

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

MA (INTERNATIONAL RELATIONS) PROGRAMME

(With effect from Academic Session 2023-24)



DEPARTMENT OF INTERNATIONAL RELATIONS
SIKKIM UNIVERISTY
6TH MILE, TADONG - 737102
GANGTOK, SIKKIM, INDIA

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare
Vice Chancellor
Sikkim University

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PREAMBLE

The discipline International Relations combine well with other humanities and social science disciplines. Studies in International Relations are a vital part of an education for life and work in the contemporary world. This two-year Post Graduation programme in International Relations focuses on imparting comprehensive knowledge in the discipline. The curriculum is prepared with an aim to train students with the fast-changing developments at the global level and expose them to new horizons in the field of International Relations. It looks closely at the national, international, regional or global political systems and the manner in which they have evolved. While preparing the curriculum, special attention is given to a range of issues in the area of study and specific courses are framed with focus on security, political economy, political geography, theory/ideology, methodology, political philosophy, international organisation, international law, global governance, globalisation, comparative politics, Foreign Policy, Hydropolitics, and Environment.

The major objective of this programme is to introduce students to the broad fields of theoretical as well as empirical questions encompassed by International Relations and Politics. This programme also seeks to develop a high level of understanding of the contemporary and emerging economic, political and social issues in their national regional, international and global contexts. The curriculum of Masters programme in International Relations goes through courses that range from the traditional, interdisciplinary, emergent as well as innovative, in order to equip students to teach and research in the frontier areas of IR.

POST-GRADUATE ATTRIBUTES

PGA 01. Interdisciplinary Knowledge, Skills and Attitude: The graduates from Sikkim University should be able to acquire interdisciplinary and cross disciplinary knowledge base, skills and attitudes as a consequence of the learning they engage with this programme of study.

PGA 02. Equity, Sustainability, Diversity and Inclusiveness: The graduates from Sikkim University should acquire the spirit of equity, sustainability, diversity and inclusiveness during their course of study.

PGA 03. Societal Interaction/Community Service: Graduates should have the ability to disseminate knowledge and actively interact with the world through community engagements.

PGA 04. Net Working and Collaboration: The graduates from Sikkim University should acquire skills to be able to collaborate and net work with educational institutions, research organizations and industrial units in India and abroad.

PGA 05. Lifelong Learning: The graduates from Sikkim University should be life long learners for the pursuit of knowledge for either personal or professional reasons. This should enhance social inclusion, active citizenship, personal development, self-sustainability as well as competitiveness and employability.

PROGRAMME LEARNING OUTCOMES

PLO 01: Critical Thinking and Analytical Reasoning: A student who completes the programme would develop the ability to analyse, evaluate and interpret evidence, arguments, claims and beliefs on the basis of empirical evidence; the ability to reflect relevant implications to the reality; formulate logical arguments; the ability to critically evaluate practices, policies and theories to develop knowledge and understanding.

PLO 02: Scientific Reasoning and Problem Solving: A student who completes the programme would develop the ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and

experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

PLO 03: Multidisciplinary/Interdisciplinary/Transdisciplinary Approach: A student who completes the programme would acquire interdisciplinary/multidisciplinary/ transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative multidisciplinary/interdisciplinary/ transdisciplinary approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PLO 04: Communication Skills: A student who completes the programme would develop the ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

PLO 05: Social Consciousness and Responsibility: A student who completes the programme would develop the ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PLO 06: Equity, Inclusiveness and Sustainability: A student who completes the programme would develop the appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.

PLO 07: Moral and Ethical Reasoning: A student who completes the programme would develop the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

PLO 08: Networking and Collaboration: A student who completes the programme would develop and acquire skills to be able to collaborate and network with scholars in an educational institution, professional organisations, research organisations and individuals in India and abroad.

PLO 09: Lifelong Learning: A student who completes the programme would develop the ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing situations.

CURRICULUM STRUCTURE**SEMESTER I**

Sl. No	Course Code	Course Title	Course Status	Credit
1	INT-C-501	INTRODUCTION TO INTERNATIONAL RELATIONS: CONCEPTS AND THEORIES	C	4
2	INT-C-502	POLITICAL THEORY	C	4
3	INT-C-503	INTERNATIONAL ORGANIZATION AND GLOBAL GOVERNANCE	C	4
4	INT-V-504	INDIA'S INTERNATIONAL RELATIONS	V	4
5	INT-S-505	WRITING AND COMMUNICATION SKILLS	S	4

SEMESTER II

Sl. No	Course Code	Course Title	Course Status	Credit
6	INT-C-551	CONTEMPORARY THEORIES OF INTERNATIONAL RELATIONS	C	4
7	INT-C-552	INTERNATIONAL LAW	C	4
8	INT-C-553	HYDRO-DIPLOMACY AND TRANSBOUNDARY RIVERS IN SOUTH ASIA	C	4
9	INT-O-554	INDIA'S FOREIGN POLICY	O	4
10	INT-V-555	CYBER SECURITY	V	4

SEMESTER III

Sl. No	Course Code	Course Title	Course Status	Credit
11	INT-C-601	RESEARCH METHODOLOGY	C	4
12	INT-C-602	INTERNATIONAL POLITICAL ECONOMY	C	4
13	INT-E-603	INTERNATIONAL PEACE AND SECURITY	E	4
14	INT-E-604	POLITICAL GEOGRAPHY	E	4
15	INT-O-605	COMPARATIVE POLITICS	O	4
16	INT-S-606	COMPUTER SKILLS IN RESEARCH	S	4

SEMESTER IV

Sl. No	Course Code	Course Title	Course Status	Credits
17	INT-E-651	GLOBALISATION AND WORLD POLITICS	E	4
18	INT-E-652	INDIA AND ITS NEIGHBOURHOOD	E	4
19	INT-O-653	STATE AND POLITICS IN INDIA	O	4
20	INT-R-654	MA DISSERTATION	R	8

SEMESTER I**Course I**

Course Code	Course Title	Course Status	Credits
INT-C-501	Introduction to International Relations: Concepts and Theories	Core	04

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:CLO 1. to **define** and **articulate** the basic concepts of academic discipline IR .CLO 2. to **classify** and **illustrate** major IR theories .CLO 3. to **demonstrate** and **utilise** the theoretical concepts in **explaining** the international issues.CLO 4. to **critically appraise** and **verify** theoretical concepts and its relevance in connection with international developments.CLO 5. to **formulate research problems** on IR on the basis of theoretical and conceptual understanding .**Course Outline****Unit I: The Nature of International Relations Theory**

History and scope of the Discipline

Major Debates

Traditional and Positivist Approaches

Post-positivist Approaches

Unit II: Major Concepts in IR

State, Nation, Sovereignty; Power, Hegemony, National interest;

Security, Anarchy, Civil Society; Citizenship, Identity;

Gender; Cosmopolitanism; Globalisation, Environmentalism/Anthropogenic

Unit III: Traditional Theories in IR

Realisms; Liberalisms; Marxism

The Positivist-Rationalist Legacy

International Society/English School

Unit IV: New/Emerging Theories in IR

Critical Theories; Constructivisms;

Postmodern Theories; Postcolonialism in IR:

Feminist Theories; Queer Theory:

Non-Western Perspectives - Global South in IR Theory

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations that focus on interpretation and extrapolation of themes, Suggestions through workshops/tutorials, Group Discussions, Flipped classrooms, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Course preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y		Y	
Group Discussions			Y	Y	

Suggested Readings

Christopher Bayly, *The Birth of the Modern World 1780–1914. Global Connections and Comparisons*, Oxford: Blackwell, 2004

Mark A. Neufeld, *The Restructuring of International Relations Theory* Cambridge: Cambridge University Press, 1995

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

Baldwin, David, ed., *Neorealism and Neoliberalism: The Contemporary Debate* (New York: Columbia University Press, 1993).

Baylis, John and Steve Smith, (eds.) *The Globalization of World Politics: An Introduction to International Relations*. 3rd ed. Oxford: Oxford University Press, 2005

Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics* (London: Macmillan, 1977). Burchill, Scott et al, *Theories of International Relations* 4th (ed.) (London: Palgrave, 2001)

Christian Reus-Smith and Duncan Snidal, (eds.) *Oxford Handbook of International Relations* (2008)

H. J Morgenthau, *Politics Among Nations* (New York: Alfred Knopf, 1951-78), Part I.

Ken Booth, and Steve Smith (eds) *Positivism and Beyond: International Relations Theory Today* (Oxford: Polity Press, 1995).

Keohane, Robert O. and Joseph N. Nye (1977), *Power and Interdependence*. Chapters 1-3.

Lapid, Yosef "The Third Debate: On the Prospects of International Theory in a Post-Positivist Era," *International Studies Quarterly*, vol. 33, no. 3 (September 1989), pp. 235-254

Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* New York: Routledge 1990

Cynthia Weber, "Why is there no Queer International Theory?" *European Journal of International Relations*, Vol 21, Issue 1, 2015

Course II

Course Code	Course Title	Course Status	Credits
INT-C-502	Political Theory	Core	4

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:CLO 1. to **define** and **state** the basic concepts in Political Theory and Comparative Political Theory .CLO 2. to **discuss** and **explain** the major concepts in Political Theory, different traditions of political theorising and political ideologies .CLO 3. to **interpret** and **utilise** the political concepts in discourses of political life.CLO 4. to **examine** and **appraise** the debates on the idea of political community on the basis of theoretical and conceptual understanding .CLO 5. to **formulate research problems** on the basis of theoretical and conceptual understanding .**Course Outline****UNIT-I: Introduction to Political Theory**

What is Political Theory?

Approaches to political theory

Comparative Political Theory: Nature and Significance

Revisiting the Methods and Tools of Normative Political Theory

UNIT-II: Political Concepts

Liberty: Negative vs. Positive Liberty, Freedom and the market, Freedom as Development

Equality: Foundational Notion of Equality, Equality of Opportunity, Equality of outcome, Equality of What? (Welfare, Resources, Capability)

Justice: Justice as Fairness, Communitarian and Feminist Conceptions

Democracy: Perspectives on Democracy, Debates in Democratic theory

UNIT-III: Political Ideologies

Liberalism: Classical and Contemporary liberalism

Socialism:

Nationalism: The history of an idea, Theories of Nationalism, debates on nationalism

Multiculturalism

UNIT-IV: Critical Traditions in Political Theory

What is a critique? The importance of critical tradition

Marxism: Critique of Capitalism, Alienation, Exploitation

Feminism: Gender and Sexuality, Public/Private, Equality/Difference

Postmodernism: Critique of Science and Modernity

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations that focus on interpretation and extrapolation of themes, Suggestions through workshops/tutorials, Group Discussions, Flipped classrooms

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Course preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y	
Group Discussions			Y	Y	

Suggested Readings

Robert E. Goodin and Philip Petit (eds), *A Companion to Contemporary Political Philosophy*, Oxford: Blackwell, 1993.

Will Kymlicka, *Contemporary Political Philosophy: An Introduction*, Oxford University Press, 2002.

Mckinnon, Catriona (ed), *Issues in Political Theory*, New York: Oxford University Press, 2008.

Tully, James. 2016. 'Deparochializing Political Theory and Beyond: A Dialogue Approach to Comparative Political Thought', *Journal of World Philosophies*, 1: 51-74.

Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, *Four Essays on Liberty*, London: Oxford University Press: 118-72.

Taylor, C., 1979, 'What's Wrong with Negative Liberty', in A. Ryan (ed.), *The Idea of Freedom*, Oxford: Oxford University Press.

Sen, Amartya, 1980, "Equality of What?" in Tanner Lectures on Human Values, Volume 1, ed. S. McMurrin, Cambridge: Cambridge University Press.

Rawls, John, 2001, *Justice as Fairness: A Restatement*, Cambridge, MA: Harvard University Press. (excerpts)

Walzer, M, 1983, *Spheres of Justice*, New York: Basic Books.

Arblaster, Anthony, *Democracy: Concepts in the Social Sciences* New York: Open University Press, 1994

Mahajan, Gurpreet (ed.), *Democracy, Difference and Social Justice* Delhi: Oxford University Press, 1998.

Cunningham, Frank, *Theories of Democracy: A critical Introduction* London, New York: Routledge, 2002.

Craig Calhoun, *Nationalism*, Open University Press, Buckingham, 1997

Kolakowski, Leszek, *Main Currents in Marxism*, (Volumes 1-3), Oxford, Clarendon Press, 1978.

Course III

Course code	Course Title	Course Status	Credits
INT-C-503	International Organization and Global Governance	Core	4

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. to **define** and **articulate** the basic concepts IO and GG .

CLO 2. to **classify** and **illustrate** major international organisations .

CLO 3. to **demonstrate** and **utilise** the theoretical concepts in **explaining** the process Global Governance .

CLO 4. to **critically appraise** and **verify** theoretical concepts on IO and their relevance in functioning of IOs .

CLO 5. to **formulate research problems** based on theoretical and conceptual understanding .

Course Outline

Unit I: Introduction to International Organizations and Global Governance

Rationale and Scope

Unit II: Historical Legacy of International Organization and Global Governance

The League of Nations & The United Nations

United Nations in the Post-Cold Cold War Era

Reforming the United Nations

Peacekeeping Operations

UN and Humanitarian Intervention

UN and Global Environmental Issues

Unit III: International Trade & Financial Institutions

Bretton Woods System

AIIB/BRICS Bank

WTO/UNCTAD

Unit IV: Non States Actors in Global Governance

Globalization & Non-State Actors

Global Civil Society

Sports and International Organisation

MNCs, TNCs

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Close readings of documents, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessment

Assessment	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Course preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y		Y	
Group Discussions			Y	Y	

Suggested Readings

Archer, Clive (2001), *International Organizations*, 3rd Edition, London: Routledge.

Rosenau, James N, (2006), *The Study of World Politics, Vol 2: Globalization and Governance*, New York:Routledge.

Karns, Margaret P. and Karen A. Mingst (2009), *International Organizations: The Politics and Processes of Global Governance*, 2nd Edition, Boulder: Lynne Rienner.

Annan, Kofi (2000), *We the People: The Role of the United Nations in the Twenty-first Century*, New York: United Nations.

Armstrong, D. (et.al) (2011), *Civil Society and International Governance: The role of non-state actors in global and regional regulatory frameworks*, Oxon: Routledge

Banerjee, Ajit M. and Sharma, Murari R. (2007), *Reinventing the United Nations*, New Delhi: PrenticeHall India.

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

Buira, Ariel (ed.) (2003), *Challenges to the World Bank and IMF: Developing Country Perspectives*, London: Anthem Press.

Joachim Müller (ed.) (2006), *Reforming the United Nations: The Struggles for Legitimacy and Effectiveness*, Leiden: Martinus Nijhoff Publishers.

Kahler, Miles and Lake, David, ed. (2003), *Governance in a Global Economy*, Princeton, NJ: Princeton University Press, pp. 136-167.

MacKenzie, David (2010), *A World Beyond Borders: An introduction to the History of International Organizations*, Toronto: University of Toronto Press

Malone, David M. (ed.) (2006), *The UN Security Council: From the Cold War to the 21st Century*, Boulder: Lynne Rienner.

Stiglitz, Joseph (2002), *Globalization and its Discontents*, New York : W.W. Norton.

Taylor, Paul and Groom, AJR, ed. (2000) *The United Nations at the Millennium: Principal Organs* London: Continuum.

Weiss, Thomas G. and Sam Daws (eds.) (2007), *The Oxford Handbook on the United Nations*, New York: Oxford University Press, Part III.

Course IV

Course Code	Course Title	Course Status	Credits
INT-V-504	India's International Relations	Value Added	4

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

Students are expected to

CLO 1. understand the key features of India's International Relations.

CLO 2. able to grasp the conceptualization of key strategic concept and get familiarized with the contribution of Indian strategic leaders and thinkers.

CLO 3. learn and understand India's defense policy and India's major security concerns and constraints while executing foreign policy.

CLO 4. Critically evaluate India's nuclear posture

Course Outline

Unit I: International Relations Study and India

Ancient Indian State system; Empires and Janapathas

Kautilya and the Mandala Theory

Anti-Colonialism, Bandung Legacy/NAM

Indian sources in IR - Ancient and Contemporary

Unit II: Strategic Aspects in India's International Relations

Debates on Indian Strategic thoughts and Culture, Grand Strategy

Indian Strategic Thinkers: Kautilia, Nehru, KM Panikkar, K. Subrahmanyam

Nuclear Policy; the debate on nuclearization.

India and the Disarmament Regimes- N.P.T, C.T.B.T, Missile Technology Regime

Unit III: Indian Diplomacy

Evolution and Assessment

Contemporary Indian Diplomacy : Public diplomacy and Para Diplomacy

Case study: Bilateral and Multilateral

India and International Institutions: United Nations - Security Council, Peace Keeping Missions, ICJ, UN Reforms and India

Unit IV: India's International Relations: Defense and Security Policy

Defence Policy Making – Actors, Institutions and Processes

Key Features of Indian Defence Policy

Geopolitics of Indian Security and Changing Security Perspectives

India's External and Internal Security Concerns

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Close readings of texts and documents, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessments

Assessments	CLO-1	COL-2	COL-3	COL4-COL-5
Test	Y.	Y.	Y.	Y. Y
Term Paper and presentation.	Y.	Y.	Y.	Y. Y
Book and article reading and review	Y.	Y.	Y.	Y. Y
Assignments	Y.	Y.	Y.	Y. Y

Suggested Readings

Tanham , George , Kanti Bajpai and Amitabh Mattoo, (1996). Securing India: Strategic Thought and Practice New Delhi: Manohar Publishers and Distributors.

Bandyopadhyaya, J ,The Making of India's Foreign Policy: Determinants, Institutions ,Processes, And Personalities (Bombay : Allied Publishers , 1970)

K M Panikkar (1959). Asia and Western Dominance. London: George Allen and Unwin Ltd.

Cohen P. Stephen (2021). India: Emerging Power. Washington, D.C.: The Brookings Press

George Modelski, "Kautilya: Foreign Policy and International System in the Ancient Hindu World", The American Political Science Review, Vol-58, No-3 (Sept., 1964).

Rashed Uz Zaman, "Kautilya: The Indian Strategic Thinker and Indian Strategic Culture", Comparative Strategy, Volume 25, Number 3 / July-September 2006.

George K. Tanham, Indian Strategic Thought: An Interpretative Essay (Santa Monica, CA: RAND, 1992)

Harsh V. Pant, Contemporary Debates in Indian Foreign and Security Policy: India Negotiates its Rise in the International System (New York: Palgrave Macmillan, 2008)

Thomas, Raju G. C. & Gupta, Amit. (2000). India's nuclear security. Boulder, Colo. ; London : Lynne Rienner Publishers

Chris Smith, (1994). India's Ad Hoc Arsenal : Direction or Drift in Defense Policy . Oxford University Press.

Course V

Course Code	Course Title	Course Status	Credits
INT-S-505	Writing and Communication Skills	Skill Based	4

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 2+1+1 = 4 Credits Lecture: 30 Hrs + Tutorial: 15 Hrs + Practical: 15 Hrs

Course Learning Outcomes:

CLO 1. To understand the basic elements of Communication

CLO 2. To acquire Listening Skills

CLO 3. To acquire Speaking and presentation Skills

CLO 4. To acquire Writing Skills

Course Outline

Unit I: Introduction to Communication

Meaning, Nature and types of communication

Principles of Communication

Verbal and non-verbal communication Barriers of effective communication

Unit II: Listening Skills

Principles of listening skills

Types of listeners

Barriers to listening

Unit III: Public Speech/Speaking Skills

Interpersonal communication: Interviewing

Communication skills in Seminars, symposium, conferences, workshops

Public speaking: Extempore

Group discussion

Unit IV: Writing Skills

Previewing, skimming, and scanning

Development of skills for correct pronunciation

Reading and comprehension

Sentence formation and punctuation

Suggested Teaching Learning Strategies

Classroom Lectures, Tutorials, workshops, Use of Audio-Visual sources, Problem Based Learning (PBL), group projects, Mock Session

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Reading & Writing	Y	Y	Y	Y	Y
Comprehension	Y	Y		Y	
Public Speaking Test			Y	Y	Y
Group Discussions			Y	Y	

Suggested Readings

Brown, Leland 1970 Communicating Facts and Ideas in Business, New Jersey: PrenticeHall Inc., Englewood Cliffs.

D'souza, Y. K. 1999 Communication Today and Tomorrow, New Delhi: Discovery Publishing House.

Fisher, Dalmar 1999 Communication in Organisations, Second Edition, Mumbai: Jaico Publishing House. Page 26 of 63

Mohan, Krishna and Developing Communication Skills, Delhi: Banerji, Meera. 1990 Macmillan India Ltd.

Murphy, Robert D. 1977 Mass Communication. and Human Interaction, Boston: Houghton Mifflin Company.

Narang, Vaishna 1996 Communicative Language Teaching, New Delhi: Creative Books.

Pollock, Thomas Clark; The Art of Communicating, New York: Sheridan, Marion C; The Macmillan Company. Ledbetter, Frances and Doll, Ronald C. 1955.

SEMESTER II
Course VI

Course code	Course Title	Course Status	Credits
INT-C-551	Contemporary Theories of International Relations	Core	4

Semester: Second Semester Course Level: 500 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. to **identify** and **articulate** the advanced elements of IR theory .

CLO 2. to **illustrate** the major theories of contemporary IR .

CLO 3. to **demonstrate** and **utilise** the theoretical understanding in analysing/explaining the major global issues .

CLO 4. to **critically appraise** and **verify** theoretical constructs in connection with developments in IR .

CLO 5. to **formulate fresh research problems** based on theoretical understanding .

Course Outline

Unit I: Introduction

Explaining and Understanding International Relations

The Post structural turn in IR Theory

Politics and Sociology of Knowledge

Beyond Eurocentricism / Ethnocentricism -Non Western IR Theory

Normative Theory

Unit II: Neo Marxist/Critical Theories in International Relations

Neo-Gramscianism – Gramsci, Cox, Gill

The Frankfurt School - Horkheimer, Habermas, Linklater,

Historical Sociology - Moore, Mann, Tilly, Hobdon, Scopcol: Waves in IR

Unit III: Theorising Major Issue Areas in Contemporary IR

Security

Trade

Environment

Humanitarianisms

Unit IV: Globalisation and IR Theory

Beyond the Great Divide

Globalisation & State

Cosmopolitanism

Communitarianism

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, reviews of original writings, Group Discussions, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Test	Y	Y	Y	Y	
Seminar Presentation	Y	Y	Y	Y	Y
Books and articles review	Y	Y		Y	
Group discussions	Y	Y	Y	Y	

Suggested Readings

Bayliss and Smith, *Explaining and Understanding International Relations*, Oxford: Clarendon Press, 1990

Ashley, Richard and R.B.J. Walker, 'Reading Dissidence/Writing the Discipline: Crisis and the Question of Sovereignty in International Studies,' *International Studies Quarterly* 34 (1990) 367-416.

Mann, Michael, *The Sources of Social Power* Vol 1-4, Cambridge University Press

James Der Derian and Michael Chapiro, ed, *International/intertextual Relations. Postmodern Readings of World Politics*. (New York: Lexington Books, 1989). Pp. 259-322.

Bieler Andreas, and Adam David Morton, 'The Gordian Knot of Agency-Structure in International Relations: A Neo-Gramscian Perspective,' *European Journal of International Relations* 7:1 (2001) 5- 35.

Campbell, David, ed, *Writing Security: United States Foreign Policy and the Politics of Identity*,. (Minneapolis: University of Minnesota Press, 1998).

Chris Brown (1992). *International Relations Theory: New Normative Approaches*. Chapters 5-7.

Cox, Robert W. *Production, Power and World Order: Social Forces in the Making of History* (New York: Columbia University Press, 1987).

Philip Darby (ed.), *At the Edge of International Relations: Post-colonialism, Gender and Dependency*, (London: Continuum, 1997)

Neufeld, Mark *The Restructuring of International Relations Theory* (Cambridge: Cambridge University Press, 1995).

Spivak, Gayatri Chakravorty. "Poststructuralism, Marginality, Postcoloniality and Value." In Peter Collier and Helga Geyer-Ryan, eds, *Literary Theory Today*, (Ithaca NY: Cornell UP, 1990), pp. 219- 239.

Course VII

Course code	Course Title	Course Status	Credits
INT-C-552	International Law	Core	4

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:CLO 1. to **define** and **articulate** the basic concepts of International Law .CLO 2. to **classify** and **illustrate** major cases and clauses in International Law .CLO 3. to **demonstrate** and **utilise** the clauses/cases in **explaining** the global developmentsCLO 4. to **critically appraise** and **verify** the relevance of International Law in contemporary IR .CLO 5. to **formulate research problems** based on conceptual understandings on International Law .**Course Outline****Unit-I Nature and Development of International Law**

Definition of International Law

Relationship between Municipal and International Law

Codification of International Law-Work of International law commission

Subjects of International Law- States, International Organizations, Non- States Entities, Individuals

Unit-II- Sources of International Law

Statue of the International Court of Justice, 1945 (Article 38)

International treaties and Conventions

International Customs and Other sources of International Law

Resolution of General Assembly and Security Council

Unit III Foreign Sovereign Immunity/ Privileges

Diplomatic Agent- Types

Consuls

Sovereign and Non- Sovereign Acts

Diplomatic immunity: personal and property

Consular Privileges and Immunities

Unit IV International Law and its Varied Aspects

International Human Rights Law

International Environmental Law

Law of the Sea - Non-Navigational Use of International Water course

Gender and International Law

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations that focus on interpretation and extrapolation of themes, Suggestions through tutorials, Close readings of documents, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Course Presentation	Y	Y	Y	Y	Y
Books and Articles Review	Y	Y		Y	
Case Discussions			Y	Y	Y

Suggested Readings

Brownie Ian, *Principles of Public International Law* (Oxford: Clarendon Press, 1998)

Anand, R.P, “Common Heritage of Mankind: Mutilation of an Ideal”, *Indian Journal of International Law*, vol.37, 1997, pp. 1-18

Oppenheim, I (2005) *International Law A Treatise*. Clark: The Law Book Exchange Ltd.

1997 *UN Convention on International Watercourses*, Reprinted in *American Journal of International Law*, vol.92, 1998, pp.97-107

International Law Commission Final Draft Articles on State Responsibility, ILC yearbook 2001 (ILC’s Report to the UN General Assembly)

Lauterpacht, H., *International Law and Human Rights* (New York: Garland, 1973)

Sands, Philippe, *Principles of International Environmental Law*, 2nd ed., (Cambridge University Press, 2003)

Shaw, Malcolm N, *International Law* (Cambridge: Cambridge University Press 1997) Shearer, I.A, *Stark’s International Law*, 11th Edition, Oxford University Press, 2007

Antony Anghie (2004) *Imperialism, Sovereignty and Making of International Law*: Cambridge University Press.

Tests of GATT and WTO (Final Act of Uruguay Round of Trade Negotiations)

The UN Convention on the Law of the Seas, 1982, Reprinted in *Indian Journal of International Law*, vol.22, 1982, pp.492-662

Vienna Convention on the Law of Treaties, 1969, reprinted in R P Anand, *Salient Documents in International Law* (Delhi: Banyan Publications, 1994), pp. 171-209

Course VIII

Course code	Course Title	Course Status	Credits
INT-C-553	Hydro-Diplomacy and Transboundary Rivers in South Asia	Core	4

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Learning Outcomes:CLO 1. to **define** and **articulate** the basic concepts of Hydrodiplomacy .

CLO 2. to develop an understanding of Hydro-diplomacy in the context of larger South Asian region

CLO 3. to **demonstrate and utilise** the theoretical concepts in **explaining** the issues of hydropolitics (analysing and applying).CLO 4. to **formulate research problems** based on theoretical and conceptual understandings on .**Course Outline****Unit I: Hydro-diplomacy: Conceptual and Theoretical Aspects**

Hydrology: Concepts and Domains - Geopolitics and Power Theory -Hydro- hegemony in IR – Soft Approaches

Hydro-diplomacy – Definition - Two Track and Multi Track; Public and Popular; Bilateral and Multilateral

Theories of Natural Resources Management

Environmental Humanities - Cultural Ecology of water – Water Energy & Food Security Nexus- Dependence Vs Interdependence

Unit II: Global Governance of Shared Water Resources

Global Water Governance: UN-Water and UN Watercourses Convention – Integrated Water Resources Management (IWRM) -Transboundary Waters Assessment Programme (TWAP)

Water Law Regimes - Instruments and Interbasin Agreements

Role of Regional and Global Institutions - Cross Border Civil Society

networking - Global Water Networks - International Professional Societies

Information - Data Systems - Communication & Technology

Unit III: Transboundary River Management in South Asia

Transboundary River Basin and their Management - Contexts of Upper, Middle and Lower Riparian States

Environmental - Socio-economic and Geo-political issues in river management

Sustainability - Bio-physics - Green Perspectives and Energy Information

Non-traditional threats to hydrological flows - climate change, glacial melt and natural disasters.

Unit IV: Hydro-diplomacy and Water Conflict in South Asia: Core Negotiation Dynamics

Hydro-Diplomacy of India, Pakistan, Bangladesh, Bhutan, Nepal and China. Cross border rivers and their management in South Asia - Ganges, Brahmaputra, Indus, Teesta, Mahakali, Kosi, Gandak, Barak

Local and National legal regimes and Governance systems - Federal Principles and Provincial actions, River linking projects in India.

Negotiation Matrices: Negotiating Skills, training and capacity enhancing, Trust and Confidence Buildings and Consensus Formation: Institutions and Practices: formal and non-formal, Role of sub-regional, regional and global institutions.

Newer approaches in Hydro-diplomacy: actor and agencies diversification, regionalization of instruments, Research, Science and technological bases

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Field visit, Field based surveys and observations, Group projects and Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Paper Presentation	Y	Y	Y	Y	Y
Field visit & Data collection				Y	
Field based monograph writing			Y	Y	Y

Suggested Readings:

Amrith, S. (2018). *Unruly Waters: How Mountain Rivers and Monsoons have Shaped South Asia's History*. New Delhi: Allen Lane

Anton Earle, Anders Jägerskog, Joakim Öjendal. (2010). *Transboundary Water Management Principles and Practice*. Routledge.

Chellaney, Brahma. (2014). *Water, Peace and War*. New Delhi: Oxford University Press

Conca, Ken. (2013). *Framing Water Uncertainties: Climate Risks in the Context of Evolving Water-governance Institutions*. San Francisco: Annual Meeting of the International Studies Association

Dinar, Shlomi. (2020). "Negotiations and International Relations: A Framework for Hydro-politics." *International Negotiations*, Vol. 5(2), pp.375-407.

Gooch, G. & Stalnacke, P. (2013). *Science, Policy and Stakeholders in Water Management: An Integrated Approach to River Basin Management*, Routledge

Joy K. J. and P Das (Eds.) (2017). *Water Conflicts in North East India*, Routledge,

National Research Council. (2012). *Himalayan Glaciers: Climate Change, Water Resources, and Water Security*. Washington, DC: The National Academies Press.

Pandey, A., Mishra, S.K., Kansal, M.L., Singh, R.D., Singh, V.P. (2021) *Water Management and Water Governance Hydrological Modeling*, Springer.

Ranjan, Amit. (2020). *Contested Waters: India's Transboundary River Water Disputes in South Asia*, New Delhi: Routledge.

Susskind, L. & Isam, S. (2013). *Water Diplomacy: A Negotiated Approach to Managing Complex Water Networks*. New York, RFF Press- Routledge.

Thomas, Stella., (2015) *Hydropolitics: An Introduction*. London: Zed Books

Course IX

Course code	Course Title	Course Status	Credits
INT-O-554	India's Foreign Policy	Open	4

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

Students are expected to

CLO 1. to understand the evolution of Indian Economic policy continuity and changes

CLO 2. Learn about dynamics of Indian Foreign trade policy and engagement with international economic institution and economic grouping major

CLO 3. Conceptualized diplomacy and analyse India's diplomatic engagement and practice

CLO 4. Be aware about various socio economic dimension of India's foreign policy

Course Outline

Unit I: Introduction to India's Foreign Policy

Foreign Policy: Determinants, Objectives and Goals

Systemic Pressures in the making of Foreign Policy: Domestic, Regional and International

The Making of India's Foreign Policy: Actors, institutions and the structure of decision making

Evolution of India's Foreign Policy: The Cold War years – Foreign Policy under Nehru – the Post-Nehru years – the post-Cold War international system and India's role in the 21st Century

Unit II: Indian Economic Policy

Nehruvian/Socialist Phase

Liberalisation Phase

Impact of New Economic Reforms on Foreign Policy

India's Role in the Global Economic Governance

Unit III: India's Foreign Trade Policy

Foreign trade policy - pre reform period, 'new trade policy'- the reform period

India and South-South Trade Co-operation

India and International Economic Institutions

Economic Groupings - G-77 and G-20

Unit IV: Socio-Cultural Dimensions of Indian Foreign Policy

'Soft Power' and Foreign Policy

Transnational Cultural Linkages

Indian Diaspora as Foreign policy's leverage

India and Climate Change Debates

Technology and Energy

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations that focus on interpretation and extrapolation of themes, Suggestions through tutorials, Close readings of documents, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessments

Assessments	CLO-1	COL-2	COL-3	COL4-COL-5
Test	Y.	Y.	Y.	Y. Y
Term Course and presentation.	Y.	Y.	Y.	Y. Y
Book and article reading and review	Y.	Y.	Y.	Y. Y
Assignment	Y.	Y.	Y.	Y. Y

Suggested Readings

Sanjaya Baru, (2006). Strategic Consequences of India's Economic Performance, New Delhi: Academic Foundation

Ramesh Thakur, (1994). Politics and Economics of India's Foreign Policy, New Delhi: Oxford University Press

Heimsath, Charles H., and Surjit Mansing. (1971). A Diplomatic History of Modern India. New Delhi: Allied Publisher

Chan-Wahn Kim, (2006) Economic Liberalization and India's Foreign Policy(Delhi: Kalpaz Publications, 2006)

Abhyankar, M. R. (2018). Indian Diplomacy, India: OUP.

Fisher Kaufman, McDonald Azar, Moore Friedman, Rothman Woodrow, Davies Borris Kelman Gurr, Second Track Citizens' Diplomacy (Rowman & Littlefield Publishing Group Inc, 2003)

Tat, Urmi (2022). India's Developmental Diplomacy: Understanding Development Cooperations as a Tool for Strategic engagement in South Asia, India: KW Publisher Pvt. Ltd.

Sahal, Paramjit, (2019). Indian Cultural Diplomacy: Celebrating Pluralism in a Globalised World, India: VIJ Book Pot Ltd.

Narlekar, Amrita (eds), (2003). International Trade and Developing Countries: Coalitions in the GATT and WTO. India: Routledge

Thussu, D., Communicating India's Soft Power : Buddha to Bollywood (New Delhi: Sage Vistaar , 2016)

Course X

Course Code	Course Title	Course Status	Credits
INT-V-555	Cyber Security	Value Added	4

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcome

Upon completion of the degree program, students will be able to:-

CLO 1. Understand the cyber security threat landscape.

CLO 2. Develop a deeper understanding and familiarity with various types of cyberattacks, cyber crimes, vulnerabilities and remedies thereto.

CLO 3. Analyse and evaluate existing legal framework and laws on cyber security.

CLO 4. Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds.

Course Outline**Unit I: Overview of Cyber security**

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyberwarfare, Case Studies.

Unit II: Cyber Crimes & Cyber Law

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber- squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

IT Act, 2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

UNIT III: Data Privacy and Data Security

Defining data, meta-data, big data, non- personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data

security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations (GDPR), 2016 Personal Information Protection and Electronic Documents Act (PIPEDA), Social media- data privacy and security issues.

UNIT IV: Cyber security, Management, Compliance and Governance

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, Suggestions through tutorials, Close readings of documents, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessment Methods

- Prepare password policy for computer and mobile device.
- List out security controls for computer and implement technical security controls in the personal computer.
- List out security controls for mobile phone and implement technical security controls in the personal mobile phone.
- Log into computer system as an administrator and check the security policies in the system.

Suggested Readings

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd.

Information Warfare and Security by Dorothy F. Denning, Addison Wesley.

Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform.

Data Privacy Principles & Practice. Natraj Venkataramanan, Ashwin Shriram, CRC Press.

Information Security Governance, Guidance for Information Security Managers by KragBrothy, 1st Edition, Wiley Publication.

Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning.

SEMESTER III

Course XI

Course Code	Course Title	Course Status	Credits
INT-C-601	Research Methodology	Core	4

Semester: Third Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

CLO 1. To **define** and **articulate** the various steps in research process in International Relations

CLO 2. To **critically review** the relevant literature on the topic and to **identify** the research gaps

CLO 3. To **comprehend** and **identify** different research designs and the aptness of each in addressing different types of research questions

CLO 4. To **organise** and **execute** different techniques of data collection, data analysis to investigate relevant research problems (applying and analysis)

CLO 5. To **evaluate** the main research methods that are applied in social researches/International Relations (evaluating)

CLO 6. To **formulate** a research project plan and research methodology

Course Outline**Unit I: Research Methodology: Introduction and Concepts**

Introduction to Social Research

Meanings of Methodology

Dimensions of research

Theory and research

Unit II: Designing a Research Study

Principles of research design

Identifying a research problem/topic

Review of literature: purpose and method

Situating a study in terms of larger debates

Framing a research question

Hypothesis: variables, relationships, definitions

Unit III: The Practice/Techniques of Research

Qualitative and quantitative orientations towards research

Quantitative Data collection and analysis

Qualitative Data collection and analysis

Accessing sources for one's research: libraries, e-resources, interviews, primary and secondary sources

Unit IV: Writing a Dissertation

Structuring a road map

Chapterisation

Referencing and citation

Ethics in research

Essentials of academic prose

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, Suggestions through tutorials, Field based assignments, Group Discussions, preparation of project/research proposals, report writing, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6
Class Test	Y	Y	Y	Y	Y	Y
Research proposal preparation/ Presentation	Y	Y	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y		
Exercise classes/hands-on data analysis				Y	Y	
Group Discussions				Y	Y	Y

Suggested Readings

Neuman, W. Lawrence, *Social Research Methods Qualitative and Quantitative Methods*, Sixth edition, India: Pearson, 2007.

Frost, M; Vale, P & Weiner, D (eds). *International Relations: A Debate on Methodology*, 1989.

Alex Rosenberg, *Philosophy of Science A Contemporary Introduction*, Second Edition, New York: Routledge, 2000.

Bruce I. Berg, *Qualitative Research Methods for the Social Sciences*, Fourth edition, London: Allyn and Bacon, 2001.

Johann Mouton and H C Marais, *Basic Concepts in the Methodology of the Social Sciences*, Pretoria: HSRC, 1996.

Bridget Somekh and Cathy Lewin, eds. *Research Methods in the Social Sciences*, New Delhi: Sage Publications, 2005.

Samir Okasha, *Philosophy of Science: A Very Short Introduction* (Second edition), Oxford University Press, 2016.

Jon Elster, *Nuts and Bolts for the Social Sciences*, Cambridge University Press, 1989.

Helen Sword, *Stylish Academic Writing*, Harvard University Press, 2012.

Umberto Eco, et.al. *How to Write a Thesis*. MIT Press, 2015.

King, G. R.O. Keohane & S. Verba *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, Princeton University Press, 1994.

Course XII

Course code	Course Title	Course Status	Credits
INT-C-602	International Political Economy	Core	4

Semester: Third Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. to **define** and **articulate** the basic concepts of political Economy .

CLO 2. to **classify** and **illustrate** major theories of Political Economy and trade .

CLO 3. to **demonstrate** and **utilise** the theoretical understanding of political economy in explaining the developments in world economy .

CLO 4. to **critically appraise** and **verify** the organisation of world economy .

CLO 5. to **formulate research problems** based on the various issues in Political Economy .

Course Outline

Unit I: Introduction to International Political Economy

The Evolution, Nature and Scope

General Theories of International Political Economy

Liberalism, Marxism, Welfarism

Dependency and World System,

Complex Interdependence and Hegemonic Stability

Unit II: Economic Theories of International Trade

Customs Union Theory

Theories of Business Cycle

Cartel Theory

Unit III: International Economic Regimes and Institutions

International Trade Regimes

International Monetary Regimes

Institutions in International Economy (IMF, World Bank, GATT/WTO)
 Regional Trade and Economic Institutions - NAFTA, SAFTA, ADB
 New Actors and Institutions and IPE – AIIB, BRICS Bank

Unit IV: Trade and Developing Nations

UNCTAD/NIEO, South – South Cooperation
 Uruguay Round and Doha round
 New protectionism - Brexit
 MNCs and the Foreign Capital
 Technology Transfer

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Close readings of documents, Group Discussions, Reviews, Case Discussions

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Paper preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y	
Group Discussions - Cases			Y	Y	

Suggested Readings

Boyer, R, "State and Market: A New Engagement for the Twenty-First Century?" in R. Boyer and D. Drache(eds.), *States Against Markets*, pp. 84-114

Chase-Dunn, C., *Global Formation: Structures of the World Economy* (Basil Blackwell, 1989).

Frieden, J., and Lake, D. (eds.), *International Political Economy: Perspectives on Global Wealth and Power* (3rd edn., 1995), esp. chs. 1, 16, 19, 33.

Gilpin, Robert, *Global Political Economy - Understanding the International Economy Order* (Princeton N.J.: Princeton University Press, 2001).

Gilpin, Robert, *The Challenge of Global Capitalism - The World Economy in the 21th Century* (Princeton N.J.: Princeton University Press, 2000).

James Petras and Kent Trachte, "Liberal, Structural and Radical Approaches to Political Economy: An Assessment," in James Petras, *Critical Perspectives on Imperialism and Social Class in the Third World*, pp. 9-62

Joan Spero and Jeffrey Hart, *The Politics of International Economic Relations* (5th ed.; NY: St. Martin's Press, 1996).

Kahler, Miles, *International Institutions and the Political Economy of Integration* (Washington, DC: Brookings Institution, 1995).

Kapstein, E.B., *Governing the Global Economy.- International Finance and the State* (Harvard, 1994)

Kenichi Ohmae, *The Borderless World: Power and Strategy in the Interlinked Economy* (New York: HarperPerennial, 1991)

Krasner, Stephen, "Power vs. Wealth in North-South Economic Relations," in Art and Jervis, pp. 299-318.

Krugman, Paul and Maurice Obstfeld, *International Economics, Theory and Policy* (6th Edition - Pearson).

Milner, Helen V., "Globalization, Development and International Institutions: Normative and Positive Perspectives." *Perspectives on Politics* 3: 4 (December 2005), 833-854.

Course XIII

Course code	Course Title	Course Status	Credits
INT-E-603	International Peace and Security	Elective	4

Semester: Third Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes

At the end of the course students are expected to

CLO 1. provide theoretical / conceptual understanding of peace, conflict and security studies

CLO 2. understand and critically analyze the importance of arms build up and disarmament focusing on the role of global conventions regime.

CLO 3. should be able to grasp various approaches to human security and development and analyze various parameters and dimensions.

CLO 4. enrich students analytical skills and judgment and formulate research problem based on theoretical and conceptual understanding.

Course Outline

Unit I: The Concepts of Peace and Security

Conflict, Violence, and Peace: Major schools of thought in Peace & Conflict Studies

Basic Concepts of Peace and Conflict - Peace keeping, Peace Making, Peace Building, Peace Enforcement, Conflict Resolution, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Regulation, Conflict Transformation.

The Concept of Security- Traditional/Realist and Neorealist Conceptions, Liberalism and Post-Positivist Conceptions

Unit II: Peace Studies

Approaches to peace
 Peace-democracy debate
 Post-positivist approaches to war and peace
 Nationalism, ethnicity and conflict
 Norms, culture and security

Unit III: Arms Build Up and Disarmament (Conventional and Nuclear)

Arms Control and Disarmament
 Conventional Weapons
 Conventions on Chemical and Biological Weapons
 Reduction and Regulation of Nuclear Weapons – Non-Proliferation and Counter-Proliferation
 Nuclear Risk Reduction – Global and Regional Theatres
 Nuclear Weapons Free Zones

Unit IV: Human security and Development

Understanding Human Security and Human Development
 The Canadian and UNDP Approaches
 Gandhian Approach to Human Security
 MDGs and SDGs

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Close readings of documents, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL, Case Discussions

Assessments

Assessment Methods	CLO-1	COL-2	COL-3	COL4-COL-5
Test	Y.	Y.	Y.	Y. Y
Term Course and presentation.	Y.	Y.	Y.	Y. Y
Book and article reading and review	Y.	Y.	Y.	Y. Y
Assignment	Y.	Y.	Y.	Y. Y

Suggested Reading

Barash, P.D. (2017), Approaches to Peace. Oxford: Oxford University Press
 Galtung, Johan, (1996). Peace by Peaceful Means: Peace and conflict, Development and Civilization, London: Sage
 Galtung, Johan, (1984). There Are Alternatives: Four Roads to Peace and Security, Nottingham,, England: Spokesman

Levy, Jack, (1995). "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, pp. 3-24

Roche, Douglas.(2014). The Peacemakers: How People Around the World Are Building a World Free of War. Toronto, ON: James Lorimer & Company Ltd.

Zartman, William & Touval, Saadia (1996). "International Mediation in the Post-Cold War Era", in Crocker et al., Managing Global Chaos, USIP.

B. Tertais (2002), 'Do Arms Races Matter', Washington Quarterly, 24, (4), pp. 45-58.

Scott D. Sagan, (1996/97) "Why Do States Build Nuclear Weapons?" International Security, 21 (3), pp. 54-86.

Alan Collins (ed.), (2010). Contemporary Security Studies, Oxford: Oxford University Press.

Barry Buzan, Ole Weaver and Jaap de Wilde (eds.), (1998). Security: A New Framework for Analysis, Boulder: Lynne Rienner Publishers.

Ken Booth (ed.), (2005), Critical Security Studies and World Politics, Boulder: Lynne Rienner Publishers

Course XIV

Course code	Course Title	Course Status	Credits
INT-E-604	Political Geography	Elective	4

Semester: Third Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. to **define** and **articulate** the basic concepts of Political Geography and Geopolitics .

CLO 2. to **classify** and **illustrate** major theories of Geopolitics .

CLO 3. to **demonstrate** and **utilise** the theoretical constructs in explaining Political Geography .

CLO 4. to **critically appraise** and **verify** theoretical constructs and their relevance in contemporary Geopolitics .

CLO 5. to **formulate research problems** based on theoretical and conceptual understanding on Geopolitics .

Course Outline

Unit I: Introduction to Political Geography & Geopolitics

History of Mapmaking

The Chinese outreach

The Indian outreach

The European outreach

Unit II: Theorizing Geo-politics

Contesting Theories/Thinkers

Ancient Thinkers - Sun Tzu, Kautilya, Ibn Khaldun

Modern Thinkers - Mahan, Mackinder and Haushofer, Robert Kaplan)

Unit III: The Geography of War and Peace

Decolonization; Cold war alliances and containment;

Religion and geo-politics

Unit IV: Critical Geopolitics

Geo-economics

Psycho-geography

Political Geography in the age of globalization

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Group Discussions, Use of Audio-Visual sources, Problem Based Learning (PBL) & Case Discussions

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Test	Y	Y	Y	Y	
Seminar Presentation	Y	Y	Y	Y	Y
Books and article review	Y	Y		Y	
Field work and project writing			Y	Y	Y

Suggested Readings

Alexander B. Murphy. 1991. Regions as social constructs: The gap between theory and practice. *Progress in Human Geography* 15 (1): 22-35.

Luttwak, (1976) *The Grand Strategy of the Roman Empire*. Baltimore: John Hopkins Press.

Gavin Menzies, *1434: How china changed the World*, London Harper Collin , 2003

Gearoid O Tuathail, 1996. *Critical Geopolitics*. Routledge.

Gearóid Ó Tuathail, Simon Dalby And Paul Routledge, *The Geopolitics Reader*, Routledge, 1998

George J. Demko and William B. Wood (1994), *Reordering the world: Geopolitical perspectives on the twenty-first century*, Boulder, Colo: Westview Press.

Gilbert Pollet, *India and the ancient world: history trade, and culture before A.D. 650*, Université Catholique de Louvain, 1987

Weigert, (1942) *Generals and Geographers: The Twilight of Geopolitics*, London: Oxford University Press.

B. Harley, "Deconstructing the Map." *Cartographica*. 26:2 (Summer 1989) 1-20.

Jeremy Black, *Politics of Map Making*, University of Chicago Press, 1997

John Pickles, *A history of spaces: cartographic reason, mapping, and the geo-coded world*, Routledge, 2004

Mackinder, Halford J. "The Geographical Pivot of History," *Geographical Journal*, 23 (1904).

Martin Ira Glassner. 1993. *Political geography*. New York: John Wiley & Sons

Robert Finlay (2004). "How Not to (Re)Write World History: Gavin Menzies and the Chinese Discovery of America". *Journal of World History* 15 (2)

Trevor J. Barnes, James S. Duncan, *Writing worlds: discourse, text, and metaphor in the representation of landscape*, Routledge, 1992.

Course XIV

Course Code	Course Title	Course Status	Credits
INT-O-605	Comparative Politics	Open	4

Semester: Third Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes

CLO 1. to **define** and **describe** the basic Meaning, Evolution, Scope and Trends of Comparative Politics .

CLO 2. to **classify** the approaches of Comparative Politics and **Identify** the issues, methods and challenges in Comparative Politics. .

PLO 3. to **interpret** and **demonstrate** their understanding of the concepts and methods by comparing different political institutions, processes, regimes.

PLO 4. to **examine** and **critique** the contemporary issues on development and various social movements on the basis of theoretical and conceptual understanding .

PLO 5. to **formulate research problems** on contemporary political realities with conceptual tools which enable them to see relationship among political phenomena across the world and understand the debates that have gathered around them. .

Course Outline

Unit I: Comparative Politics: Nature, Approaches, Trends

Meaning, Evolution, Scope and Trends

Approaches: System, Institutional, Structural-Functional and Political

Economy

Issues, methods and challenges of comparison

New Directions in Comparative Politics

Unit II: State and Regime types

Development of Modern States in Europe and Non-European Societies

State and Social Classes in i. Capitalist ii. Post-Colonial Societies; Totalitarian and

Authoritarian regimes

Democratisation

Unit III: Development: Theories and Approaches

Modernisation

Dependency

World System

Post Development

Unit IV: Social Change and Movements

Theories of social movement, old and new social movement

Contemporary Social Movements: Identity politics; Women's movements; Human rights issues; Environmental concerns

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, Suggestions through tutorials, Books and Articles review

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Course preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y	
Group Discussions			Y	Y	

Suggested Readings

Gerardo Munck, Richard Snider, *Passion, Craft and Method in Comparative Politics*, John Hopkins University, 2007.

Wiarda, Howard J. ed. *New Directions in Comparative Politics*, USA: Westview Press, 1985

Miliband, Ralph, *The State in Capitalist Society*, 1969.

Todd Landman, Neil Robinson, (eds.), *Sage Handbook of Comparative Politics*, Sage, 2009.

Stefan Berger, Holger Nehring (eds.) *The History of Social Movements in Global Perspective: A Survey*, Palgrave Macmillan, 2017

Almond, Gabriel A. and et al. *Comparative Politics Today: A World View*, New Delhi: Pearson Education, 2006.

Hamza Alavi and Teodor Shanin eds. *Introduction to the Sociology of Developing Societies*, Macmillan, London and Basingstoke, 1982.

Hamza Alavi, 'The State In Post-Colonial Societies: Pakistan And Bangladesh', *New Left Review*, 1/74, July-August, 1972.

Wolfgang Sachs (eds), *The Development Dictionary*, Orient Longman, Delhi, 1997.

Barkey, Karen and Sunita Parikh, 'Comparative Perspectives on the State, *Annual Review of Sociology*, Vol. 17 (1991), pp.523-549.

Ghanshyam Shah (ed.), *Social Movements and the State*, Sage, New Delhi, 2002.

Course XVI

Course code	Course Title	Course Status	Credits
INT-S-606	Computer Skills in Research	Skill Based	4

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

After completion of this course, the students are expected to

CLO 1. Students are handy with the computer in basic level.

CLO 2. acquire basic knowledge about computers

CLO 3. to develop some basic skills in using computers for data storage, compilation, analysis and presentation.

CLO 4. Student can able understand the use of computers in learning/Research, education and society.

Course Outline

Unit-I Computer Fundamentals:

Components of a computer system - Classification of computers. Types of computers

Hardware and software - Input/output devices. Internet & web Surfing etc.

Personnel Computers: PC & Types of Computers, Primary & Secondary storage device, other peripherals used with PC.

Module II: Basic Word Processing, MS Office, Excel & PowerPoint:

Use of Office suite - MSWord: Templates using and creating new templates

Introduction to Word Processing, Opening Word Processing Package, Opening and closing documents, Using a Document/Help Wizard, Text Creation and Manipulation, Formatting the Text, Handling Multiple Documents, Table Manipulation, Printing/saving formats of documents .

Basic Presentations - Difference between presentation and document, Using Power Point,

Creation of Presentation, Preparation of Slides, Selection of type of Slides, Importing text from word documents, Providing aesthetics- Slide Designs, Slide Manipulation and Slide Show, Presentation of the Slides

Sectioning, Captioning, Footnoting and Cross Referencing, Table of Contents - Excel charts - Excel Sort - Excel Filter.

Unit III: Basic Computer Communication and Internet

Introduction of Communication, Communication Medias, Communication Modes - Goals of Networks - Types of Networks - Client/Server Computing - Network Topologies – MODEM – Gateways – Multiplexer – Bridges – Routers – Ethernet – Internet - WWW etc.

Basic of Computer networks- LAN and WAN, Internet, Service on Internet; WWW and Web Browsers, Web Browsing software, Surfing the Internet, Chatting on Internet, Email-Basic of electronic mail, Using Emails, Document handling in Email.

Unit IV: Use of Computer in Academic Purposes

Computer for Data Collection and Processing
Presentation of Data
Internet sources
Online learning

Suggested Teaching Learning Strategies

Classroom Lectures, Suggestions through tutorials, Close readings of documents, practical assignments, Group projects, use of Audio-Visual sources, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Presentation	Y	Y	Y	Y	Y
Practicals	Y	Y	Y	Y	

Suggested Readings

C. S. French "Data Processing and Information Technology", BPB Publications 1998

P. K Sinha, Computer Fundamentals, BPB Publications, 1992

Guy Hart-Davis "The ABCs of Microsoft Office 97 Professional edition", BPB Publications, 1998

Karl Schwartz, "Microsoft Windows 98 Training Guide", 1998

V Rajaraman. (2014). Fundamentals of Computers, PHI, Sixth Edition.

Efraim Turban, R. Kelly Rainer Jr, Richard E. Potter. (2004). Introduction to Information Technology, John Wiley & Sons, (Asia) Pvt. Ltd. Singapore

SEMESTER IV

Course XVII

Course code	Course Title	Course Status	Credits
INT-E-651	Globalisation and World Politics	Elective	4

Semester: Fourth Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. to **define** and **articulate** the process/phenomenon globalisation .

CLO 2. to **classify** and **illustrate** major patterns of globalisation .

CLO 3. to **demonstrate** and **utilise** the theoretical constructs in explaining various developments connected to globalisation .

CLO 4. to **critically appraise** and **verify** the impacts of globalisation .

CLO 5. to **formulate research problems** based on theoretical and conceptual understanding on globalisation .

Course Outline**Unit I: The Concept of Globalisation**

Definitions

Dimensions

Domains

Global Commons

Unit II: Globalisation in a Historical Perspective

Theoretical Contentions and Historical Patterns

Knowledge, Technology, International Transactions

International Demography Transnational Migration

Unit III: Aspects of Globalisation**Economic Globalisation**

Social Consequences of Economic Globalisation

Political Globalisation

Globalisation and State

Globalisation and Liberal Democracy

Non-State Actors

New Social Movements

Democratising Globalisation

Cultural Globalisation

Communication, Media,
Cultural Homogenisation

Unit IV: Globalisation and Security Debates

Clash of Civilizations
Global War on Terrorism
Proliferation of WMD
Human Security
Reverse Globalisation

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, field based observations, Group projects, Suggestions through tutorials, Group Discussions, use of Audio-Visual sources, Problem Based Learning (PBL), Case studies

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y		Y	Y
Field based study and group project work			Y	Y	Y
Case Studies/analysis		Y	Y		Y

Suggested Readings

Baylis, John and Smith, Steve (eds.), *The Globalization of World Politics* (2004).

Clark, Ian. *Globalisation and International Relations Theory* (Oxford: Oxford University Press, 1999)

Fredric Jameson and Masao Miyoshi (eds), *The Cultures of Globalisation* (London: Duke University Press, 1998)

Held and McGrew (eds.) *The Global Transformations Reader* (Blackwell: Malden, 2000).

Human Development Report 1994, New Dimensions of Human Security, United Nations Development Programme.

Hurrell, Andrew and Ngaire Woods (eds.), *Globalization, Inequality and World Politics* (1999).

Krause, Keith and Michael Williams, *Critical Security Studies: Concepts and Cases* (1997).

Nye, Joseph, *Globalisation's Democratic Deficit*. *Foreign Affairs* 80 (4) 2001, pp. 2-6

Obstfeld, M. & Taylor A.M, *Global Capital Markets: Integration, Crisis and Growth* (Cambridge: Cambridge University Press, 2004).

Oxford Development Studies, Special Issue on Globalisation, Vol. 26, No. 1 (1998).

Polanyi, Karl (1944) *The Great Transformation: The Political and Economic Origins of our Time*, Boston: Beacon Press.

Ritzer, George (ed.), *The Blackwell Companion to Globalisation* (London: Blackwell, 2007) Part I Chapters 2, 3, 4, 5, 6, 7, 8 (pages – 16 to 176): Part II Chapters 14, 15, 16, 17, 18, 19, 20, 21, 22 (pages – 272 to 443): Part III Chapters 28, 29, 32, 33, 34, 35

Course XVIII

Course code	Course Title	Course Status	Credits
INT-E-652	India and It's Neighbourhood	Elective	4

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs +

Tutorial: 15 Hrs +

Practical: 0 Hrs

Course Learning Outcomes

At the end of the course students are expected to

CLO 1. understand and critically analyze India's role in its neighborhood from a theoretical as well as empirical perspective and, on a diverse range of issues.

CLO 2. should be able to grasp the changing dynamics of India's foreign relations in the bilateral and regional domains

CLO 3. enrich students analytical skills and judgment.

CLO 4. formulate research problem based on theoretical and conceptual understanding.

Course Outline

Unit I: Contextualising Neighbourhood

National Liberation Movements

Decolonisation and Partition

Postcolonial Setting

Unit II: India and its Immediate Neighbours: Contemporary Issues

India and Pakistan

India and China

India and Sri Lanka, Bangladesh

India and Nepal, Bhutan, Myanmar

Unit III: India and its Extended Neighbours: Contemporary Issues

India and Central Asia and Afghanistan.

India and South East Asia

India and Indo-Pacific

Unit IV: India and Regional Cooperation

Regionalism: Characteristics and Significance

India and SAARC/ ASEAN

India and I.O.R. /BIMSTEC

India and the Arab World

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, Suggestions through tutorials, Close readings of documents, Group Discussions, Problem Based Learning (PBL)

Assessments

Assessment Methods	CLO-1	COL-2	COL-3	COL4-COL-5
Test	Y.	Y.	Y.	Y. Y
Term Course and presentation.	Y.	Y.	Y.	Y. Y
Book and article reading and review	Y.	Y.	Y.	Y. Y
Assignment	Y.	Y.	Y.	Y. Y

Suggested Readings

Ahmed, Imtiaz., (1993), State and Foreign Policy: India's Role in South Asia. New Delhi: Vikas Publishing House Ltd.

Bajpai, U. S., (1986) India and Its Neighbourhood. New Delhi: Lancer International

Malone. D, Mohan. R.C & Raghavan. S (eds.), (2015). The Oxford Handbook of Indian Foreign Policy. New Delhi: Oxford University Press

Bajpai K, (2021) India Versus China : Why They Ae Not Friends. Noida: HapperCollins India Private Limited

Chawla, S. (Eds), (2020) India's Neighborhood : Challenges and Opportunities. New Delhi: KW Publisher Pvt. Ltd.

Kapur, A. & Wilsen, A. J. (1996). Foreign Policy of India and her Neighbors. Houndmills, Macmillan Press

Muni, S. D. and Muni, Anuradha, (1984) Regional Cooperation in South Asia. National

Robinson, Francis, ed.,(1989). The Cambridge Encyclopedia of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives. Cambridge: Cambridge University Press.

Mayilvaganan M. (Eds) (2021). ASEAN and India–ASEAN Relations Navigating Shifting Geopolitics Routledge

Stobdan. P, (2020). India and Central Asia : The Strategic Dimension. New Delhi: KW Publisher Pvt. Ltd.

COURSE XIX

Course Code	Course Title	Course Status	Credits
INT-E-653	Eastern Himalaya: Issues in Geo-Strategy and Sustainability	Elective	4

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs +

Tutorial: 15 Hrs +

Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. To conceptually explain the discourses on eastern Himalayan region in the context of International Relations.

CLO 2. To analyze the impact of climate change in eastern Himalayas and discuss the various measures and responses to it.

CLO 3. To acquire the knowledge of the sustainable and survival options of eastern Himalaya.

CLO 4. To identify Sikkim in terms of geostrategic importance underlying the issues of dams and development projects.

Course Outline

Unit 1: Introduction to the Eastern Himalayan Region

Eastern Himalaya during the colonial rule

Eastern Himalaya in the post-colonial political changes/set-up

Locating Eastern Himalaya in International Relations

Trends and patterns of migration in Eastern Himalaya

Unit 2: Climate Crisis and the Eastern Himalaya

Resources and Integrated Resource Management

Food, Energy, Water nexus

Interstate and institutional cooperation

Unit 3: Sustainability and Survival in the Eastern Himalayas

Urbanization

Change in Crop and livestock pattern

Tourism

Water Conservation

Unit 4: Sikkim: Geostrategic and sustainable development options

Strategic importance of Sikkim

Sustainable options: Organic/ Green mission in Sikkim

Dams and social movements in Sikkim

International Financial Institutions (IFIs) and Development projects in Sikkim

A field-based report writing on related issues in Sikkim

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through tutorials, Group Discussions, Case studies, Problem Based Learning (PBL)

Assessment

Assessment Methods	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
Class test	Y	Y	Y	Y	
Seminar Course Preparation/Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y		Y	
Field Work Report				Y	

Suggested Readings

Alexander E. Davis, R. G. (2021). International relations and the Himalaya: connecting ecologies, cultures and geopolitics. *Australian Journal of International Affairs*, 15-35.

Baruah, S. (2012). Whose River Is It Anyway? Political Economy of Hydropower in the Eastern Himalayas. *Economic and Political Weekly*, 41-52.

Charak, SukhDev Singh, History and Culture of Himalayan States, New Delhi : Light & Life, 1980.

Goyal, N., Political History of Himalayan States: Tibet, Nepal, Bhutan, Sikkim & Nagaland Since 1947, Cambridge Book & Stationery Stores, 1966.

Kaur, Amar Jasbir Singh., Himalayan Triangle: A Historical Survey of British India's Relations with Tibet, Sikkim, and Bhutan, 1765-1950, London: British Library, 1988.

Lall, J S and A D Moddie, The Himalaya: Aspects of Change, New Delhi: India International Centre; Delhi: Oxford University Press, 1981.

Lama, M P (Ed) Sikkim: Society Polity Economy and Environment, Indus Publishing, 1994.

Maynard, Charles W., The Himalayas, The Rosen Publishing Group, 2004 Singh, KuldipGulia, History and Culture of the Himalaya, Isha Books, 2007.

Sinha, Uttam K., "Challenges to the Himalayan Watershed" in Niraj Kumar, George Van Driem and P Stobhan (eds), Himalayan Bridge, New Delhi, Knowledge World, 2015.

Subba, Tanka B., Dynamics of a Hill Society, Mittal Publications, New Delhi, 1989.

Warikoo, K., Himalayan Frontiers of India: Historical, Geo-Political and Strategic Perspectives, Taylor & Francis, 2009.

Course XX

Course code	Course Title	Course Status	Credits
INT-O-654	State and Politics in India	Open	4

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs +

Tutorial: 15 Hrs +

Practical: 0 Hrs

Course Learning Outcomes:

CLO 1. To define the nature of state within the context of colonialism and the growth of nationalism.

CLO 2. To examine the relations between politics and economics in terms of the economic development of state in India.

CLO 3. To apply the nature and concepts of class, caste, gender and its relevance in explaining political sociology of India.

CLO 4. To introduce the various aspects related to the forms and nature of politics in northeastern India.

Course Outline**Unit I: Colonialism and Growth of Nationalism**

Colonialism and nationalism

Constitutional Development,

Postcolonial Indian state,

Nature of State in Contemporary India: Welfare, Regulatory, Security and Surveillance

Unit II: Political Economy of India

The relation between Politics and Economics

Legacies of the Colonial State

State as an instrument of Economic Development

Economic Reforms: Nature, Dimensions and impacts

Unit III: Political Sociology of India

Class: Naxalism

Caste: Changing Nature and Role in Indian Politics

Gender: Concept, Role and Emerging Issues in Indian Politics Ethnicity: Nature, Forms and Contestation in Indian Politics

Religion: Changing Nature, Role and Emerging Debates in Indian Politics, Communalism

Unit IV: State and Society in Northeast India

Political Background of State Formation

Ethnicity: Nature, Forms and Contestation in Indian Politics

Secessionism/insurgency

Environment, Infrastructure and Development

Social Movements (any select movement)

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, Suggestions through tutorials, Group Discussions, Reviews

Assessment

Assessment Methods	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
Class test	Y	Y	Y	Y	
Seminar Preparation/ Presentation	Y	Y	Y	Y	Y
Books/Articles review	Y	Y		Y	
Group Discussion			Y	Y	

Suggested Readings

Austin, G. (2000). *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University press.

Baruah, S. (2009). *Durable Disorder: Understanding the Politics of Northeast India*. New Delhi: Oxford University Press.

Beteille, A. (1983) (ed). *Equality and Inequality: Theory and Practice*, Delhi, Oxford University Press.

Chatterjee, P. (ed). *State and politics in India*, Delhi, Oxford University press, 1997.

Desai, A.R. (1974). *State and Society in India: Essays in Dissent*, Popular, 1974.

Kumar, A. (1999) (ed). *Nation-Building in India: Culture, Power and Society*, New Delhi, Rodent Publishers.

Kothari, R. (1970). *Politics in India*, New Delhi Orient Longman.

Kuppuswamy, B. (1972). *Social Change in India*, New Delhi, Vikas Publication.

Mehta, P.B & Gopal, N. (2010). *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

Phadnis, U & Ganguly, R.; (2001). *Ethnicity and Nation Building in South Asia*. New Delhi: Sage Publication .

Course XXI

Course code	Course Title	Course Status	Credits
INT-R-655	Dissertation	Research	08

Semester: Fourth Semester

Course Level: 600

Total Marks: 200

L+T+P: 0+2+6 = 8 Credits Lecture: 00 Hrs + Tutorial: 30 Hrs + Practical: 180 Hrs

Course Learning Outcomes (CLOs):CLO 1. To **articulate** and execute the various steps in research process in International RelationsCLO 2. To **critically review** the relevant literature on the topic and to **identify** the research gapsCLO 3. To **formulate** a research designCLO 4. To **execute** different techniques of data collection, data analysis to investigate relevant research problemsCLO 5. To **apply** methodological understandings on Research in a research project**Assessment**

Assessment Methods	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
Review of Literature		Y			
Proposal Preparation & Presentation	Y		Y		Y
Field study/Data Collection				Y	Y
Exercise hands-on data analysis				Y	Y
Verbal and written Skills				Y	Y

* Field Trip/ Field Study is compulsory for the MA International Relations Programme.