. Dr. S. R. Myneni. <i>International Trade Law</i>. 4th ed. New Delhi: Allahabad Law Agency, 2022 2. Ashok K. Jain. <i>Public International Law (Law of Peace) & Human Rights</i>. New Delhi: Ascent Publications, 2019. 3. S. K. Kapoor. <i>International Law & Human Rights</i>. 22nd ed. Allahabad/Prayagraj: Central Law Agency, 2021. 4. Gurdip Singh. <i>International Law</i>. New Delhi: Eastern Book Company, 2019. 5. S. K. Verma. <i>An Introduction to Public International Law</i>. 4th ed. New Delhi: Satyam Law International, 4 May 2025 (ISBN 8119121546). 6. पुखराज जैन. <i>अंतर्राष्ट्रीय कानून</i>. आगरा: एस बी पी डी पब्लिकेशन्स, 2019. 7. बी. एल. फड़िया और कुलदीप फड़िया. <i>अंतर्राष्ट्रीय संगठन एवं अंतर्राष्ट्रीय कानून</i>. आगरा: साहित्य भवन, 2019. 8. एच. ओ. अग्रवाल. <i>अंतर्राष्ट्रीय विधि एवं मानव अधिकार</i>. इलाहाबाद: सेंट्रल लॉ पब्लिकेशन्स, 2015 (14वीं संस्करण). 9. हरिश्चंद्र शर्मा. <i>अंतर्राष्ट्रीय कानून</i>. जयपुर: (ई-पुस्तक, ईपुस्तकालय संस्करण), 2015. 10. डॉ. एस. के. कपूर. <i>अंतर्राष्ट्रीय विधि और मानवाधिकार</i>. इलाहाबाद: सेंट्रल लॉ एजेंसी, 2021. | |

| Part D - Assessment and Evaluation | | |
|---|--|---------------------------|
| Suggested Continuous Evaluation Methods: | | |
| Maximum Marks: 100 | | Minimum Marks: 40 |
| Internal Assessment: 40 | | University Exam (UE) : 60 |
| Internal Assessment 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. | |

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| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |
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| Part A: Introduction | | | |
|----------------------------------|--|---|-------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Second |
| Session: 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 | <ol style="list-style-type: none"> Students will learn what Political Theory is, understand its importance, and explore different approaches to its study. 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. Students will learn about various types of constitutions, including Unitary and Federal, Parliamentary and Presidential, and Democratic and Authoritarian forms of government. 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 | <ol style="list-style-type: none"> Political Theory: What is Political Theory? Importance of Political Theory Approaches to Political Theory | 15 |
| | Activities: <ol style="list-style-type: none"> Group Discussion: Arrange group discussions among student on the concept and importance of political theory. | |

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| | 4. Panel Discussion Simulation: Form a panel of students acting as representative exponents of particular approaches. | |
| II | 1. State: Meaning and Elements 2. Theories of the Origin and Function of States 3. Historical development of state | 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 | 1. Rights and Human Rights 2. Liberty, 3. Equality 4. Justice | 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 | Classification of States and Constitutions: 1. Unitary and Federal 2. Parliamentary and Presidential 3. Democratic and Authoritarian | 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 | Theories of Democracy: 1. Classical Theory of Democracy 2. Elite theory of Democracy, 3. Pluralist theory of Democracy 4. Marxist theory of Democracy | 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 | |
| 1. | O. P. Gauba. An Introduction to Political Theory (5th ed.). New Delhi: Macmillan Publishers India, 2009. |
| 2. | Subrata Mukherjee and Sushila Ramaswamy. A History of Political Thought: Plato to Marx. New Delhi: Prentice-Hall of India, 2004. |
| 3. | V. R. Mehta. Foundations of Indian Political Thought (An Interpretation: from Manu to the Present Day). New Delhi: Manohar Publishers, 1992 (revised 1996). |
| 4. | Amal Ray and Mohit Bhattacharya. <i>Political Theory: Ideas and Institutions</i> . Calcutta: The World Press Private Limited, 1989 |
| 5. | Eddy Asirvatham and K. K. Misra. <i>Political Theory</i> . New Delhi: S. Chand Publishing, 1995. |
| 6. | नरेश दधीच. <i>समसामयिक राजनीतिक सिद्धान्त: एक परिचय</i> . जयपुर: रावत पब्लिकेशन्स, 2015. |
| 7. | डॉ. पुखराज जैन. <i>राजनीतिक सिद्धान्त</i> . आगरा: साहित्य भवन पब्लिकेशन्स, 2013. |
| 8. | डॉ. जे. सी. जोहरी. <i>तुलनात्मक राजनीतिक सिद्धान्त</i> . दिल्ली: एस. बी. पी. डी. पब्लिकेशन्स. |
| 9. | ओ. पी. गौबा. <i>राजनीति सिद्धान्त की रूपरेखा</i> . नई दिल्ली: नेशनल पेपरबैक्स, सप्तम संस्करण, 2015 (नवीन संस्करण 2020). |

| Part D - Assessment and Evaluation | | |
|---|--|---------------------------|
| Suggested Continuous Evaluation Methods: | | |
| Maximum Marks: 100 | | Minimum Marks: 40 |
| Internal Assessment: 40 | | University Exam (UE) : 60 |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|---|---|--|-------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Second |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC22 | |
| 2 | Course Title | Fundamental of Diplomacy | |
| 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"> 1. Students will be able to critically comprehend and analyze the meaning, nature, scope, and importance of diplomacy. 2. Students will appreciate the role and functions of diplomatic agents, including their privileges, immunities, and ethical conduct. 3. Students will understand the procedures, language, and forms of diplomatic correspondence, as well as the role of propaganda and media in modern diplomacy. 4. Students will engage with comparative diplomatic practices of major countries such as USA, Russia, China, and India, and understand lessons from their successes and failures. 5. Students will understand the organization, structure, and functions of external affairs ministries in key countries and the coordination required in international diplomacy. | |
| 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 | Meaning, Nature, Grounds, Scope, and Importance of Diplomacy | 15 |
| | Activities: Group Discussion: Students may be asked to discuss the significance of diplomacy in modern international relations. Case Study: Students may be asked to analyze historical case studies of successful diplomatic interventions and identify lessons learned. | |
| II | Diplomatic Agents: Appointment, Virtues, Classification, Functions, Immunities, and Privileges | 15 |
| | Activities: Role Play: Students may be asked to simulate the appointment and accreditation of a diplomatic agent to a foreign country. Debate: Students may be asked to debate the necessity and limits of diplomatic immunities in contemporary international law. | |
| III | Diplomatic Procedure, Language of Diplomatic Intercourse, Forms of Documents, Propaganda, and Media in Modern Diplomacy | 15 |
| | Activities: Document Drafting: Students may be asked to draft sample diplomatic documents such as demarches, communiques, or agreements. Group Discussion: Students may be asked to discuss the role of propaganda and media in shaping public perception in foreign relations. | |
| IV | Diplomatic Practice of Various Countries: USA, Russia, China, and India | 15 |
| | Activities: Case Study Analysis: Students may be asked to analyze major diplomatic successes or failures of each country and identify strategic lessons. Panel Simulation: Students may be asked to role-play as diplomats of these countries to discuss a hypothetical international crisis. | |
| V | Organisation and Functions of External Affairs Ministries: UK, USA, India | 15 |
| | Activities: Mock Meeting: Students may be asked to participate in a mock meeting of external affairs ministers to resolve a bilateral issue. Group Presentation: Students may be asked to prepare and present on the functioning and challenges of one ministry, followed by a class discussion. | |

| Part C – Learning Resources | |
|---|--|
| Books Recommended | |
| 19. Manindra Kumar Singh. <i>Diplomacy in India</i> . New Delhi: Navyug Publishers & Distributors, 2008. 20. Shefali Barthonia. <i>Diplomacy in India</i> . Gītāñjali Prakāśana, 2010. Inis L. Claude. <i>Power and International Relations</i> . New York: Random House, 1962. 21. 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. 22. Henry Kissinger. <i>Diplomacy</i> . New York: Simon & Schuster, 1994. | |

23. Mahendra Kumar. *Theoretical Aspects of International Politics*. Agra: Shiva Lal Agarwal, 1975.
24. N.D. Palmer and C. Perkins. *International Relations*. New Delhi: AITBS, 2004.
25. F.L. Schuman. *International Politics*. New York: McGraw-Hill, 1969.
26. V.N. Khanna and L.K. Kumar. *International Relations*. New Delhi: Vikas Publishing House, 2019.
27. S.C. Singhal. *International Relations*. Agra: Lakshmi Narain Agarwal, 2022.
28. कृष्ण राय. *राजनय के सिद्धांत और व्यवहार*. वाराणसी: चौखम्बा विद्याभवन, 1964
29. वी. एन. खन्ना, *अंतरराष्ट्रीय सम्बन्ध एवं राजनीति*. आगरा: एस. बी. पी. डी. प्रकाशन, 2024.
30. डॉ. हरीशचन्द्र शर्मा, *राजनय के सिद्धान्त*, जयपुर : कॉलेज बुक डिपो.
31. रामदेव भारद्वाज. *अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे*. भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
32. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय. *अंतरराष्ट्रीय संबंध (हिंदी संस्करण)*. भोपाल: मैकग्रा-हिल, 2025.
33. तपन बिसवाल. *अंतरराष्ट्रीय संबंध*. हैदराबाद: ओरिएंट ब्लैकस्वान, 2016.
34. प्यू घोष. *अंतरराष्ट्रीय संबंध (हिंदी संस्करण)*. नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.
35. डॉ. मथुरालाल शर्मा. *अंतरराष्ट्रीय संबंध*. नई दिल्ली: राधा पब्लिकेशन्स, 2024.

| Part D - Assessment and Evaluation | | |
|---|--|------------------------------|
| Suggested Continuous Evaluation Methods: Maximum Marks: 100 Internal Assessment: 40 <div style="text-align: right;"> Minimum Marks: 40 University Exam (UE) : 60 </div> | | |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|---|---|---|-------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Second |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC23 | |
| 2 | Course Title | Theory and Practice of International Organisation | |
| 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 | <p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature, objectives, and historical development of international organisations and their significance in global governance. 2. Analyse the role of the League of Nations in maintaining world peace and critically evaluate the reasons for its failure. 3. Examine the structure, functions, and organs of the United Nations and assess the contemporary need for reforms within the organization. 4. Understand and evaluate various peaceful and enforcement mechanisms for resolving international disputes, with a focus on the role of the United Nations. 5. Appreciate the socio-economic and humanitarian roles of the United Nations in the post–Cold War era, including its peacekeeping and development initiatives. 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. | |
| 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 | Nature and Evolution of International Organizations: <ol style="list-style-type: none"> 1. Definition, nature, and objectives of international organisations 2. Evolution and significance of international organisations in global governance 3. The League of Nations: role in maintaining world peace, major achievements, and reasons for its failure | 15 |
| | Activity: 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 | The United Nations <ol style="list-style-type: none"> 1. Establishment, objectives, and principles of the United Nations 2. Structure and functions of the UN 3. Organs of the UN 4. Achievements of the General Assembly and Security Council 5. Contemporary debates on the need for UN reforms | 15 |
| | Activities: <ol style="list-style-type: none"> 3. Poster making- students can make posters on the various organs and the functions of United Nations. 4. Debate- Debate can be organised in favour and against of the reforms in United Nations. | |
| III | Settlement of International Disputes and Development <ol style="list-style-type: none"> 1. Peaceful settlement of international disputes: negotiation, mediation, arbitration, adjudication 2. Forceful settlement and enforcement measures 3. Role of the UN in promoting economic and social development | 15 |
| | Activities: <ol style="list-style-type: none"> 1. Group discussion- Students can discuss in groups various methods of solving International disputes within the framework of United Nations. 2. Debate- Debates can be organised on the role of United Nations in solving various International disputes. | |
| IV | The UN in the Post–Cold War Era <ol style="list-style-type: none"> 1. Changing role of the UN after the Cold War 2. Socio-economic and humanitarian interventions 3. Peacekeeping operations and challenges 4. Political dynamics within the UN | 15 |
| | Activity: Group Discussion- group discussion can be organised on peace making operations of United Nations. | |

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

| Part C – Learning Resources | |
|--|--|
| Books Recommended | |
| <ol style="list-style-type: none"> 1. H.O. Agrawal, <i>International Organisations</i>, Central Law Publication, 2023. 2. Peter Baehr, <i>The United Nations: Reality and Ideal</i>, London, Oxford University Press, 1989. 3. Peter Baehr and Leon Gordenker, <i>The United Nations in the 1990s</i>, London, Oxford University Press, 1992. 4. A.L. Bennett, <i>International Organization: Principles and Issues</i>, Englewood Cliffs NJ, Prentice Hall, 1977. 5. S.J.R. Bilgrami, <i>International Organisation</i>, New Delhi, Vikas, 1977. 6. Cheever and Others, <i>Organising for Peace: International Organisation in World Affair</i>. 7. Leland M. Goodrich, <i>The United Nations</i>. 8. Hans J. Morgenthau (ed.), <i>Peace, Security and the United Nations</i>, Chicago, University of Chicago Press, 1946. 9. Pitman B. Potter, <i>International Organisation</i>. 10. M.S. Rajan, <i>India and the Making of the United Nations</i>. 11. V. Rajalakshmi, <i>International Relations and Organisations</i>, Eastern Book Company, 2024. 12. बसंती लाल बावेल, <i>अंतरराष्ट्रीय संगठन</i>, सेंट्रल लॉ पब्लिकेशन, 2024. 13. जे. सी. जोहरी, <i>अंतराष्ट्रीय संगठन</i>, एन.पी.: एस. बी. पी. डी. पब्लिकेशन, 2021. 14. ममता चंद्रशेखर, <i>अंतरराष्ट्रीय संगठन</i>, मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल, 2019. 15. रामदेव भारद्वाज, <i>अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे</i>, भोपाल: | |

मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.

16. यू. आर. घई, *अंतरराष्ट्रीय संगठन*, एन. ए. पी. सी., 2020.

Part D - Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100
Internal Assessment: 40

Minimum Marks: 40
University Exam (UE) : 60

| | | |
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| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

Part A: Introduction

| | | | | |
|---|---|---|-------------------------|---------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Second | Session: 2025-2026 |
| Subject: International Relations | | | | |
| 1 | Course Code | CC24 | | |
| 2 | Course Title | International Relations Since 1945 | | |
| 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 | 6. 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. 7. 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. 8. 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. 9. 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. 10. 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. | | |
| 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 | The Second World War and the Cold War <ol style="list-style-type: none"> 1. Impact of the Second World War on International Politics 2. Causes of the Cold War 3. Major phases of the Cold War 4. Consequences of the Cold War on global politics | 15 |
| | Activities: Group Discussion: Students may be asked to discuss in small groups the main causes of the Cold War and their implications for world politics. Case Study: Students may be invited to analyze the impact of the Yalta and Potsdam Conferences on post-war international relations and present their findings. | |
| II | Major Post-War Conflicts <ol style="list-style-type: none"> 1. Berlin Problem and the division of Germany 2. Korean War: Causes, course, and impact 3. Vietnam War: U.S. intervention and consequences 4. Arab-Israel Conflict and the Middle East crisis 5. Cuban Missile Crisis 6. Afghanistan War (1979–89): Soviet intervention and U.S. response | 15 |
| | Activities: Simulation Exercise: Participants may be asked to role-play diplomatic negotiations during the Cuban Missile Crisis and explore possible alternative outcomes. Debate: Learners may be asked to deliberate whether superpower interventions in Korea, Vietnam, or Afghanistan were justified, citing historical evidence. | |
| III | Non-Alignment and the Third World <ol style="list-style-type: none"> 1. Emergence and Growth of the Non-Aligned Movement (NAM) 2. Evolution and Achievements of NAM 3. Relevance of NAM 4. The Third World: Definition and Challenges 5. Role of the Third World in International Politics 6. North-South Divide and the Need for South-South Cooperation | 15 |
| | Activities: Group Discussion: Students may be asked to assess the continuing relevance of NAM in today's international scenario. Case Study: Students may be asked to analyze a case study of India's participation in a South-South cooperation program (e.g., ITEC or BRICS) | |

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| | initiatives) and present their findings to the class. | |
| IV | <p>Transformation of the Cold War Order</p> <ol style="list-style-type: none"> 1. Policy of Détente: Causes, features, and consequences 2. Neo-Cold War and renewed confrontation in the 1980s 3. Gorbachev's reforms and their global impact 4. Dissolution of the Communist Bloc in Eastern Europe 5. Disintegration of the Soviet Union and the end of the Cold War <p>Activities:</p> <p>Panel Discussion: Participants may be asked to simulate a panel debate on the consequences of the Soviet Union's disintegration for global politics.</p> <p>Document Analysis: 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 |
| V | <p>Contemporary Issues in International Relations</p> <ol style="list-style-type: none"> 1. Globalisation: Political, Economic, and Cultural dimensions 2. Rise of International Terrorism and global responses 3. Environmental issues and International Politics (Climate Change, Sustainable Development, Global Summits) 4. Emerging Multipolarity: Rise of China, EU, BRICS, and India's role in the new world order <p>Activities:</p> <p>Group Discussion: Learners may be asked to discuss the impact of globalisation and emerging multipolarity on international relations.</p> <p>Case Study: 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 |

| Part C – Learning Resources | |
|-----------------------------|---|
| Books Recommended | |
| 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. <i>Power and International Relations</i> . 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 | | |
|--|--|--------------------------|
| Suggested Continuous Evaluation Methods: Maximum Marks: 100 Internal Assessment: 40 Minimum Marks: 40 University Exam (UE) : 60 | | |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|----------------------------------|--|--|-------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Second |
| Session: 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 | Introduction – Entrepreneurship: Meaning, Nature, Importance, Specific Traits of Entrepreneurship, Role of Entrepreneurs in the Indian Economy Activities: | 15 |
| | Activities: | |

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| | 1. Entrepreneurial Trait Quiz 2. Personal SWOT Analysis | |
| II | Analysis of Entrepreneurial Opportunities – Defining, Objectives, Identification, Process of Sensing, Assessing the Impact of Opportunities and Threats <hr/> Activities: 1. Market Analysis Activities 2. Customer Discovery Activities | 15 |
| III | Search of business Ideas – 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. <hr/> Activities: 1. Business Idea Competition 2. Mind Mapping Activities | 15 |
| IV | Role of Supportive Organisations – DIC and Various Government Policies for the Development of Entrepreneurship, Government Schemes and Business Assistance, Subsidies, Role of Banks <hr/> Activities: 1. Case Study Discussion on Supporting Organisations 2. Networking Event Activities with Supportive Organisations | 15 |
| V | Marketing Assessment – 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 <hr/> Activities: 1. Analyzing Market Trends 2. Market Share Analysis | 15 |

| 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 |

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| 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://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 |
| Internal Assessment 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 |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|----------------------------------|--|--|------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Third |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC31 | |
| 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 | 5. On completion of this course, students will be able to understand the determinants, principles, and objectives of Indian Foreign Policy. 6. Students will be able to analyze India's relations with major powers, including the USA, Russia, and China. 7. Students will develop an understanding of India's relations with its neighbouring countries, including Pakistan, Bangladesh, Sri Lanka, and Afghanistan. 8. 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. 9. 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. 10. Students will be able to assess the challenges facing Indian Foreign Policy in the 21st century. | |
| 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 | India's Foreign Policy 1. Nature and Features of Indian Foreign Policy 2. Determinants of Indian Foreign Policy: Internal and External 3. Principles of Indian Foreign Policy 4. Evolution of Indian Foreign Policy | 15 |

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

| Part C – Learning Resources | |
|---|--|
| Books Recommended | |
| <p>10. P.M. Cronin, From Globalism to Regionalism: New Perspectives on U.S. Foreign and Defense Policies, Washington, National Defense University Press, 1993.</p> <p>11. J.B. Dunlop, The Rise of Russia and the Fall of the Soviet Empire, Princeton NJ, Princeton University Press, 1993.</p> <p>12. R.E. Kanet and A.V. Kozhmiakin, The Foreign Policy of the Russian Federation, London, Macmillan, 1997.</p> <p>13. S.J.R. Bilgrami, India and the UN, New Delhi, Jamia, 1969.</p> <p>14. V.P. Dutt, India's Foreign Policy in a Changing World, New Delhi, Vikas, 1999.</p> <p>15. N. Jetley, India's Foreign Policy: Challenges and Prospects, New Delhi, Janaki Prakashan, 1985.</p> <p>16. N.K. Jha (ed.), India's Foreign Policy in a Changing World, New Delhi, South Asian Publishers, 2000.</p> <p>17. H. Kapur, India's Foreign Policy: 1947-1993, New Delhi, Sage, 1994.</p> <p>18. S. Mansingh, India's Search for Power, New Delhi, Sage, 1995.</p> <p>19. J. Nehru, India's Foreign Policy: Selected Speeches, September 1946 - April 1961, New Delhi, Publications Division Government of India, 1971.</p> <p>20. जे. एन. दीक्षित, भारतीय विदेश नीति, भारत प्रकाशन, 2020.</p> <p>21. डॉ. रामदेव भारद्वाज, भारत की विदेश नीति, मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2021.</p> <p>22. जगत एस. मेहता, भारत की विदेश नीति: कल, आज और कल, नेशनल पब्लिशिंग हाउस, 2008.</p> <p>23. वी.एन. खन्ना, लिपाक्षी अरोड़ा, लैलिस कुमार, भारत की विदेश नीति, विकास पब्लिशिंग हाउस, 2019.</p> <p>24. डॉ. रामप्रवेश शर्मा, भारतीय विदेश नीति, यूनिवर्सिटी पब्लिकेशन, 2009.</p> <p>25. डॉ. बी. सिंह गहलोत, भारतीय विदेश नीति, अर्जुन पब्लिशिंग हाउस, 2011.</p> <p>26. आर.एस. यादव, भारत की विदेश नीति, पियर्सन एजुकेशन इंडिया, 2013.</p> | |

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

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

| Part A: Introduction | | | |
|---|---|---|------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Third |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC32 | |
| 2 | Course Title | Foreign Policy of SAARC Nations | |
| 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 | <p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the fundamental determinants, objectives, and characteristics of the foreign policies of Nepal, Bhutan, Pakistan, Afghanistan, Bangladesh, Sri Lanka, and the Maldives. 2. Analyze how geographical, historical, cultural, and economic factors shape the foreign policy choices of each South Asian country. 3. Evaluate the regional context of South Asian politics and its influence on bilateral and multilateral relations among SAARC nations. 4. Assess India's relations with its South Asian neighbors in terms of cooperation, conflict, and diplomacy. 5. Examine the role of SAARC in promoting regional integration, along with the impediments and India's contribution to regional cooperation. 6. Apply theoretical and practical knowledge of foreign policy through case studies, simulations, and document analysis relevant to South Asia. 7. Develop critical perspectives on contemporary challenges such as security, migration, trade, and resource-sharing within the South Asian region. | |

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| 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 | Nepal and Bhutan: The fundamental determinants, characteristics, aims and objectives, the regional context, and major issues. | 15 |
| | Activities: Comparative Chart: Students may be asked to map the key determinants of Nepal's and Bhutan's foreign policies to identify similarities and differences. Discussion: Students may be asked to discuss how geography and cultural ties influence the regional and bilateral relations of Nepal and Bhutan. | |
| II | Pakistan and Afghanistan: The fundamental determinants, characteristics, aims and objectives, the regional context, and major issues. | 15 |
| | Activities: Position Paper: Students may be asked to prepare papers highlighting the objectives and challenges of Pakistan's and Afghanistan's foreign policies. Focused Discussion: Students may be asked to examine cross-border security issues and their implications for regional stability. | |
| III | Bangladesh: The fundamental determinants, characteristics, aims and objectives, the regional context, and major issues. | 15 |
| | Activities: Treaty Analysis: Students may be asked to analyze treaties and agreements between India and Bangladesh to trace recurring themes and disputes. Group Discussion: Students may be asked to discuss the role of shared rivers, migration, and trade in shaping Bangladesh's foreign relations. | |
| IV | Sri Lanka and Maldives: The fundamental determinants, characteristics, aims and objectives, the regional context, and major issues. | 15 |
| | Activities: Case Brief: Students may be asked to prepare briefs on key events that | |

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| | shaped Sri Lanka's and Maldives' foreign policy decisions. Simulation: Students may be asked to role-play a regional dialogue addressing maritime security and strategic competition in the Indian Ocean. | |
| V | SAARC: Imperatives and impediments, India's role in SAARC and contribution to regional cooperation. | 15 |
| | Activities: Proposal Drafting: Students may be asked to draft proposals for strengthening regional cooperation within SAARC. Presentation: Students may be asked to present analyses of India's role in SAARC, highlighting achievements and challenges. | |

| Part C – Learning Resources | |
|--|--|
| Books Recommended | |
| <ol style="list-style-type: none"> 1. K. Sridharan and T.C.A. Srinivasa-Raghavan, Regional Cooperation in South Asia and Southeast Asia, Singapore, ISEAS, 2007. 2. R.M. Basrur, South Asia's Cold War: Nuclear Weapons and Conflict in Comparative Perspective, London, Taylor & Francis, 2008. 3. R. Chanda, Integrating Services in South Asia: Trade, Investment, and Mobility, New Delhi, Oxford University Press, 2010. 4. S. Narayan, Nourish South Asia: Growing a Better Future for Regional Food Justice, Oxford/Oxfam International, 2011. 5. A. Siddiqui, India and South Asia: Economic Developments in the Age of Globalization, London, Taylor & Francis, 2015. 6. B.M. Jain and M. Chatterji (eds.), Conflict and Peace in South Asia, Bingley, Emerald Group Publishing Limited, 2008. 7. J.B. Dunlop, The Rise of Russia and the Fall of the Soviet Empire, Princeton NJ, Princeton University Press, 1993. 8. V.P. Dutt, India's Foreign Policy in a Changing World, New Delhi, Vikas, 1999. 9. N. Jetley, India's Foreign Policy: Challenges and Prospects, New Delhi, Janaki Prakashan, 1985. 10. N.K. Jha (ed.), India's Foreign Policy in a Changing World, New Delhi, South Asian Publishers, 2000. 11. H. Kapur, India's Foreign Policy: 1947-1993, New Delhi, Sage, 1994. 12. S. Mansingh, India's Search for Power, New Delhi, Sage, 1995. 13. J. Nehru, India's Foreign Policy: Selected Speeches, September 1946 - April 1961, New Delhi, Publications Division Government of India, 1971. 14. जे. एन. दीक्षित, भारतीय विदेश नीति, भारत प्रकाशन, 2020. 15. डॉ. रामदेव भारद्वाज, भारत की विदेश नीति, मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2021. 16. जगत एस. मेहता, भारत की विदेश नीति: कल, आज और कल, नेशनल पब्लिशिंग हाउस, 2008. 17. वी.एन. खन्ना, लिपाक्षी अरोड़ा, लैलिस कुमार, भारत की विदेश नीति, विकास पब्लिशिंग हाउस, 2019. | |

18. डॉ. रामप्रवेश शर्मा, भारतीय विदेश नीति, यूनिवर्सिटी पब्लिकेशन, 2009.
19. डॉ. बी. सिंह गहलोत, भारतीय विदेश नीति, अर्जुन पब्लिशिंग हाउस, 2011.
20. आर.एस. यादव, भारत की विदेश नीति, पियर्सन एजुकेशन इंडिया, 2013.

| Part D - Assessment and Evaluation | | |
|--|--|--------------------------|
| Suggested Continuous Evaluation Methods: Maximum Marks: 100 Internal Assessment: 40 Minimum Marks: 40 University Exam (UE) : 60 | | |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

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| Part A: Introduction | | | |
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| Programme: P.G. Two Year | | Class: M.A. | Semester: Third |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC33 | |
| 2 | Course Title | Foreign Policy of USA, China, and Russia | |
| 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 | 1. Students will be able to understand the fundamentals, determinants, guiding principles, aims, and institutional framework of U.S., Chinese, and Russian | |

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| | | <p>foreign policies.</p> <ol style="list-style-type: none"> Students will develop the ability to analyze historical events and their impact on shaping the foreign policies of these major powers. Students will be able to evaluate the practical strategies and approaches of the U.S., China, and Russia in bilateral and regional contexts. Students will gain skills in assessing the role of major powers in global and regional geopolitics, including relations with key countries and participation in international institutions. Students will be able to critically examine contemporary foreign policy issues, such as the Belt and Road Initiative, energy diplomacy, and regional security dynamics. Students will enhance their research, analytical, and communication skills through activities such as debates, case studies, map exercises, panel discussions, and report writing on foreign policy matters. |
| 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 | Fundamentals of U.S. foreign policy: Features, Historical evolution, Determinants, Guiding principles, Institutional framework. | 15 |
| | Activities: Group Discussion: Students can discuss the impact of historical events on shaping U.S. foreign policy. Case Study: Analyse a major U.S. foreign policy decision (e.g., Iraq War, Indo-Pacific strategy) and identify its determinants and outcomes. | |
| II | U.S. foreign policy in practice: Relations with China, Russia, the European Union, and India; Regional strategies in Europe, the Middle East, and the Asia-Pacific. | 15 |
| | Activities: | |

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| | <p>Debate: Students can debate the effectiveness of U.S. strategies in the Indo-Pacific region.</p> <p>Map Exercise: Identify and discuss U.S. military bases and alliances worldwide and their strategic significance.</p> <p>Analytical Report: Prepare a brief report on U.S.-China trade and security relations.</p> | |
| III | <p>Fundamentals of Chinese foreign policy: Features, Determinants, Guiding principles, Aims and objectives of Chinese diplomacy, Institutional framework.</p> <p>Activities:</p> <p>Group discussion- Students can discuss in groups how China's historical experiences influence its foreign policy today.</p> <p>Debate- Debates can be organised on the role of United Nations in solving various International disputes.</p> | 15 |
| IV | <p>China's foreign policy in practice: Approach towards major powers (USA, Russia, India), Regional strategy in South and Southeast Asia, Belt and Road Initiative (BRI), Multilateral engagement (UN, BRICS, SCO), Geopolitical positions.</p> <p>Activities:</p> <p>Research Assignment: Prepare a report on the Belt and Road Initiative and its impact on regional politics.</p> <p>Panel Discussion: Students discuss China's strategy in South and Southeast Asia.</p> <p>Map Analysis: Identify China's strategic economic and military engagements in Asia.</p> | 15 |
| V | <p>Russian foreign policy: Features, Historical evolution, Determinants, Guiding principles, Institutional framework, Relations with major powers (USA, China, EU, India), Regional strategies in Europe, Middle East, and Central Asia,</p> <p>Activities:</p> <p>Case Study: Analysis of Russia's foreign policy decisions in Ukraine or Syria and their global implications.</p> <p>Debate: Students can debate Russia's strategic partnerships with China versus the EU.</p> <p>Research Project: Students can write a research project on Russia's energy diplomacy and its influence on international relations.</p> | 15 |

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| Part C – Learning Resources |
| Books Recommended |

1. P. Allan and K. Oldman (eds.), *The End of the Cold War*, Dordrecht: Martinus Nijhoff, 1992.
2. A.L. Bennett, *International Organization: Principles and Issues*, Englewood Cliffs NJ: Prentice Hall, 1977.
3. Fraser Cameron, *US Foreign Policy After the Cold War: Global Hegemon or Reluctant Sheriff?*, London: Taylor & Francis, 2006.
4. Fraser Cameron and Robert W. Orttung, *Russia's Foreign Policy*, Canadian Institute of International Affairs, 1995.
5. Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, London: Macmillan, 1977.
6. Inis L. Claude, *Power and International Relations*, New York: Random House, 1962.
7. Robert H. Donaldson and Vidya Nadkarni, *The Foreign Policy of Russia: Changing Systems, Enduring Interests*, London: Taylor & Francis, 2018.
8. J.B. Dunlop, *The Rise of Russia and the Fall of the Soviet Empire*, Princeton NJ: Princeton University Press, 1993.
9. V.P. Dutt, *India's Foreign Policy in a Changing World*, New Delhi: Vikas, 1999.
10. Marc Lanteigne, *Chinese Foreign Policy: An Introduction*, London: Taylor & Francis, 2019.
11. Joyce P. Kaufman, *A Concise History of U.S. Foreign Policy*, Bloomsbury Publishing USA, 2021.
12. James M. Scott and Jerel A. Rosati, *The Politics of United States Foreign Policy*, London: Routledge, 2023.
13. James M. Scott and Steven W. Hook (eds.), *U.S. Foreign Policy Today: American Renewal?*, London: SAGE Publications, 2011.
14. V.N. Khanna and L.K. Kumar, *International Relations*, New Delhi: Vikas Publishing House, 2019.
15. N.D. Palmer and C. Perkins, *International Relations*, New Delhi: AITBS, 2004.
16. M.S. Rajan, *Non-Alignment and the Non-Alignment Movement in the Present World Order*, Delhi: Konark, 1994.
17. J.N. Rosenau, *World Politics: An Introduction*, New York: The Free Press, 1976.
18. F.L. Schuman, *International Politics*, New York: McGraw-Hill, 1969.
19. Robert G. Sutter, *Chinese Foreign Relations: Power and Policy of an Emerging Global Force*, Lanham, MD: Rowman & Littlefield Publishers, 2020.
20. Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 6th edition revised by K.W. Thompson, New York: Alfred Knopf, 1985.
21. N.S.C. Singhal, *International Relations*, Agra: Lakshmi Narain Agarwal, 2022.
22. डॉ. मथुरालाल शर्मा, *अंतरराष्ट्रीय संबंध, नई दिल्ली: राधा पब्लिकेशन्स, 2024.*
23. तपन बिसवाल, *अंतरराष्ट्रीय संबंध, हैदराबाद: ओरिएंट ब्लैकस्वान, 2016.*
24. प्यू घोष, *अंतरराष्ट्रीय संबंध (हिंदी संस्करण), नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.*
25. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय, *अंतरराष्ट्रीय संबंध (हिंदी संस्करण), भोपाल: मैकग्रा-हिल, 2025.*
26. रामदेव भारद्वाज, *अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे, भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.*
27. वी. एन. खन्ना, *अंतरराष्ट्रीय सम्बन्ध एवं राजनीति, आगरा: एस. बी. पी. डी. प्रकाशन, 2024.डॉ.*

रामप्रवेश शर्मा, भारतीय विदेश नीति, यूनिवर्सिटी पब्लिकेशन, 2009.

28. डॉ. बी. सिंह गहलोत, भारतीय विदेश नीति, अर्जुन पब्लिशिंग हाउस, 2011.

29. आर.एस. यादव, भारत की विदेश नीति, पियर्सन एजुकेशन इंडिया, 2013.

Part D - Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

| | | |
|--|--|------------------------------|
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

Part A: Introduction

| | | | | |
|---|---|--|------------------------|---------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Third | Session: 2025-2026 |
| Subject: International Relations | | | | |
| 1 | Course Code | CC34 | | |
| 2 | Course Title | Trends and Issues in International Relations | | |
| 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"> 1. Students will understand the historical context of imperialism, decolonization, neocolonialism, the contemporary international order, and India's role including the NIEO. 2. Students will analyze the rise of new powers, particularly India and China, and India's participation in global politics, globalization, and interdependence. 3. Students will evaluate traditional and non-traditional security issues, regional conflicts, terrorism, and India's strategies for peacekeeping and conflict resolution. 4. Students will examine international economic and environmental challenges, including trade, resource security, climate governance, and India's initiatives to address global inequalities. 5. Students will explore emerging global issues such as disarmament, technological advances, artificial intelligence, migration, human rights, and India's role in multilateral and regional diplomacy. 6. Students will develop critical thinking, research, and discussion skills to assess trends, policies, and India's strategic responses in international relations. | | |
| 6 | Credit Value | 5 | | |
| 7 | Total Marks | 100 | | |

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| 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 | Historical Context and Contemporary Order <ol style="list-style-type: none"> 1. Imperialism, decolonization, and neocolonialism 2. India's role in the decolonization process and post-colonial order 3. The New International Economic Order (NIEO) and the Global South 4. Contemporary international order | 15 |
| | Suggested Activities: Group Discussion: Students may discuss India's contributions to decolonization and shaping the post-colonial world. Case Study: Students may prepare a report analyzing India's role in NIEO and initiatives of the Global South. Essay Writing: Students may compare the effects of colonial and neocolonial influences on today's international order. | |
| II | Rise of New Powers and Global Interdependence <ol style="list-style-type: none"> 1. Rise of new powers: India and China 2. India's role in global politics and strategic diplomacy 3. Globalization and interdependence in politics, economy, and security 4. Role of international organizations and alliances: UN, NATO, BRICS, and G20 | 15 |
| | Activities: Debate: Students may debate the strategic approaches of India and China as emerging global powers. Research Report: Students may evaluate India's engagement in BRICS, G20, and other multilateral forums. Map Exercise: Students may identify and analyze India's influence in global trade and security networks. | |
| III | Security and Conflict <ol style="list-style-type: none"> 1. Traditional and non-traditional security issues: military, cyber, economic 2. Terrorism, insurgency, and asymmetric warfare: India's perspective and countermeasures 3. Regional conflicts: Middle East, Eastern Europe 4. Peacekeeping and conflict resolution mechanisms | 15 |
| | Suggested Activities: Case Study: Students may analyze India's counter-terrorism strategies and peacekeeping missions. Simulation/Model UN: Students may participate in exercises simulating regional conflict resolution. Panel Discussion: Students may discuss non-traditional security threats in the Indo-Pacific and India's responses. | |
| IV | Economic and Environmental Issues <ol style="list-style-type: none"> 1. International trade, finance, and economic diplomacy: India's approach | 15 |

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| | <ol style="list-style-type: none"> 2. Resource security: energy, water, and food; India's regional strategies 3. Climate change and environmental governance: India's policies and global initiatives 4. Development gaps, global inequality, and India's role in bridging them | |
| | <p>Activities:</p> <p>Research Assignment: Students may study India's role in global trade negotiations or climate initiatives.</p> <p>Map Analysis: Students may examine resource security challenges in South Asia and India's regional cooperation strategies.</p> <p>Analytical Essay: Students may evaluate India's efforts to reduce development gaps in the Global South.</p> | |
| V | <p>Emerging Issues and Global Challenges</p> <ol style="list-style-type: none"> 1. Disarmament: India's stance in global and regional contexts 2. Impact of new technologies and artificial intelligence on security and economy: India's initiatives 3. Migration, human rights, and humanitarian interventions: India and the Global South 4. Regionalism vs. multilateralism: India's engagement and strategic diplomacy | Q |
| | <p>Activities:</p> <p>Debate: Students may examine the opportunities and challenges of technological innovations for India's foreign policy.</p> <p>Research Project: Students may explore India's participation in disarmament negotiations and human rights initiatives.</p> <p>Panel Discussion: Students may discuss how India balances regionalism and multilateralism in its foreign policy.</p> | |

| Part C – Learning Resources |
|---|
| Books Recommended |
| <ol style="list-style-type: none"> 19. P. Allan and K. Oldman (eds.). <i>The End of the Cold War</i>. Dordrecht: Martinus Nijhoff, 1992. 20. E.H. Carr. <i>The Twenty Years' Crisis, 1919–1939: An Introduction to the Study of International Relations</i>. London: Macmillan, 1939. 21. E.H. Carr. <i>International Relations between the Two World Wars, 1919–1939</i>. Oxford: Oxford University Press, 1961. 22. Inis L. Claude. <i>Power and International Relations</i>. New York: Random House, 1962. 23. Hedley Bull. <i>The Anarchical Society: A Study of Order in World Politics</i>. London: Macmillan, 1977. |

24. Hans J. Morgenthau. *Politics Among Nations: The Struggle for Power and Peace*. 6th edition, revised by K.W. Thompson. New York: Alfred Knopf, 1985.
25. Mahendra Kumar. *Theoretical Aspects of International Politics*. Agra: Shiva Lal Agarwal, 1975.
26. N.D. Palmer and C. Perkins. *International Relations*. New Delhi: AITBS, 2004.
27. M.S. Rajan. *Non-Alignment and the Non-Alignment Movement in the Present World Order*. Delhi: Konark, 1994.
28. J.N. Rosenau. *World Politics: An Introduction*. New York: The Free Press, 1976.
29. F.L. Schuman. *International Politics*. New York: McGraw-Hill, 1969.
30. V.N. Khanna and L.K. Kumar. *International Relations*. New Delhi: Vikas Publishing House, 2019.
31. S.C. Singhal. *International Relations*. Agra: Lakshmi Narain Agarwal, 2022.
32. रामदेव भारद्वाज. अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे. भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
33. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). भोपाल: मैकग्रा-हिल, 2025.
34. तपन बिसवाल. अंतरराष्ट्रीय संबंध. हैदराबाद: ओरिएंट ब्लैकस्वान, 2016.
35. प्यू घोष. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.
36. डॉ. मथुरालाल शर्मा. अंतरराष्ट्रीय संबंध. नई दिल्ली: राधा पब्लिकेशन्स, 2024.

| Part D - Assessment and Evaluation | | |
|---|--|------------------------------|
| Suggested Continuous Evaluation Methods: Maximum Marks: 100 Internal Assessment: 40 <div style="text-align: right;"> Minimum Marks: 40 University Exam (UE) : 60 </div> | | |
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

| Part A: Introduction | | | |
|----------------------------------|--|---|-------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Fourth |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC41 | |
| 2 | Course Title | Research Methodology | |
| 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"> 1. Students will be able to use different quantitative and qualitative tools and techniques in their research. 2. They will learn different tools and techniques of data collection and analysis. 3. Students will be able to design their research proposal 4. Students will be equipped with an understanding of use of computer in social research. | |
| 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 | Nature and Scope of Social Research: Importance and uses, Difference between Pure and Applied Research, Identification of Research Problem, Research Design. | 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 | Hypothesis, Concepts and Variables, Classification, Hypotheses, Formulation and Testing, Sampling Method. | 15 |
| | Activity: Hypothesis formulation- students can be asked to | |

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| | formulate Hypothesis on a chosen topic and test it. | |
| III | Tools and Techniques of Data Collection, Observation: Characteristics of observation, Kinds of observation, merits and demerits, Questionnaire, Schedule, Interview, Survey techniques. | 15 |
| | Activity: 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 | Nature of study: Case study, Pilot studies and Panel studies, Application of Computer in Social Science Research, Theory Formation in Social Sciences, Report writing. | 15 |
| | Activity: 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 | Frequency Distribution, Measurement of Central Tendency Mean, Median, Mode ,Measurement of Deviation, Correlation Theory. | 15 |
| | Activities: 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 | |
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| Books Recommended | |
| <p>27. Mukharji - Social Survey & 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. & 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& J. Kuladelvel - A Hand Book of Methodology of Research.</p> <p>34. Selltiz& 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> | |

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| 5 | Course Learning Outcome | 8. Students will be able to understand the concept of Human Rights. 9. Students will be able to understand concept of Duties and their relationship with Rights. 10. Students will come to know United Nation's contribution for the cause of Human Rights. 11. Students will come to know the different Generations of Human Rights. 12. Student will be able to get knowledge of Indian perspective of Human Rights. |
| 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 | 1. Rights: meaning and Definitions 2. Types of Rights: Moral and legal 3. Theories of Rights: Theory of Natural Rights, Legal Theory, Liberal Theory, Marxist Theory. | 15 |
| | Activity: Poster Making - students can make posters on different types of Human Right and theories of Human Rights | |
| II | 1. Human Rights: Meaning, Definitions, Concept and Historical Development. 2. Duties: meaning, Definition and Types 3. Relationship between Rights and Duties 4. Fundamental Duties in Indian constitution | 15 |
| | Activity - Debate - Debate can be organized on Rights and Duties and their relationship as given in the Constitution. | |
| III | 1. United Nations and Human Rights: Charter of United Nations. 2. Universal Declaration of Human Rights, 1948 3. International Covenant on Economic, social and Cultural Rights 1966 4. International covenant- on civil and Political Right, 1966 | 15 |
| | Activity - Group Discussion - Discussion can be organized on United Nations, its charter and covenants. | |
| IV | 1. Classification of Human Rights: First- Generation of Human Rights, | 15 |

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| | Second Generation of Human Rights, Third Generation Human Rights 2. Human Rights and Environment: Right to clean Environment 3. Human Rights and Problem of Terrorism. Activity - Panel Discussion - Discussion can be organized on different generations of Human Rights and also on Environment and Human Rights. | |
| | Activity - Panel Discussion - Discussion can be organized on different generations of Human Rights and also on Environment and Human Rights. | |
| V | 1. Human Rights: Indian Perspective 2. Fundamental Rights 3. Directive Principles of State Policy 4. Human Rights Protection Act 1993 5. Judicial Activism. Activity - Debate - Debate can be organized on state of Human Rights in India after the implementation of Human Rights Protection Act- 1993. | 15 |

| Part C – Learning Resources | |
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| Books Recommended | |
| <p>21. 1. S. Subhramanyam, Human Rights: International Challenges, Vol. 1 and 2, Manas Pub. New Delhi, 1997.</p> <p>22. Satish Kanitkar, International Provisions of Human Rights, Rajat Pub. Delhi 2000.</p> <p>23. Ashwinikant Gautam, Human Rights, APH Publishing Co., New Delhi 2001.</p> <p>24. Rahul Ray, Human Rights: UN Initiative, Authors Press, Delhi 2000.</p> <p>25. Ashine Roy, Human Rights of Women, Rajat Pub. Delhi, 2003.</p> <p>26. D.N. Gupta & Chandrachur Singh, Human Rights: Acts, Statutes and Constitutional Provisions, Kalpaz Pub., Delhi, 2003.</p> <p>27. Satish Kanitkar, Culture and Human Rights, Rajat Pub., Delhi 2000.</p> <p>28. B.P. Singh Sehagal (Ed.), Global Terrorism, Deep and Deep Pub. Pvt. Ltd., New Delhi, 2007.</p> <p>29. डॉ रेणु शर्मा, मानव अधिकार: सिद्धांत और व्यवहार, यूनिवर्सिटी बुक हाउस, 2013.</p> <p>30. डॉ महेंद्र चौधरी, डॉ हरिराम परिहार - मानव अधिकार और सामाजिक न्याय, राजस्थानी पब्लिकेशन, 2017.</p> <p>31. डॉ एच. ओ. अग्रवाल, मानव अधिकार, सेंट्रल लॉ पब्लिकेशंस, एल. जी. पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, 2023.</p> <p>https://egyankosh.ac.in</p> <p>https://dde.pondiuni.edu.in/files/StudyMaterials/UG/BA-PoliticalScience/2year/BAPS1921ModernPoliticalTheory.pdf</p> <p>https://www.bdu.ac.in/cde/REVISED/SLM/PG/M.A.%20Political%20Science/Contemporary%20Political%20Theory_CRC.pdf</p> | |

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| <p>Part D - Assessment and Evaluation</p> |
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| Suggested Continuous Evaluation Methods: | |
| Maximum Marks: 100 | Minimum Marks: 40 |
| Internal Assessment: 40 | University Exam (UE) : 60 |

Minimum Marks: 40

University Exam (UE) : 60

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| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

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| Part A: Introduction |
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| Programme: P.G. Two Year | | Class: M.A. | Semester: Fourth | Session: 2025-2026 |
| Subject: International Relations | | | | |
| 1 | Course Code | CC43 | | |
| 2 | Course Title | Disarmament | | |
| 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 | 1. On completion of this course, students will understand the concept of arms race, the idea of disarmament, and its relationship with development from a historical perspective. 2. Students will be able to analyse major disarmament measures for conventional, chemical, biological, and nuclear weapons, along with the challenges of nuclear | | |

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| | | <p>waste management.</p> <p>3. Students will develop knowledge of key nuclear disarmament treaties and agreements such as NPT, CTBT, SALT, and START, and assess their relevance in contemporary times.</p> <p>4. Students will be able to examine the global North–South divide, regional security issues in South Asia, and the impact of disarmament on economic security.</p> <p>5. Students will gain insight into India’s perspective on disarmament, with reference to the Gandhian, Nehruvian, and Tagorean approaches to peace and security.</p> |
| 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 | Conceptual Foundations <ol style="list-style-type: none"> 1. Meaning, nature, and dimensions of the arms race. 2. Concept and significance of disarmament. 3. Interrelationship between disarmament and development. 4. Historical evolution of disarmament initiatives. | 15 |
| | Activities: Group Discussion: A discussion may be organised on the relevance of disarmament for sustainable development. Case Study Analysis: Students may be asked to analyse historical disarmament initiatives such as the Hague Conferences or the League of Nations’ efforts. | |
| II | Major Disarmament Measures <ol style="list-style-type: none"> 1. Conventional weapons: arms limitation and control efforts. 2. Chemical and biological weapons: conventions and verification regimes. 3. Nuclear weapons: control, reduction, and non-proliferation initiatives. 4. Issues of nuclear safety and management of nuclear waste. | 15 |
| | Activities: | |

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| | <p>Debate: A debate may be arranged on the effectiveness of conventions controlling chemical and biological weapons.</p> <p>Simulation Exercise: A simulation may be conducted where students role-play diplomats negotiating arms reduction.</p> | |
| III | <p>Nuclear Disarmament Regimes</p> <ol style="list-style-type: none"> 1. Nuclear Non-Proliferation Treaty (NPT). 2. Comprehensive Test Ban Treaty (CTBT). 3. Strategic Arms Limitation Talks (SALT). 4. Strategic Arms Reduction Treaties (START). 5. Contemporary debates on nuclear disarmament. <p>Activities:</p> <p>Document Review: Students may be encouraged to critically examine treaties such as NPT, CTBT, SALT, and START.</p> <p>Panel Discussion: A panel discussion may be organised on the prospects and challenges of global nuclear disarmament.</p> | 15 |
| IV | <p>Disarmament and Security Challenges</p> <ol style="list-style-type: none"> 1. North–South divide in disarmament negotiations. 2. Regional security dynamics with a focus on South Asia. 3. The linkage between disarmament and economic security. <p>Activities:</p> <p>Role Play: A role play may be arranged where students represent countries from the Global North and South in a mock UN negotiation.</p> <p>Discussion: A discussion may be held on the implications of disarmament for South Asian regional security and economic development.</p> | 15 |
| V | <p>Indian Perspectives on Disarmament</p> <ol style="list-style-type: none"> 1. India’s disarmament policy and global role. 2. Gandhian vision of non-violence and disarmament. 3. Nehruvian approach to peace and nuclear policy. 4. Tagore’s humanist critique of militarism and advocacy of universal peace. <p>Activities:</p> <p>Seminar: A seminar may be organised where students present on Gandhian, Nehruvian, and Tagorean perspectives on peace and disarmament.</p> <p>Reflection Exercise: A reflective writing activity may be suggested on India’s role in global disarmament initiatives.</p> | 15 |

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| Part C – Learning Resources |
| Books Recommended |

30. Bård Steen and Olav Njølstad (eds.). Nuclear Disarmament: A Critical Assessment. Taylor & Francis, 2019.
31. Carmen Chas. Realism versus Global Arms Control and Disarmament: Ethics and Force in Carr, Morgenthau, and Schwarzenberger. Edward Elgar Publishing, 2025.
32. Wade L. Huntley, Kazumi Mizumoto and Mitsuru Kurosawa. Nuclear Disarmament in the Twenty-first Century. Lulu.com, 2005.
33. Kazumi Mizumoto, Mitsuru Kurosawa and Wade L. Huntley (eds.). Nuclear Disarmament. Lulu.com, 2005.
34. P. Allan and K. Oldman (eds.), The End of the Cold War, Dordrecht: Martinus Nijhoff, 1992.
35. Inis L. Claude, Power and International Relations, New York: Random House, 1962.
36. V.P. Dutt, India's Foreign Policy in a Changing World, New Delhi: Vikas, 1999.
37. Marc Lanteigne, Chinese Foreign Policy: An Introduction, London: Taylor & Francis, 2019.
38. V.N. Khanna and L.K. Kumar, International Relations, New Delhi: Vikas Publishing House, 2019.
39. N.D. Palmer and C. Perkins, International Relations, New Delhi: AITBS, 2004.
40. S.C. Singhal, International Relations, Agra: Lakshmi Narain Agarwal, 2022.
41. डॉ. मथुरालालशर्मा, अंतरराष्ट्रीय संबंध, नईदिल्ली: राधापब्लिकेशन्स, 2024.
42. तपनबिसवाल, अंतरराष्ट्रीय संबंध, हैदराबाद: ओरिएंटब्लैकस्वान, 2016.
43. प्रीतू घोष, अंतरराष्ट्रीय संबंध (हिंदीसंस्करण), नईदिल्ली: पी.एच.आई. लर्निंगप्रा. लि., 2023.
44. पुष्पेशपंतएवंजितेन्द्रकुमारपाण्डेय, अंतरराष्ट्रीयसंबंध (हिंदीसंस्करण), भोपाल: मैकग्रा-हिल, 2025.
45. रामदेवभारद्वाज, अंतरराष्ट्रीयराजनीतिऔरसमसामयिकराजनीतिकमुद्दे, भोपाल: मध्यप्रदेशहिंदीग्रंथअकादमी, 2024.
46. वी. एन. खन्ना, अंतरराष्ट्रीयसम्बन्धएवंराजनीति, आगरा: एस. बी. पी. डी. प्रकाशन, 2024. डॉ. रामप्रवेशशर्मा, भारतीयविदेशनीति, यूनिवर्सिटीपब्लिकेशन, 2009.
47. डॉ. बी. सिंहगहलोत, भारतीयविदेशनीति, अर्जुनपब्लिशिंगहाउस, 2011.
48. आर.एस. यादव, भारत की विदेश नीति, पियर्सन एजुकेशन इंडिया, 2013.

Part D - Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

Internal Assessment

Continuous Comprehensive

4 class tests (each test will carry 20 marks, three tests will be in written

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

| Part A: Introduction | | | |
|---|---|--|-------------------------|
| Programme: P.G. Two Year | | Class: M.A. | Semester: Fourth |
| Session: 2025-2026 | | | |
| Subject: International Relations | | | |
| 1 | Course Code | CC44 | |
| 2 | Course Title | India and ASEAN Countries | |
| 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 | |

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

| Part B- Content of the Course | | |
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| 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 | India's Relations with ASEAN Countries: <ol style="list-style-type: none"> 1. Historical linkages 2. Modern scenario 3. India's Look East and Act East Policy 4. India's strategic, political, and security concerns in the Indo-Pacific region | 15 |
| | Activities: | |

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| | <p>Group Discussion: Students may discuss the relevance of India's Look East and Act East Policies in strengthening ASEAN ties.</p> <p>Debate: Students may debate on "ASEAN's role in India's Indo-Pacific strategy."</p> | |
| II | <p>India and Myanmar</p> <ol style="list-style-type: none"> 1. Historical and cultural linkages. 2. Determinants of bilateral relations: geography, security, ethnicity, economy. 3. Political, economic, and strategic trends in relations. 4. Prospects and challenges in future cooperation. <p>Activities:</p> <p>Case Study Analysis: Students may examine the Kaladan Multi-Modal Project and its impact on India–Myanmar relations.</p> <p>Group Discussion: Students may discuss the challenges and opportunities in India–Myanmar border relations.</p> | 15 |
| III | <p>India and Thailand; India and Cambodia</p> <ol style="list-style-type: none"> 1. Historical perspective: trade, culture, religion, maritime ties 2. Determinants shaping bilateral relations 3. Contemporary trends in diplomatic, economic, and strategic relations 4. Towards the future: cooperation in connectivity, tourism, and regional security <p>Activities:</p> <p>Debate: Students may debate on "Tourism as a key driver of India–Thailand relations."</p> <p>Presentation: Students may present on Indian cultural influence in Cambodia with examples like Angkor Wat and Ramayana traditions.</p> | 15 |
| IV | <p>India and Vietnam</p> <ol style="list-style-type: none"> 1. Historical perspective: cultural and civilizational links 2. Determinants of relations: political, security, and economic factors 3. Major trends: strategic partnership, defense cooperation, trade and investment 4. Future prospects in Indo-Pacific framework <p>Activities:</p> <p>Group Discussion: Students may discuss India–Vietnam strategic and defense cooperation.</p> <p>Presentation: Students may present on Vietnam's role in India's Indo-Pacific vision.</p> | 15 |
| V | <p>India and ASEAN Countries – Economic and Cultural Cooperation</p> <ol style="list-style-type: none"> 1. Economic cooperation: trade, investment, ASEAN–India Free Trade Agreement. 2. Connectivity projects: road, maritime, and digital connectivity. 3. Cultural cooperation: shared heritage, education, tourism, diaspora linkages. 4. Emerging trends and future pathways for deeper engagement. <p>Activities:</p> | Q |

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| | <p>Debate: Students may debate on “ASEAN–India FTA: Boon or Challenge for India’s economy?”</p> <p>Cultural Activity: Students may organise a cultural presentation on shared traditions between India and ASEAN (music, dance, food, or festivals).</p> | |
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| Part C – Learning Resources |
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| Books Recommended |
| <p>37. Ponugoti Venkateshwar Rao, <i>India and ASEAN: Partners at Summit</i>. Hyderabad: Osmania University, Centre for Indian Ocean Studies, 2008.</p> <p>38. M. Mayilvaganan, <i>ASEAN and India–ASEAN Relations: Navigating Shifting Geopolitics</i>. London: Taylor & Francis, 2021.</p> <p>39. Prabir De (ed.), <i>Thirty Years of ASEAN-India Relations: Towards Indo-Pacific</i>. London: Taylor & Francis, 2023.</p> <p>40. Tripti Sharma, <i>India-ASEAN Relations</i>. New Delhi: K.K. Publications, 2021.</p> <p>41. P. Allan and K. Oldman (eds.). <i>The End of the Cold War</i>. Dordrecht: Martinus Nijhoff, 1992.</p> <p>42. Inis L. Claude. <i>Power and International Relations</i>. New York: Random House, 1962.</p> <p>43. N.D. Palmer and C. Perkins. <i>International Relations</i>. New Delhi: AITBS, 2004.</p> <p>44. J.N. Rosenau. <i>World Politics: An Introduction</i>. New York: The Free Press, 1976.</p> <p>45. F.L. Schuman. <i>International Politics</i>. New York: McGraw-Hill, 1969.</p> <p>46. V.N. Khanna and L.K. Kumar. <i>International Relations</i>. New Delhi: Vikas Publishing House, 2019.</p> <p>47. S.C. Singhal. <i>International Relations</i>. Agra: Lakshmi Narain Agarwal, 2022.</p> <p>48. रामदेव भारद्वाज. अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे. भोपाल: मध्यप्रदेश हिंदी ग्रंथ अकादमी, 2024.</p> <p>49. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय, अंतरराष्ट्रीयसंबंध (हिंदीसंस्करण). भोपाल: मैकग्रा-हिल, 2025.</p> <p>50. तपन बिसवाल. अंतरराष्ट्रीयसंबंध. हैदराबाद: ओरिएंटब्लैकस्वान, 2016.</p> <p>51. प्यूघोष. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.</p> <p>52. डॉ. मथुरालाल शर्मा. अंतरराष्ट्रीयसंबंध. नईदिल्ली: राधापब्लिकेशन्स, 2024.</p> |

| Part D - Assessment and Evaluation |
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Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

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| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

Part A: Introduction

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

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| 5 | Course Learning Outcome | <p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the historical linkages between India and ASEAN countries. 2. Analyse India's Look East and Act East Policies and their impact on ASEAN relations. 3. Examine India's strategic, political, and security concerns in the Indo-Pacific region. 4. Assess the determinants and trends in India's bilateral relations with Myanmar, Thailand, Cambodia, and Vietnam. 5. Evaluate the economic and cultural cooperation between India and ASEAN with reference to trade, connectivity, and shared heritage. 6. Identify future prospects and challenges in India–ASEAN relations within the global and regional context. |
| 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 | Introduction <ol style="list-style-type: none"> 1. Personality development – concept, types, role and impact 2. Developing self-awareness and projecting a winning personality | 15 |
| | Activity: Self-Awareness Exercise – Maintain a diary to record thoughts, feelings, and experiences; obtain feedback to gain new perspectives and | |

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

| Part C – Learning Resources |
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| 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

| | | |
|---|--|------------------------------|
| Internal Assessment 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. | |
| External Assessment University Exam Session Time: 03:00 Hours | Section (A): Short Answer Type Questions Section (B): Long Answer type Questions | 5 X 4 = 20 5 X 8 = 40 |

