

**M. L B. ARTS AND COMMERCE COLLEGE, GWALIOR**  
**POST GRADUATE SYLLABUS**  
**PROGRAMME – P.G. DIPLOMA**  
**SUBJECT – INTERNATIONAL RELATIONS**

YEAR	SEMESTER	COURSE TYPE	COURSE	CREDIT
P.G. DIPLOMA	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
		<b>Total Credit</b>		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
		<b>Total Credit</b>		22

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

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

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

	2. Debate: Organise debates on the relevance of ancient political philosophy with special reference to Manu, Kautilya and Shantiparva	
II	<b>Plato, Aristotle, Machiavelli</b>	15
	Activities: 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	<b>Hobbes, Locke, Rousseau</b>	15
	Activities: 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	<b>Bentham, J. S. Mill, Marx</b>	15
	Activities: 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	<b>Gandhi, Tagore, Ambedkar</b>	15
	Activities: 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.	

<b>Part C – Learning Resources</b>	
<b>Books Recommended</b>	
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:

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

Pearson, Third edition, 2020.

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

	Colonialism. 2. Group Discussion- Group Discussion can be organized on Nationalism, Nation-State, and Challenges to Nation-States	
<b>V</b>	<b>1. Emerging Global Order; features and emerging trends, Impact of Globalisation, Geo-political conflicts</b> <b>2. Global Environmental Crisis, Terrorism and Cross-border Terrorism</b>	15
	<b>Activities:</b> 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.	

<b>Part C – Learning Resources</b>	
<b>Books Recommended</b>	
1. P. Allan and K. Oldman (eds.). <i>The End of the Cold War</i> . Dordrecht: Martinus Nijhoff, 1992. 2. E.H. Carr. <i>The Twenty Years' Crisis, 1919–1939: An Introduction to the Study of International Relations</i> . London: Macmillan, 1939. 3. E.H. Carr. <i>International Relations between the Two World Wars, 1919–1939</i> . Oxford: Oxford University Press, 1961. 4. Inis L. Claude. <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. <i>World Politics: An Introduction</i> . New York: The Free Press, 1976. 11. F.L. Schuman. <i>International Politics</i> . New York: McGraw-Hill, 1969. 12. V.N. Khanna and L.K. Kumar. <i>International Relations</i> . New Delhi: Vikas Publishing House,	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

2019.
13. S.C. Singhal. <i>International Relations</i> . 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.

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



**M.L.B. Arts and Commerce College, Gwalior (M.P.)****PG Diploma Syllabus****International Relations**

<b>Part A: Introduction</b>			
<b>Programme:</b> P.G. Diploma		<b>Class:</b> M.A.	<b>Semester:</b> First
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
<b>1</b>	<b>Course Code</b>	CC13	
<b>2</b>	<b>Course Title</b>	Comparative Government and Politics	
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
<b>5</b>	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"><li>1. Students will be able to critically comprehend and analyze the essence of Indian and Western political thought through representative thinkers.</li><li>2. Students will appreciate the contributions of the Indian knowledge tradition to political philosophy.</li><li>3. Students will understand the concerns and ideas of Western political thinkers who shaped the modern world.</li><li>4. Students will engage with the vision of independent India as articulated by Gandhi, Tagore, and Ambedkar.</li></ol>	
<b>6</b>	<b>Credit Value</b>	5	
<b>7</b>	<b>Total Marks</b>	100	

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<ol style="list-style-type: none"><li>1. <b>Comparative Politics: Meaning, Nature, and Scope</b></li><li>2. <b>Evolution of Comparative Politics as a discipline</b></li><li>3. <b>Traditional and Modern Approaches</b></li></ol>	15
	Activities: <ol style="list-style-type: none"><li>1. Group discussion: Divide students into groups and organise</li></ol>	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

	discussion on traditional and modern perspective in comparative politics and behavioural framework in it.	
<b>II</b>	<b>1. Traditional Approaches</b> <b>2. Political Systems Approach and Analysis (David Easton)</b> <b>3. Structural Functional Approach and Analysis (G.A. Almond and G.B. Powell)</b>	15
	<b>Activities:</b> 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.	
<b>III</b>	<b>1. Political Developmental approach and analysis (views of Lucian Pye, Huntington, Almond and Organski)</b> <b>2. Political Modernisation</b> <b>3. Political Culture</b>	15
	<b>Activities:</b> 1. Interactive quiz: Interactive quiz can be organised to develop the understanding of students on political development, modernisation and political culture.	
<b>IV</b>	<b>1. Political Socialization (Views of Apter, Almond, Powell)</b> <b>2. Political Participation and Political Recruitment (Views of Apter, Almond, Powell)</b> <b>3. Political Communication (Views of Norbert Weiner and Karl W. Deutsch)</b>	15
	<b>Activities:</b> 1. Group Discussion: Organise group discussion by dividing students in groups on political socialization participation and political communication.	
<b>V</b>	<b>1. Constitution and its Types</b> <b>2. Constitutionalism</b> <b>3. Pressure Groups and Party System</b>	15
	<b>Activities:</b> 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**

1. G. Almond, Comparative Politics Today : A World View, 7th edn., New York, London, 2000.

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

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, एटर्नल 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.

<https://egyankosh.ac.in>

<https://hostnezt.com/cssfiles/politicalscience/Comparative%20Government%20and%20Politics%20Rod%20Hague%20and%20Martin%20Harrop.pdf>

<https://tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/POLS-802CComparative%20Politics.pdf> /POLS-802CComparative%20Politics.pdf

**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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)****PG Diploma Syllabus****International Relations**

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

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)****PG Diploma Syllabus****International Relations**

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

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

	1. Group Discussion: Organise group discussions on the meaning, definition, sources and codification of international law.	
<b>II</b>	<b>1. Subjects of International Law</b> <b>2. State Responsibility</b> <b>3. Recognition of State</b> <b>4. State Succession State</b> <b>5. Intervention</b> <b>6. State Jurisdiction</b>	<b>15</b>
	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.	
<b>III</b>	<b>1. State Territory, Acquisition and Loss of Territory</b> <b>2. The Law of the Sea</b> <b>3. Settlement of International Disputes</b>	<b>15</b>
	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.	
<b>IV</b>	<b>1. War: Meaning, Nature, Types,</b> <b>2. Effects of Warfare</b> <b>3. Laws of Land, Maritime and Aerial Warfare</b>	<b>15</b>
	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.	
<b>V</b>	<b>1. Neutrality</b> <b>2. Blockade</b> <b>3. Doctrine of Continuous Voyage</b> <b>4. Right of Angary</b> <b>5. Unneutral Service and Right of Visit and Search</b>	<b>15</b>
	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.	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

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

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

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



**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

<b>Part A: Introduction</b>		
<b>Programme:</b> P.G. Diploma	<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026		
<b>Subject:</b> International Relations		
<b>1</b>	<b>Course Code</b>	CC21
<b>2</b>	<b>Course Title</b>	Political Theory and Ideology
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme
<b>5</b>	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"> <li>Students will learn what Political Theory is, understand its importance, and explore different approaches to its study.</li> <li>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.</li> <li>Students will learn about various types of constitutions, including Unitary and Federal, Parliamentary and Presidential, and Democratic and Authoritarian forms of government.</li> <li>Students will develop a comprehensive understanding of democracy by studying the Classical, Elite, Pluralist, and Marxist theories of democracy.</li> </ol>
<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<ol style="list-style-type: none"> <li><b>Political Theory: What is Political Theory?</b></li> <li><b>Importance of Political Theory</b></li> </ol>	<b>15</b>

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

	<b>3. Approaches to Political Theory</b> Activities: 3. Group Discussion: Arrange group discussions among student on the concept and importance of political theory. 4. Panel Discussion Simulation: Form a panel of students acting as representative exponents of particular approaches.	
II	<b>1. State: Meaning and Elements</b> <b>2. Theories of the Origin and Function of States</b> <b>3. Historical development of state</b> 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.	15
III	<b>1. Rights and Human Rights</b> <b>2. Liberty,</b> <b>3. Equality</b> <b>4. Justice</b> 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.	15
IV	<b>Classification of States and Constitutions:</b> <b>1. Unitary and Federal</b> <b>2. Parliamentary and Presidential</b> <b>3. Democratic and Authoritarian</b> 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.	15
V	<b>Theories of Democracy:</b> <b>1. Classical Theory of Democracy</b> <b>2. Elite theory of Democracy,</b> <b>3. Pluralist theory of Democracy</b> <b>4. Marxist theory of Democracy</b> Activities: 3. Group Discussion: Students to discuss the different theories of democracy. 4. Debate: Organise a debate on the merits and demerits of the	15

M.L.B. Arts and Commerce College, Gwalior (M.P.)

PG Diploma Syllabus

International Relations

	different theories of democracy.	
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**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. *Political Theory: Ideas and Institutions*. Calcutta: The World Press Private Limited, 1989
5. Eddy Asirvatham and K. K. Misra. *Political Theory*. New Delhi: S. Chand Publishing, 1995.
6. नरेश दधीच. *समसामयिक राजनीतिक सिद्धान्त: एक परिचय*. जयपुर: रावत पब्लिकेशन्स, 2015.
7. डॉ. पुखराज जैन. *राजनीतिक सिद्धान्त*. आगरा: साहित्य भवन पब्लिकेशन्स, 2013.
8. डॉ. जे. सी. जोहरी. *तुलनात्मक राजनीतिक सिद्धान्त*. दिल्ली: एस. बी. पी. डी. पब्लिकेशन्स.
9. ओ. पी. गौबा. *राजनीति सिद्धान्त की रूपरेखा*. 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.

**M.L.B. Arts and Commerce College, Gwalior (M.P.)****PG Diploma Syllabus****International Relations**

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

<b>Part A: Introduction</b>		
<b>Programme:</b> P.G. Diploma		<b>Class:</b> M.A.
		<b>Semester:</b> Second
		<b>Session:</b> 2025-2026
<b>Subject:</b> International Relations		
<b>1</b>	<b>Course Code</b>	CC22
<b>2</b>	<b>Course Title</b>	Fundamental of Diplomacy
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme
<b>5</b>	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"><li>1. Students will be able to critically comprehend and analyze the meaning, nature, scope, and importance of diplomacy.</li><li>2. Students will appreciate the role and functions of diplomatic agents, including their privileges, immunities, and ethical conduct.</li><li>3. Students will understand the procedures, language, and forms of diplomatic correspondence, as well as the role of propaganda and media in modern diplomacy.</li><li>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.</li><li>5. Students will understand the organization, structure, and functions of external affairs ministries in key countries and the coordination required in international diplomacy.</li></ol>
<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Meaning, Nature, Grounds, Scope, and Importance of Diplomacy</b>	<b>15</b>
	<b>Activities:</b> <b>Group Discussion:</b> Students may be asked to discuss the significance of diplomacy in modern international relations. <b>Case Study:</b> Students may be asked to analyze historical case studies of successful diplomatic interventions and identify lessons learned.	
<b>II</b>	<b>Diplomatic Agents: Appointment, Virtues, Classification, Functions, Immunities, and Privileges</b>	<b>15</b>
	<b>Activities:</b> <b>Role Play:</b> Students may be asked to simulate the appointment and accreditation of a diplomatic agent to a foreign country. <b>Debate:</b> Students may be asked to debate the necessity and limits of diplomatic immunities in contemporary international law.	
<b>III</b>	<b>Diplomatic Procedure, Language of Diplomatic Intercourse, Forms of Documents, Propaganda, and Media in Modern Diplomacy</b>	<b>15</b>
	<b>Activities:</b> <b>Document Drafting:</b> Students may be asked to draft sample diplomatic documents such as demarches, communiques, or agreements. <b>Group Discussion:</b> Students may be asked to discuss the role of propaganda and media in shaping public perception in foreign relations.	
<b>IV</b>	<b>Diplomatic Practice of Various Countries: USA, Russia, China, and India</b>	<b>15</b>
	<b>Activities:</b> <b>Case Study Analysis:</b> Students may be asked to analyze major diplomatic successes or failures of each country and identify strategic lessons. <b>Panel Simulation:</b> Students may be asked to role-play as diplomats of these countries to discuss a hypothetical international crisis.	
<b>V</b>	<b>Organisation and Functions of External Affairs Ministries: UK, USA, India</b>	<b>15</b>
	<b>Activities:</b> <b>Mock Meeting:</b> Students may be asked to participate in a mock meeting of external affairs ministers to resolve a bilateral issue. <b>Group Presentation:</b> 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**

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

**Books Recommended**

19. Manindra Kumar Singh. *Diplomacy in India*. New Delhi: Navyug Publishers & Distributors, 2008.
20. Shefali Barthonia. *Diplomacy in India*. Gītāñjali Prakāśana, 2010. Inis L. Claude. *Power and International Relations*. New York: Random House, 1962.
21. Hans J. Morgenthau. *Politics Among Nations: The Struggle for Power and Peace*. 6th edition, revised by K.W. Thompson. New York: Alfred Knopf, 1985.
22. Henry Kissinger. *Diplomacy*. 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

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.

**M.L.B. Arts and Commerce College, Gwalior (M.P.)****PG Diploma Syllabus****International Relations**

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

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<b>Part A: Introduction</b>			
<b>Programme:</b> P.G. Diploma		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
<b>1</b>	<b>Course Code</b>	CC23	
<b>2</b>	<b>Course Title</b>	Theory and Practice of International Organisation	
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
<b>5</b>	<b>Course Learning Outcome</b>	<p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the nature, objectives, and historical development of international organisations and their significance in global governance.</li> <li>2. Analyse the role of the League of Nations in maintaining world peace and critically evaluate the reasons for its failure.</li> <li>3. Examine the structure, functions, and organs of the United Nations and assess the contemporary need for reforms within the organization.</li> <li>4. Understand and evaluate various peaceful and enforcement mechanisms for resolving international disputes, with a focus on the role of the United Nations.</li> <li>5. Appreciate the socio-economic and humanitarian roles of the United Nations in the post-Cold War era, including its peacekeeping and development initiatives.</li> <li>6. Analyze the UN's role in disarmament, environmental protection, and sustainable development, as well as the contributions of developing countries in advancing the aims and objectives of the UN.</li> </ol>	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

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



**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

	solving various International disputes.	
<b>IV</b>	<p><b>The UN in the Post–Cold War Era</b></p> <ol style="list-style-type: none"> <li>1. Changing role of the UN after the Cold War</li> <li>2. Socio-economic and humanitarian interventions</li> <li>3. Peacekeeping operations and challenges</li> <li>4. Political dynamics within the UN</li> </ol> <p>Activity: Group Discussion- group discussion can be organised on peace making operations of United Nations.</p>	<b>15</b>
<b>V</b>	<p><b>UN's Role in Disarmament, Environment, and Global Development</b></p> <ol style="list-style-type: none"> <li>1. UN's role in arms control and disarmament</li> <li>2. UN initiatives in environmental protection and sustainable development</li> <li>3. Contribution of developing countries (Third World) in achieving UN goals</li> </ol> <p>Activities-</p> <ol style="list-style-type: none"> <li>1. Research project- research project on the role of United Nations in disarmament and environment can be made by students.</li> <li>2. Interactive quiz- interactive quiz can be organised on the role of developing countries in furthering the aims and objectives of United Nations.</li> </ol>	<b>15</b>

**Part C – Learning Resources**

**Books Recommended**

1. H.O. Agrawal, *International Organisations*, Central Law Publication, 2023.
2. Peter Baehr, *The United Nations: Reality and Ideal*, London, Oxford University Press, 1989.
3. Peter Baehr and Leon Gordenker, *The United Nations in the 1990s*, London, Oxford University Press, 1992.
4. A.L. Bennett, *International Organization: Principles and Issues*, Englewood Cliffs NJ, Prentice Hall, 1977.
5. S.J.R. Bilgrami, *International Organisation*, New Delhi, Vikas, 1977.
6. Cheever and Others, *Organising for Peace: International Organisation in World Affair*.
7. Leland M. Goodrich, *The United Nations*.
8. Hans J. Morgenthau (ed.), *Peace, Security and the United Nations*, Chicago, University of Chicago Press, 1946.

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

9. Pitman B. Potter, *International Organisation*.
10. M.S. Rajan, *India and the Making of the United Nations*.
11. V. Rajalakshmi, *International Relations and Organisations*, Eastern Book Company, 2024.
12. बसंती लाल बावेल, *अंतरराष्ट्रीय संगठन*, सेंट्रल लॉ पब्लिकेशन, 2024.
13. जे. सी. जोहरी, *अंतराष्ट्रीय संगठन*, एन.पी.: एस. बी. पी. डी. पब्लिकेशन्स, 2021.
14. ममता चंद्रशेखर, *अंतरराष्ट्रीय संगठन*, मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल, 2019.
15. रामदेव भारद्वाज, *अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे*, भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
16. यू. आर. घई, *अंतरराष्ट्रीय संगठन*, एन. ए. पी. सी., 2020.

**Part D - Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100

Minimum Marks: 40

Internal Assessment: 40

University Exam (UE) : 60

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

<b>Part A: Introduction</b>			
<b>Programme:</b> P.G. Diploma		<b>Class:</b> M.A.	<b>Semester:</b> Second
<b>Session:</b> 2025-2026			
<b>Subject:</b> International Relations			
<b>1</b>	<b>Course Code</b>	CC14	
<b>2</b>	<b>Course Title</b>	International Relations Since 1945	
<b>3</b>	<b>Core/ Practicum/Value-Added (CHM/EESC)</b>	Core Course	
<b>4</b>	<b>Pre-requisite (If any)</b>	To study this course, the student must have passed Three-Year Graduation Programme	
<b>5</b>	<b>Course Learning Outcome</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>10. Students will be able to critically examine contemporary international issues such as globalization, international terrorism, environmental challenges, and emerging</li> </ol>	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

		<p align="center">multipolarity, including the roles of China, EU, BRICS, and India in the global system.</p>
<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>The Second World War and the Cold War</b> <ol style="list-style-type: none"> <li>1. Impact of the Second World War on International Politics</li> <li>2. Causes of the Cold War</li> <li>3. Major phases of the Cold War</li> <li>4. Consequences of the Cold War on global politics</li> </ol>	15
	<b>Activities:</b> <b>Group Discussion:</b> Students may be asked to discuss in small groups the main causes of the Cold War and their implications for world politics. <b>Case Study:</b> Students may be invited to analyze the impact of the Yalta and Potsdam Conferences on post-war international relations and present their findings.	
<b>II</b>	<b>Major Post-War Conflicts</b> <ol style="list-style-type: none"> <li>1. Berlin Problem and the division of Germany</li> <li>2. Korean War: Causes, course, and impact</li> <li>3. Vietnam War: U.S. intervention and consequences</li> <li>4. Arab-Israel Conflict and the Middle East crisis</li> <li>5. Cuban Missile Crisis</li> <li>6. Afghanistan War (1979–89): Soviet intervention and U.S. response</li> </ol>	15
	<b>Activities:</b>	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

	<p><b>Simulation Exercise:</b> Participants may be asked to role-play diplomatic negotiations during the Cuban Missile Crisis and explore possible alternative outcomes.</p> <p><b>Debate:</b> Learners may be asked to deliberate whether superpower interventions in Korea, Vietnam, or Afghanistan were justified, citing historical evidence.</p>	
III	<p><b>Non-Alignment and the Third World</b></p> <ol style="list-style-type: none"> <li>1. Emergence and Growth of the Non-Aligned Movement (NAM)</li> <li>2. Evolution and Achievements of NAM</li> <li>3. Relevance of NAM</li> <li>4. The Third World: Definition and Challenges</li> <li>5. Role of the Third World in International Politics</li> <li>6. North-South Divide and the Need for South-South Cooperation</li> </ol>	15
	<p><b>Activities:</b></p> <p><b>Group Discussion:</b> Students may be asked to assess the continuing relevance of NAM in today's international scenario.</p> <p><b>Case Study:</b> Students may be asked to analyze a case study of India's participation in a South-South cooperation program (e.g., ITEC or BRICS initiatives) and present their findings to the class.</p>	
IV	<p><b>Transformation of the Cold War Order</b></p> <ol style="list-style-type: none"> <li>1. Policy of Détente: Causes, features, and consequences</li> <li>2. Neo-Cold War and renewed confrontation in the 1980s</li> <li>3. Gorbachev's reforms and their global impact</li> <li>4. Dissolution of the Communist Bloc in Eastern Europe</li> <li>5. Disintegration of the Soviet Union and the end of the Cold War</li> </ol>	15
	<p><b>Activities:</b></p> <p><b>Panel Discussion:</b> Participants may be asked to simulate a panel debate on the consequences of the Soviet Union's disintegration for global politics.</p> <p><b>Document Analysis:</b> Students may be asked to study excerpts from key treaties or speeches related to Détente and the Neo-Cold War (e.g., Helsinki Accords, SALT treaties) and write a brief report evaluating their impact on international stability.</p>	
V	<p><b>Contemporary Issues in International Relations</b></p> <ol style="list-style-type: none"> <li>1. Globalisation: Political, Economic, and Cultural dimensions</li> <li>2. Rise of International Terrorism and global responses</li> <li>3. Environmental issues and International Politics (Climate Change, Sustainable Development, Global Summits)</li> <li>4. Emerging Multipolarity: Rise of China, EU, BRICS, and India's role in the new world order</li> </ol>	15
	<p><b>Activities:</b></p> <p><b>Group Discussion:</b> Learners may be asked to discuss the impact of</p>	

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**

**PG Diploma Syllabus**

**International Relations**

	globalisation and emerging multipolarity on international relations. <b>Case Study:</b> Students may be invited to analyze a recent international event (terrorist attack, climate summit, or multilateral agreement) and reflect on its implications for global policy.	
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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. E.H. Carr. *The Twenty Years' Crisis, 1919–1939: An Introduction to the Study of International Relations*. London: Macmillan, 1939.
3. E.H. Carr. *International Relations between the Two World Wars, 1919–1939*. Oxford: Oxford University Press, 1961.
4. Inis L. Claude. *Power and International Relations*. New York: Random House, 1962.
5. Hedley Bull. *The Anarchical Society: A Study of Order in World Politics*. London: Macmillan, 1977.
6. Hans J. Morgenthau. *Politics Among Nations: The Struggle for Power and Peace*. 6th edition, revised by K.W. Thompson. New York: Alfred Knopf, 1985.
7. Mahendra Kumar. *Theoretical Aspects of International Politics*. Agra: Shiva Lal Agarwal, 1975.
8. N.D. Palmer and C. Perkins. *International Relations*. New Delhi: AITBS, 2004.
9. M.S. Rajan. *Non-Alignment and the Non-Alignment Movement in the Present World Order*. Delhi: Konark, 1994.
10. J.N. Rosenau. *World Politics: An Introduction*. New York: The Free Press, 1976.
11. F.L. Schuman. *International Politics*. New York: McGraw-Hill, 1969.
12. V.N. Khanna and L.K. Kumar. *International Relations*. New Delhi: Vikas Publishing House, 2019.
13. S.C. Singhal. *International Relations*. Agra: Lakshmi Narain Agarwal, 2022.
14. रामदेव भारद्वाज. अंतरराष्ट्रीय राजनीति और समसामयिक राजनीतिक मुद्दे. भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी, 2024.
15. पुष्पेश पंत एवं जितेन्द्र कुमार पाण्डेय. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). भोपाल: मैकग्रा-हिल, 2025.
16. तपन बिसवाल. अंतरराष्ट्रीय संबंध. हैदराबाद: ओरिएंट ब्लैकस्वान, 2016.
17. प्यू घोष. अंतरराष्ट्रीय संबंध (हिंदी संस्करण). नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि., 2023.
18. डॉ. मथुरालाल शर्मा. अंतरराष्ट्रीय संबंध. नई दिल्ली: राधा पब्लिकेशन्स, 2024.

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

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

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)****PG Diploma Syllabus****International Relations**

<b>5</b>	<b>Course Learning Outcome</b>	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.
<b>6</b>	<b>Credit Value</b>	5
<b>7</b>	<b>Total Marks</b>	100

<b>Part B- Content of the Course</b>		
<b>Total No. of Lectures – Tutorials – Practical – (in hours per week)): L-T-P : 5-0-0</b>		
<b>Total No. of Lectures – 75 Hrs</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Introduction –</b> Entrepreneurship: Meaning, Nature, Importance, Specific Traits of Entrepreneurship, Role of Entrepreneurs in the Indian Economy <b>Activities:</b>	15
	Activities: 1. Entrepreneurial Trait Quiz 2. Personal SWOT Analysis	
<b>II</b>	<b>Analysis of Entrepreneurial Opportunities –</b> Defining, Objectives, Identification, Process of Sensing, Assessing the Impact of Opportunities and Threats	15
	Activities: 1. Market Analysis Activities 2. Customer Discovery Activities	
<b>III</b>	<b>Search of business Ideas –</b> Preparing for business plan, legal requirements of a new unit-procedure for registering business, starting of new venture, product designing/branding, research and development, selection of forms of business organisation.	15
	<b>Activities:</b> 1. Business Idea Competition 2. Mind Mapping Activities	
<b>IV</b>	<b>Role of Supportive Organisations –</b>	15



**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

	DIC and Various Government Policies for the Development of Entrepreneurship, Government Schemes and Business Assistance, Subsidies, Role of Banks	
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Case Study Discussion on Supporting Organisations</li> <li>2. Networking Event Activities with Supportive Organisations</li> </ol>	
<b>V</b>	<b>Marketing Assessment –</b> Meaning of Market Assessment, Components and Dimensions of Market Assessment, Questionnaire Preparation, Local Market Survey, Visit to Industrial Units, Business Houses and Service Sector, Submission of Survey-Based Report on Successful and Unsuccessful Entrepreneurs	<b>15</b>
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Analyzing Market Trends</li> <li>2. Market Share Analysis</li> </ol>	

<b>Part C – Learning Resources</b>	
<b>Books Recommended</b>	
1. Entrepreneurship Development	Dr.C.B.Gupta
2. Dynamics of Entrepreneurial Development and Management	Vasant Desai
3. Innovation and Entrepreneurship	Peter F.Drucker
4. Entrepreneurship Development	G.A.Kaulgud
5. Entrepreneurship-Need of the Hour	Dr.Vidya Hattangad
6. Entrepreneurship Development	Dipesh D. Uike
7. पी. के. जैन. उद्यमिता विकास. मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 2024.	
<a href="https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SBAX1024.pdf">https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SBAX1024.pdf</a> <a href="https://wcu.edu.et">https://wcu.edu.et</a> <a href="https://www.nios.ac.in">https://www.nios.ac.in</a>	

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

**M.L.B. Arts and Commerce College, Gwalior (M.P.)**  
**PG Diploma Syllabus**  
**International Relations**

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