

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

JAMIA HAMDARD, NEW DELHI - 110062

**UGC – LEARNING OUTCOMES-
BASED CURRICULUM**

M.A. (International Studies) Programme

HAMDARD INSTITUTE OF INTERNATIONAL STUDIES

CONTENTS

S. No.	Topic	Page No.
1.	Cover page	1
2.	Contents	2
3.	Details of BoS and Academic Council	3
4.	Byelaws	5
5.	Vision and Mission Statements	12
6.	Qualification Descriptors and Mapping with Mission Statements	13
7.	Programme Learning Outcomes (PLOs)	15
8.	Programme Specific Outcomes (PSOs)	17
9.	Mapping of PLOs and PSOs with QDs	17
10.	Consolidated Semester-wise Programme Details	18
11.	Rules and Regulations of the Programme	19
12.	Course Design	20

M.A. (International Studies) Programme

Approval Date of Board of Studies Meeting for the present Syllabus: 14/03/2022

Approval Date and Number of Academic Council Meeting for the Present Syllabus:

159th meeting of the Standing Committee of the Academic Council held on 06/04/2022, Approval Item No.: SC 159(7).

Revised syllabus and Byelaws effective from the academic session: 2021-2022

PARTICULARS

Programme Name: M.A. (International Studies)

Programme Code: 579

Academic Year of Introduction of Programme: 2021-2022

School Name: School of Humanities and Social Sciences

Name of the Department: Hamdard Institute of International Studies

**HAMDARD INSTITUTE OF INTERNATIONAL STUDIES
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
JAMIA HAMDARD, NEW DELHI**

Bye-Laws of the M.A. (International Studies) Programme

(Effective from the Session 2021-2022)

1. Bye-Laws

Subject to relevant rules/bye-laws/guidelines and other statutory decisions as laid down from time to time by the University and statutory bodies of the Government of India, Bye-laws governing the course are as detailed below.

2. Amendment in the Bye-Laws

If not otherwise stated, above bye-laws will stand automatically amended as per changes/amendments in the relevant acts/rules/ordinances/statutes of the University and Government of India, notified from time to time.

3. Eligibility for Admission

45% marks in the aggregate in the Bachelors Examination recognised by the statutory bodies of India. The process of selection will be as determined/laid down by the Centre/University from time to time.

4. Duration

4.1 The MA in International Studies is a full-time programme of two years. However, students may be permitted to clear backlog paper(s) within a span of four years under the School of Humanities and Social Sciences.

5. Semester Structure

5.1 The M.A. in International Studies programme consists of four consecutive semesters spread over in 2 years of duration. Each semester in aggregate will account for 20 credits. Thus, four consecutive semesters make the programme of 80 credits in all.

5.2 All four semesters together unfold into 20 components - 18 taught papers, one research project/dissertation and one viva voce.

5.3 There are four compulsory papers in each semester and each paper carries four credits. Furthermore, each paper is divided into four-five units and each unit carries one credit.

5.4 For each of the 18 papers, Internal Assessment (Sessional) carries 25 marks and End-Semester Examination carries 75 marks.

5.5 A student is required to pass all the 20 compulsory papers to earn 80 credits for the award of degree.

The tabulated structure of semester system and distribution of credit have been illustrated in preceding para 8.

6. Attendance

6.1 A student is required to have 75% of attendance for appearing in the each of the semester examination. Students whose attendance in a course is short of requirement will not be eligible to appear in the End-Semester Examination.

7. Examination and Evaluation

7.1 There are two essential components for evaluation of each of the compulsory papers of MA International Studies:

- (a) Internal Assessment (Sessional) of 25 marks,
- (b) End-Semester Examination of 75 marks.

7.2 Likewise, research project/dissertation and viva voce are of 100 marks each. A student shall be adjudged for an independent assessment for his/her research project/dissertation and viva voce respectively on the basis of merit and performance.

7.3 A credit-based letter grade system is followed. Pass percentage will be 40% marks (i.e., in P in letter grade system) in each course/paper.

(a) Internal Assessment

7.4 Internal assessment is a continuous process that may include writing of terminal/sessional assignment, book review, policy documents appraisal etc. The concerned teacher of the papers may decide the mode of internal assessment.

In cases where a student does not appear in the internal assessment in a paper for some reasons beyond his/her control like illness, accident etc., the concerned teacher, on taking a judicious view of the matter, may give another chance to appear for the said assessment.

(b) End-Semester Examination

7.5 Generally, the Odd (first and third) and the Even (second and fourth) semesters' End-Semester Examinations are held in the first week of December and week part of May respectively.

7.6 Each End-Semester Examination is preceded by a preparatory break. The classes remain suspended during the preparatory break.

7.7 The notification for the exact Date-Sheet of the Examination and the Dates of the Winter Recess and the Summer Vacation for every academic calendar is done by the University authorities from time to time.

8. Supplementary/Improvement Examination

8.1 The supplementary/improvement examination shall be held for the papers only. A student shall be allowed to appear in the supplementary/improvement examination only once within the duration of one year from the date of the original End-Semester Examination.

8.2 A student may have choice to appear in any number of papers for the supplementary examination on the deposit of the prescribed fee for the respective paper.

8.3 Only those students shall be eligible to appear in the supplementary/improvement examinations who have cleared all the papers in End-Semester Examination and has secured 'C' and 'P' grade in the paper in which he/she intends to appear for the improvement.

8.4 The marks obtained in the Internal Assessment in any paper in the End-Semester Examination (last semester examination) shall be counted in the supplementary/improvement examination.

8.5 For the purpose of determining the final SGPA/CGPA, the better of the two performances (regular or improvement) in the examinations shall be taken into consideration.

8.6 The marks obtained by the students in the supplementary/improvement examination will not be considered for the award of medals, prizes, and ranks, etc.

9. Re-Evaluation of Answer Sheets

9.1 A student may request for the re-evaluation of his/her answer sheets by submitting a written application, along with the necessary fee, within a period of one week of the declaration of results of the End-Semester Examination. Re-totalling of examinations marks will be allowed within 15 days from the date of declaration of results.

10. Promotion Criteria from Semester/Annual Examination

10.1 Only those students will be declared successful as Pass who have secured **eight or more** credits, that is, the minimum required passing grade of **40%** of all 4 papers in each End-Semester Examination. Only those students who have secured the minimum passing grade of 40% in each of the four/five papers' End-Semester Examination shall be eligible for promotion to the next semester.

10.2 A student who has passed minimum two papers shall be eligible for the provisional promotion to the next semester.

10.3 Such provisionally promoted students shall have to clear their pending one or two or three paper(s) along with the examinations of the semester in which he/she has been promoted.

Further, it is clarified that all the pending paper(s) of the first semester is to be cleared in the second semester; all the pending paper(s) of the second semester is to be cleared in the third semester; and all the pending paper(s) of the third semester is to be cleared in the fourth semester; and all the pending paper(s) of the fourth semester is to be cleared in the next special/supplementary examination.

No pending paper(s) of two different semesters can be combined under any circumstances. Therefore, the clearance of the backlog paper(s) of previous semester is necessary in the upcoming semester.

10.4 A student who fails in an End-Semester Examination for whatsoever reasons may have to re-appear in the examination as an ex-student for that semester. Re-admission of that student is permitted only when the semester examination is cleared by him.

10.5 However, in cases where a student has been disallowed to appear in the examination due to shortage of attendance can take re-admission in the concerned semester. But if that student further fails to meet the requirement of attendance then that re-admission stands cancelled.

10.6 An ex-student shall be required to appear only in those papers(s) in which he/she has failed or was absent. Maximum two such attempts shall be permissible to an ex-student.

10.7 Any regular student who fails to appear in an Internal Assessments or/and End-Semester Examinations for some unforeseen reasons can appear for those in the next semester, whenever held.

11. Distribution of Credits

Sl. No.	Paper Code – Title	Credit
	SEMESTER ONE (COMPULSORY PAPERS) (CREDIT - 20)	
1.	MIS 101: Theories of International Relations	5
2.	MIS 102: International Organization and World Order	5
3.	MIS 103: Comparative Politics: Theory and Approaches	5
4.	MIS 104: Peace, Conflict and Diplomacy	5
	SEMESTER TWO (CREDIT - 20)	
5.	MIS 201: International Political Economy(Compulsory)	5
6.	MIS 202: History of International Politics (Compulsory)	5

7	MIS 203: India and the World(Compulsory)	5
8.	MIS 204: Great Power Politics and War (Compulsory)	5
	SEMESTER THREE (CREDIT - 20)	
9.	MIS 301: Political System of South Asian Nations (Optional)	5
10.	MIS 302: Human Rights and International Politics (Optional)	5
11.	MIS 303: International Security(Optional)	5
12.	MIS 304: Research Methodology (Compulsory: Ability Enhancement)	5
	SEMESTER FOUR (CREDIT - 20)	
13	MIS 401: American Foreign Policy (Optional)	5
14.	MIS 402: Government and Politics of West Asia (Optional)	5
15.	MIS 403: Project Report/Dissertation (Compulsory)	5
16	MIS 404: Viva Voce (Compulsory)	5
	TOTAL CREDIT	80

12. Grading System or Award of Grades

12.1 The grading system is under 10 points scale for each course/paper on the basis of students' performance. All the evaluations shall be done in marks.

12.2 The marks obtained by a student in the Internal Assessment and the End Semester Examination for each taught paper, barring for the research project/dissertation and viva voce where an independent assessment is required, will be added together. These combined marks would be converted to a 10-Point Scale. Any fraction in any component of evaluation should be rounded off to the next whole number.

The grading system table under 10 points scale is hereunder:

Letter Grade*	Grade Point**
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0

*Letter Grade: It is an index of the performance of a student in a course grade.

*Course Grade: It is denoted by letters viz, O, A+, A, B+, B, C, P and F.

*Grade Point: It is numerical weight allotted to each letter grade on a 10-point scale.

13. Passing Grade

13.1 The lowest passing grade for awarding a degree will be 'P'. A student having obtained the 'F' grade in a course shall be declared as failed in that particular paper, research project/dissertation and viva voce.

The lowest passing grade for Internal Assessment/End-Semester Examination in each taught paper/ research project/dissertation and viva voce shall be 'P'.

14. Converting the marks into letter grades

Letter Grade	Grade Point	Range of Percentage of Marks
---------------------	--------------------	-------------------------------------

O (Outstanding)	10	90 and above to 100 (90-100)
A+ (Excellent)	9	80 and above and less than 90 (80<90)
A (Very Good)	8	70 and above and less than 80 (70<80)
B+ (Good)	7	65 and above and less than 70 (65<70)
B (Above Average)	6	55 and above and less than 65 (55<65)
C (Average)	5	50 and above and less than 55 (50<55)
P (Pass)	4	40 and above and less than 50 (40<50)
F (Fail)	0	00 and above and less than 40 (00<40)

A student obtaining Grade 'F' shall be considered failed and will be required to reappear in the examinations.

15. Formula for Conversion of Cumulative Grade Points Average (CGPA) into percentage of Marks

15.1 The Percentage equivalent to the CGPA shall be obtained by using the following formula:

Equivalent percentage of CGPA=CGPA x 10

16. Classification of Results

The ranks/positions/ division will be determined on basis of CGPA as given below:

Range of CGPA	Division/Class
CGPA of 7.5 and above and up to 10	I Division with Distinction
CGPA of 6.00 and above and less than 7.50	I Division
CGPA of 5.00 and above and less than 6.00	II Division
CGPA of 4.00 and above and less than 5.00	III Division

17. Semester-Wise Number of course/Paper(s) and Credits under Choice Based Credits System (CBCS)

Semester	Core Courses	Choice Based Courses (Elective)	Skill Enhancement Course (SEC)	Project/ Dissertation	Viva-voce	Ability Enhancement	Total no. of Papers	No. of Credits	Total Credits
I	4	1	-	-	-	-	4+1=5	4 (4x5)	20
II	4	1	-	-	-	-	4+1=5	4 (4x5)	20
III	3	1	-	-	-	1	3+1+1=5	4 (4x5)	20
IV	1	1	1	1	1	-	1+1+1+1=5	4 (4x5)	20
No. of papers	12	4	1	1	1	1	20	(4x20)	80
Total Credits	4X12=48	4x4= 16	4x1= 4	4x1= 4	4x1= 4	4x1= 4	-	-	80

Hamdard Institute of International Studies
School of Humanities and Social Sciences
Jamia Hamdard, New Delhi

VISION STATEMENT

The Master of Arts in International Studies aims to enlighten students into theories and practices of international politics so that they can be able to pursue a career in academic, research institutions, international organizations, and government bodies and embassies to promote peace and democratic values in the world order.

MISSION STATEMENTS

MS1: To provide multidisciplinary approach to the study of international relation that is in line with current realities and requirements to enable students from all over the world to become creative, analytical, research-oriented and competent at the international level.

MS2: An all-round development of students through extensive academic training, skill enhancement program and extra-curricular activities aims to enhance their employability in a rapidly changing globalized world.

MS3: To acknowledge the students with latest and modern research methodologies and practices, to provide them with all necessary and suitable facilities for research to enhance their academic and research skills.

MS4: To establish linkages and collaborate with other world-class institutions in the fields of pedagogy and research to standardize our academic output so that it is on par with the latest developments in the discipline of International Relations.

Name of the Academic Program: M.A. (International Studies)

QUALIFICATION DESCRIPTORS (QDs)

Upon the completion of Master of Arts in International Studies, the students will be able to:

QD1: Demonstrate comprehensive knowledge of the international politics, economic, and social history of the world beginning with the modern international system which started taking shape around 500 years ago in Europe. Moreover, the students should also be able to demonstrate a substantial theoretical understanding of the historical evolution and functioning of the contemporary world.

QD2: To develop knowledge and skills for identification of problems and issues, collection of relevant quantitative and qualitative data, for their analysis and evaluation using suitable methodologies to formulate evidence-based solutions and arguments in today's pluralistic global world.

QD3: Apply interdisciplinary knowledge and transferable skills in historical and theoretical study of international politics; in implementation of measures and mechanisms to promote peace at the national, regional, and international level; in role of international organizations and laws, and norms and values in the conduct of international politics; and in study and practice of the foreign and security policies of India and other countries.

QD4: Communicate the results of studies undertaken in the fields of international relations like international history and theory; comparative politics; international organizations and laws; conflict, peace and security studies; international political economy; great power politics and war; societies, politics, economies, and foreign policies of countries in South and West Asia; application of human rights at the international level; and foreign policy of great powers like the United States, China, and Russia.

QD5: Exhibit knowledge and understanding, and transferable and practical skills in the areas of historical knowledge and theoretical understanding of international relations; major events, processes and ideas in the emergence and working of the contemporary international system; internal political and economic systems of different major countries and its impact on the international structure and system; ways and means to pursue peace and end conflict among nations and societies; domestic social, economic, and political systems and external policies of

countries in the regions of South Asia, West Asia, North America, Europe and Southeast Asia; politics, alliances and war among the great powers; foreign and security policies of India in relation to its neighboring countries and the other major powers of the world; application of human rights at the international level; ways to conduct valuable and ethical research in various fields of International Relations; employment opportunities in academics and research institutions, in literary fields like creative and fiction writing, journalism and translation, in diplomacy and international organizations, in the fields of legal and social work in NGOs of public and private sectors, in schools, colleges and universities, and religious and cultural centers; and to be able to meet one's requirements for learning based on research and development work and professional materials

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	2	1	1
QD-2	1	2	3	1
QD-3	3	2	1	1
QD-4	3	2	1	1
QD-5	3	2	1	1

M. A. (INTERNATIONAL STUDIES)
HAMDARD INSTITUTE OF INTERNATIONAL STUDIES
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PROGRAM LEARNING OUTCOMES (PLOs)

After completing the Master of Arts in International Studies, students should be able to:

PLO1: Critically evaluate and trace the historical and theoretical, diplomatic and normative, legal and organizational moorings of the international politics by adopting a scientific approach for production of knowledge.

PLO2: Demonstrate advanced knowledge of international relations and Comparative Politics, and forces driving it; and ways and means to establish a peaceful and a just order at the international level.

PLO3: identify the problems of politics at the international level, for example, outbreak of war and onset of peace, and the reasons for occurrence of war and arrival of peace.

PLO4: Demonstrate acknowledge of the foreign and security policies of India and the other immediate neighbors like Bangladesh, Sri Lanka, Nepal, Pakistan and major powers like Russia, China, and the United States along with the structural effects produced by their interaction. The students should also be able to show that they have an understanding of the internal social, economic, and political actors of these countries, and how these internal actors actually shape the external policies of the state.

PLO5: Understand the idea and processes of development and globalization at the national and international levels and be able to show that these processes can actually shape and constrain the domestic and foreign policies of the state in multiple ways.

PLO6: Explain the meaning of the idea of human rights, its historical evolution over the centuries in Western European countries, the multiple issues and challenges involved in its application, and the promise of the human rights at the international level too if it thought through and implemented properly.

PLO7: Identify, formulate and obtain solutions to the challenging problems of conflict and war in the international system arising due to multiple reasons like aggressive traits of national leaders, authoritarian nature of the national governments, and systemic imbalance or preponderance of power in favor of one single state.

PLO8: Examine and identify the basic way in which the international political economy functions, and how politics and economy are both at the national and international levels are intimately connected with each other apart from the fact that how they affect each other.

PLO9: Diagnose the origins and emergence of international and regional organizations and how these organization can help in creating peace and order in the world. Moreover, the students shall be made think for ways and means to reform these organizations in light of the contemporary changes in the international system so these organizations remain effective and relevant.

PLO10: Debate the various notions of security viz. traditional (threats to the state) and the non-traditional ones (challenges arising out of environmental degradation and health challenges like pandemic) from both the theoretical and policy perspectives, and be able to find suitable solutions to the threats arising from them.

PLO11: Apply the theoretical and policy-oriented knowledge of international relations to ensure security and peace, justice and order at the national and the international levels.

PLO12: Apply appropriate techniques of data collection, analysis, interpretation and discourse analysis with an understanding of their limitations in the various fields of research in International Relations.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To inspire the students to develop conceptual understanding of international relations and analyze the ways to establish peace and order in the world.

PSO2: To encourage the students to analyze the problems of and threats to national and international security and find the diplomatic, social, and other ways to solve and mitigate them.

PSO3: To equip the students with knowledge to explore how the foreign and security policies of different countries and the great powers are framed, and how these policies impinge upon the security and prosperity of the countries and power involved.

PSO4: To develop the knowledge of idea that how the international laws and organizations does not really limit the sovereignty of the states but rather if implemented and utilized effectively these laws and organizations help engender peace and stability at the international level.

Mapping of Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

With Qualification Descriptors (QDs)

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	1	2	2	1
PLO-2	3	1	2	2	3
PLO-3	2	2	3	2	1
PLO-4	2	1	3	3	1
PLO-5	3	1	3	2	2
PLO-6	3	1	3	2	2
PLO-7	2	1	3	3	3
PLO-8	3	1	3	2	1
PLO-9	2	2	3	2	2
PLO-10	2	2	3	3	2
PLO-11	2	2	3	3	2

PLO-12	1	3	1	1	1
PSO-1	3	1	2	3	2
PSO-2	2	2	3	2	2
PSO-3	2	1	3	2	3
PSO-4	2	1	3	3	3

Consolidated Semester-wise Programme Details

S. No.	Course Code	Course Title	Type* of Course	Teaching Hrs/ Week	Credits	Marks		
						Internal	External	Total
Semester I								
1.	MIS 101	Theories of International Relations	C	03	05	25	75	100
2.	MIS 102	International Organization and World Order	C	03	05	25	75	100
3.	MIS 103	Comparative Politics: Theory and Approaches	C	03	05	25	75	100
4.	MIS 104	Peace, Conflict and Diplomacy	C	03	05	25	75	100

Semester II								
1.	MIS 201	International Political Economy	C	03	05	25	75	100
2.	MIS 202	History of International Politics	C	03	05	25	75	100
3.	MIS 203	India and the World	C	03	05	25	75	100
4.	MIS 204	Great Power Politics and War	C	03	05	25	75	100
Semester III								
1	MIS 301	Political System of South Asian Nations	C	03	05	25	75	100
2.	MIS 302	Human Rights and International Politics	C	03	05	25	75	100
3.	MIS 303	International Security	C	03	05	25	75	100
4.	MIS 304	Research Methodology	CAE	03	05	25	75	100
Semester IV								
1.	MIS 401	American Foreign Policy	C	03	05	25	75	100

2.	MIS 402	Government and Politics of West Asia	C	03	05	25	75	100
3.	MIS 403	Project Report/Dissertation	C	NA	05	25	75	100
4.	MIS 404	Viva Voce	C	NA	05	NA	100	100

***Note:** In Type of Course, 'C' indicates a 'Core or Compulsory' Course, 'E' indicates an 'Elective or Choice-based' Course, while 'OE' indicates an 'Open Elective or Choice-based' Course.

Rules and Regulations of the Programme

As mentioned in the Byelaws above.

COURSE DESIGN

HAMDARD INSTITUTE OF INTERNATIONAL STUDIES

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -101**; Title of the Course: **Theories of International Relations** (Core/Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Explain the concept of International Relations and the Great Debates in International Relations. (Cognitive level: Create)

CLO-2: Trace the historical development of International Relations as an Academic Discipline emerged at the beginning of the 20th century largely in the West and its relevance.(Cognitive level: Analyze)

CLO-3: Illustrate the theories of International Relations like Realism, Neo-Realism, Liberalism & Neo-liberalism and Social Constructivism.(Cognitive level: Apply)

CLO-4: Evaluate the major Alternative Approaches to International Relations Theory (Cognitive level: Evaluate)

CLO-5: Produce an overview of the theories of International Relations. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	3	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO3	3	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO4	3	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1

CLOS	2	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1
------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Detailed Syllabus

Course Profile and Objective: This course is intended to introduce the post-graduate students to the theories of international relations. The objective of the course is to familiarize the students with the major theories and critical approaches to the study of international politics and relations. It provides comprehensive study to the discipline of international relations and its importance to the present globalized world.

Unit-1 International Relations: An Overview (15 hours)

- (a) Why study International Relations
- (b) International Relations as an Academic Discipline
- (c) The Great Debates in International Relations

Unit-2 Theories of International Relations (15 hours)

- (a) Realism
- (b) Liberalism
- (c) Contemporary Approach: Neo-Realism & Neo-liberalism
- (d) Social Constructivism

Unit-3 Marxist Theories of International Relations (15 hours)

- (a) World System Theory
- (b) Gramscianism
- (c) Critical Theory
- (d) New Marxism

Unit-4 Alternative Approaches to International Relations Theory (15 hours)

- (a) Post-Colonial Theory
- (b) Postmodernism
- (c) Feminist Theory
- (d) The English School

Suggested Readings

Chris Brown (2004) *Understanding International Relations*, New York: St. Martin Press,
 Robert Jackson and Georg Sorensen (2012) *Introduction to International Relations: Theories and Approaches*, Oxford: Oxford University Press
 Hans J. Morgenthau (1948), *Politics Among Nations*
 John Baylis and Steve Smith (eds.), *The Globalisation of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press, 2001 and later editions)
 Scott Burchill, Andre Linklater and Terry Nardin, eds. (2009), *Theories of International Relations*, 4th Edition, Palgrave Macmillan Publishers.
 Ian Hurd, "Constructivism," Christian Reus-Smit and Duncan Snidal, eds., *Oxford Handbook of International Relations*, Oxford: Oxford University Press, 2008, pp. 298-316;

Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46 (2), Spring 1992, pp. 391-425

Martha Finnemore and Kathryn Sikkink, "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics," *Annual Review of Political Science*, 4, 2001, pp. 391-416.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS-102**; Title of the Course: **International Organization and World Order**(Core/ Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Analyze the evolution, role and relevance, and issues and challenges of international and regional organizations. (Cognitive level: Analyze)

CLO2: Describe the origins and objectives and structure and functions of the United Nations and its various bodies like the Security Council and the General Assembly apart from being able to understand the debate surrounding the restructuring and reform of these same bodies. (Cognitive level: Evaluate)

CLO3: Illustrate the role and importance of agencies either part of the United Nations or allied with it like UNESCO, WHO, UNICEF, ILO, and UNHCR. (Cognitive level: Apply)

CLO4: Discuss the origins and evolution of the Bretton Woods institutions like the IMF, World Bank, and GATT. (Cognitive level: Analyse)

CLO5: Develop the understanding of the regional organizations like the EU, SAARC, ASEAN, and APEC, and understand the difference between them and the international organizations like the UN. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	1	1	1	1	1	3	1	2	1	1	1	1	3
CLO2	1	1	1	1	1	1	1	1	3	1	2	1	1	1	1	3
CLO3	1	1	1	1	1	1	1	1	3	1	2	1	1	1	1	3
CLO4	1	1	1	1	1	1	1	2	3	1	1	1	1	1	3	1
CLO5	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	3

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Detailed Syllabus

Course Profile and Objective: The course is intended to introduce the post-graduate students to the origin and significance of the international organization as well as regional organizations. The aim of the course is to do comprehensive study of the international and regional organizations and their role in bringing peace and order in the world. It is also intended to analyze the suggestions made to reform the international and regional organizations.

Unit-I International Organization: An Overview (15 hours)

- (a) Evolution of International Organization
- (b) Role and Relevance of the International Organization
- (c) Issues and Challenges of International Organization

Unit-2 United Nations (15 hours)

- (a) Origin and Objectives of the United Nations
- (b) Structure and Functions of the Principal Organs (The General Assembly, The Security Council, the Economic & Social Council, Trusteeship Council, International Court of Justice, The Secretariat).
- (c) Restructuring of the United Nation Security Council

Unit-3 Specialized Agencies and UN Programmes (15 hours)

- (a) Major Agencies (ILO, FAO, UNESCO, WHO, WIPO)
- (b) UN Programmes (UNICEF, UNDP, UNEP, UNHCR)
- (c) Bretton Woods System and WTO

Unit- 4 Regional Organizations (15 hours)

- (a) Difference between Regional Organization and International Organization
- (b) Structure and Functions of Regional Organizations (SAARC, ASEAN, APEC, BRICS, EU, NAFTA).
- (c) Significance and Impact of Regional Organization

Suggested Readings

- Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 39-62.
- Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.
- Taylor, P. and Groom, A.J.R.(eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 1-20.
- Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.
- Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century'. London: Verso, pp. 47-71.

- Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. Oxford University Press
- Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.
- Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.
- Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 119-135.
- Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21
- Igwe, Isaac O.C (2018) History of the International Economy: The Brettonwoods System and its Impact on the Economic Development of Developing Countries , Athens Journal of Law, Volume 4, Issue 2, p.105-126
- Barkin, J.S., *International Organizations: Theories and Institutions*, New York, 2006.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -103**; Title of the Course: **Comparative Politics: Theory and Approaches**
(Core/ Compulsory Course)

L-T-P: 3-1-0
05

Credits:

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Explain the meaning, nature and scope of Comparative Politics (Cognitive level: Create)

CLO-2: Analyze the Traditional and Modern approaches of Comparative Politics. (Cognitive level: Analyze)

CLO-3: Demonstrate the Behavioral Analysis of Comparative Politics of System Analysis and Structural Functional Analysis. (Cognitive level: Apply)

CLO-4: Evaluate the Marxist Approach to Comparative Politics (Cognitive level: Evaluate)

CLO-5: Assess the Political Regimes of Comparative Study (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	3	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO3	2	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1
CLO4	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO5	1	3	1	1	1	1	2	1	1	1	1	1	1	3	1	1

Detailed Syllabus

Course Profile and Objective: The course provides an in-depth the conceptual and theoretical framework of comparative politics. The aim of the course is to familiarize the post-graduate students to the concepts and theories of advanced nations as well as theories associated to the developing countries. The course enables scholars to understand comprehensive nature of the comparative study.

Unit-I Introduction to Comparative Politics (15 hours)

- (a) Meaning, Nature and Scope of Comparative Politics
- (b) Traditional Approaches
- (c) Modern Approaches: Behavioral and Post –Behavioral Approaches

Unit-II Behavioral Analysis (15 hours)

- (a) System Analysis(David Easton)
- (b) Structural Functional Analysis (Gabriel Almond)
- (c) Modernization Theory (Samuel Huntington)

Unit-III Marxist Approach to Comparative Politics (15 hours)

- (a) Political Economy
- (b) Imperialism and Dependency(AndreGunder Frank)
- (c) World System Approach

Unit-IV Comparative Study of Political Regimes (15 hours)

- (a) Democracy and Authoritarianism system
- (b) Parliamentary and Presidential system
- (c) Unitary and Federal system

Suggested Readings

- Almond, Gabriel A. etai, *Comparative Politics Today: A World View*, Delhi: Pearson Education, 2000, rep.2001.
- Apter, David E., *Introduction to Political Analysis*, New Delhi: Prentice Hall of India, 1970.
- Brewer, Anthony., *Marxist Theories of Imperialism: A Critical Survey*, New York: Routledge & Kegan Paul, 1980
- Chilocote, Ronald H., *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Boulder, Colorado: West view Press, 1994.
- Easton, David, *The Political System*, New York: Alfred A. Knopf, 1981.
- Evans, P., ‘The Role of Theory in Comparative Politics’ in *World Politics*, Vol.48, 1995, pp.2-10.
- Evans, Peter B., Dietrich Rueschemeyer, and ThedaSkocpol (eds.), *Bringing the State Back In*,Cambridge: Cambridge University Press, 1999.
- Lenin, V.I. *Imperialism; the Highest Stage of Capitalism, a popular outline*, Moscow: Progress, 1996.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS-104**; Title of the Course: **Peace, Conflict and Diplomacy**(Core/ Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Describe what war is, and what are world wars, civil wars, ethnic conflicts, and war on terror, and how these various kinds of conflicts are different from each other. (Cognitive level: Evaluate)

CLO2: Demonstrate the understanding of the basic concepts and ideas in the study of peace and conflict at the international level like Collective Security, Balance of Power, and Security Dilemma. (Cognitive level: Apply)

CLO3: Analyze the role and importance of diplomacy and its various kinds like preventive diplomacy and track-one and track-two diplomacies in prevention and mitigation of conflict (Cognitive level: Analyze)

CLO4: Assess the role of the United Nations in peace-keeping, peace-making, and peace-building in conflict zones of the world. (Cognitive level: Evaluate)

CLO5: Evaluate the various operations of the United Nations like those in Somalia, Rwanda, and the Balkans. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	1	1	1	2	1	1	1	1	1	1	3	1	1
CLO2	1	1	1	1	1	1	3	1	1	1	1	1	3	2	1	1
CLO3	1	1	2	1	1	1	3	1	1	1	1	1	1	3	1	1
CLO4	1	1	1	1	1	1	2	1	3	1	1	1	1	1	1	3
CLO5	1	1	1	1	1	1	2	1	3	1	1	1	1	1	1	3

Detailed Syllabus

Course Profile and Objective: This course aims to introduce post-graduate students to the basic understanding of the concept of war, their nature and major international conflicts that have had evoked instability in the international world order. The course also familiarizes students to the conceptual understanding of the UN peace programmes and diplomatic means to maintain peace and security in the world order and make world peaceful.

Unit-1 War and Peace (15 hours)

- (a) World Wars
- (b) International Conflicts (Korean War, Vietnam War, Afghanistan War)
- (c) Civil War and Ethnic Conflicts
- (d) War on Terror

Unit-2 Basic Concepts of Peace and Conflict (15 hours)

- (a) Theories of Conflict, Peace and World Order
- (b) Balance of Power
- (c) Collective Security
- (d) Security Dilemma

Unit-3 Diplomacy (15 hours)

- (a) Conceptual History of Diplomacy
- (b) Statecraft strategy and Diplomacy
- (c) Preventive Diplomacy
- (d) Track One vs. Track two Diplomacy

Unit-4 United Nations and Peace Settlement (15 hours)

- (a) International Treaty and Conventions
- (b) Peace keeping, Peace Making, Peace Building, Peace Enforcement
- (c) UN Peace Operations: Somalia, Rwanda, Balkans
- (d) Responsibility to Protect

Suggested Readings

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 76-84.

Calvocoressi, P. (2001) *World Politics:1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world Politics*. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education,

pp. 64-65 and 172-173.

- Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.
- Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.
- Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234- 241.
- Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.
- Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.
- Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp.570-576.
- Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.
- Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.
- White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.
- Barkin, J.S., *International Organizations: Theories and Institutions*, New York, 2006.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

SEMESTER - II

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -201**; Title of the Course: **International Political Economy** (Core/Compulsory Course)

L-T-P:3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Explain the concept of International political economy, post-war world economy and Globalization debate in International Political Economy. (Cognitive level: Create)

CLO-2: Evaluate the Traditional and Modern Approaches to International Political Economy. (Cognitive level: Evaluate)

CLO-3: Assess the various forms of Economic systems. (Cognitive level: Evaluate)

CLO-4: Explain the major Global Economic Institutions and effectiveness of their establishment. (Cognitive level: Evaluate)

CLO-5: **Demonstrate the relevance of International Political Economy and International Alignments** (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	1	2	1	1	3	1	1	1	1	3	1	1	1
CLO2	2	1	1	1	1	1	1	3	1	1	1	1	1	3	1	1
CLO3	1	1	1	1	2	1	1	3	1	1	1	1	3	1	1	1
CLO4	1	1	1	1	2	1	1	3	1	1	1	1	1	1	1	3
CLO5	1	1	1	1	2	1	1	3	1	1	1	1	3	1	1	1

Detailed Syllabus

Course Profile and Objective: The paper offers post-graduate students to explore and understand links between political and economic forces by keeping the phenomenon of globalization in sight. The interaction between politics and economics is quite complex because there can be economic basis of political choice and sometimes there is prominence of political forces to transform the economy. In the light of this, the course will try to sort out the complicated interrelations between politics and economics to grasp the nature of contemporary international political economy. Understanding the enmeshed network of ties between economics and politics can certainly enrich our understanding of international relations. The above course has been divided into the following four units.

Unit I: Understanding International Political Economy (15 hours)

- (a) What is International Political Economy?
- (b) The Post-war world economy
- (c) The globalization debate in IPE
- (d) Politics of International Trade, Finance and Labour

Unit II Traditional and Modern Approaches to International Political Economy (15 hours)

- (a) Mercantilism (or nationalism)
- (b) Liberalism
- (c) Marxism
- (d) Rational Choice & Social Constructivism

Unit III: Form of Economic Systems (15 hours)

- (a) Capitalist System
- (b) Communist System
- (c) Socialist System
- (d) Mixed Economic System

Unit IV Global Economic Institution (15 hours)

- (a) International Monetary Fund (IMF)
- (b) The World Bank (WB)
- (c) World Trade Organization (WTO)
- (d) International Alignments (G-8, BRICS and G-77)

Suggested Readings

John Baylis, Steve Smith and Patricia Owens, Fourth Edition (2008), *The Globalisation of World Politics* (New York: Oxford University Press)

Gilpin, Robert (2003), *Global Political Economy: Understanding International Economic Order*, New Jersey: Princeton University Press.

Thompson, R, William (2000), *The Emergence of the Global Political Economy*, London: Routledge Publication.

Gilpin, Robert (2003), *Global Political Economy: Understanding International Economic Order*, New Jersey: Princeton University Press. (Chapter 7)

Oatley, Thomas (2011), (Vth Edition) *International Political Economy*, Harlow: Pearson Education.

Spero, E. Joan and Jeffery A. Hart (2010), (VII Edition) *The Politics of International Economic Relations*, Boston: Wadsworth. (Chapter 1 & 2)

Veerland, R, James (2007), *The International Monetary Fund Politics of Conditional Lending*, Oxon: Routledge Publication. (Chapter 2)

Mueller, Julie. L (2011), The IMF, Neoliberalism and Hegemony, *Global Society*, 25:3, pp. 377-402.

Tabb, K, William (2004), *Economic Governance in the Age of Globalization*, New York: Columbia University Press.

Stiglitz, Joseph (2002), *Globalization and its Discontent*, Gurgaon: Penguin Books.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS-202**; Title of the Course: **History of International Politics** (Core/ Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Explain the concept of international, history, and international history (Cognitive level: Evaluate)

CLO2: Outline the major four major epochs in the historical evolution of the international system from 1648 till 1989. (Cognitive level: Analyze)

CLO3: Describe the major international events, processes and ideas in the historical evolution of the international system from 1648 till 1989. (Cognitive level: Evaluate)

CLO4: Analyze the role of study of history in the discipline of International Relations in contrast to that of theory. (Cognitive level: Analyze)

CLO5: Categorize the major problems of international relations while taking lessons from a historical study of the same. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	3	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO3	3	2	1	1	1	1	1	1	1	1	1	1	1	3	1	1
CLO4	2	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO5	3	1	1	1	1	1	2	1	1	1	1	1	1	3	1	1

Detailed Syllabus

Course Profile and Objective: This course aims to familiarize the students with some of the most important events and processes, and ideas and debates which have shaped the 21st century world in which we live. The course first introduces the idea of international in contrast to national or local. Subsequently,

the course kickstarts with the year 1648 when the modern international system is said to have been created with the peace of Westphalia and it tapers off on the year 1989 when the history itself was claimed to have ended with the fall of the Berlin Wall, the end of the Cold War, and later disintegration of the Soviet Union and decline of communism. The course formally ends with the discussion on historiography and the disciplinary history of International Relations. This course intends to go beyond the history of conflict and politics at the international level to encompass the ideational, economic, and social aspects of the international too.

UNIT I: 1648 to 1815: Emergence of the International

- (a) What is International, and What is History
- (b) Thirty-Years' War and the Peace of Westphalia, and War of the Spanish Succession and the Peace of Utrecht
- (c) War of the Austrian Succession, Seven-Years' War, and the Age of Enlightenment
- (d) American and the French Revolutions, and the Industrial Revolution
- (e) French-Revolutionary and the Napoleonic Wars, and the Concert of Europe

UNIT II: 1815 to 1914: Development of the International

- (a) Spread of the Industrial Revolution to Belgium, the United States, Germany, and other Western countries
- (b) Emergence of the Working Class, and the Beginning of the Intellectual and Political Movements for Their Emancipation, *Communist Manifesto*, *Das Capital*, and Karl Marx
- (c) Revolutions of 1848, the Crimean War and the Indian First War of Independence, the Franco-Prussian War and the Paris Commune.
- (d) Belle Époque, and the late 19th century Social Darwinism and Racism, Nationalism and Militarism, and Imperialism

UNIT III: 1914 to 1945: Catastrophe in the International

- (a) Socio-Political and Military Causes, Event and Effects of the First World War, Treaty of Versailles, and the Russian Revolution
- (b) Interwar Years: Great Depression and the New Deal, Rise of Totalitarian Ideologies, States, and Personalities, Failure of League of Nations
- (c) Socio-Political and Military Causes, Event and Effects of the Second World War, Preparation of the Postwar Institutional Order (UN, IMF, IBRD)
- (d) Development of Nuclear Weapons, Nuclear Bombing of Hiroshima and Nagasaki

UNIT IV: 1945 to 1989: Expansion of the International

- (a) Cold War: Descent of the Iron Curtain, the Long Telegram, Truman Doctrine, Berlin Blockade, and the Korean War, Suez Crisis, Cuban Missile Crisis, Soviet-American Détente and Sino-American Rapprochement
- (b) Decolonization, Neocolonialism, Non-Aligned Movement, and New International Economic Order
- (c) 1973 Oil Shock and Stagflation, Retreat of Social Democracy, Rise of Neoliberalism, Liberalization of China, and other Southeast Asian Economies
- (d) Iranian Revolution and Emergence of Islamism, Soviet Invasion of Afghanistan and Intensification of the Cold War, Exhaustion of the Socialist Economies and Societies, and Perestroika and Glasnost, Fall of the Berlin Wall and End of the Cold War

(e) Historiography, and History of the Academic Discipline of International Relations

Suggested Readings

- Blanning, Tim, *The Pursuit of Glory: The Five Revolutions That Made Modern Europe: 1648-1815*, New York: Viking Press, 2007.
- Braudel, Fernand, *The Wheels of Commerce, Civilization and Capitalism, 15th-18th Century* (Volume 2), London: William Collins Sons & Company, 1983 [1979].
- Butterfield, Herbert, *The Whig Interpretation of History*, New York: W.W. Norton & Company, 1965 [1931].
- Carr, Edward, *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: McMillan, 1981 [1939].
- Clapham, John, *The Economic Development of France and Germany: 1815-1914*, Cambridge: Cambridge University Press, 1921.
- Dehio, Ludwig, *The Precarious Balance: Four Centuries of the European Power Struggle*, New York: Alfred A. Knopf, 1962.
- Durant, Will and Ariel, *Durant, The Story of Civilization: The Age of Louis XIV*, New York: Simon & Schuster, 1963.
- Engerman, Stanley and Gallman, Robert (eds.), *The Cambridge Economic History of the United States* (Volume 2): *The Long Nineteenth Century*, New York: Cambridge University Press, 2008 [2000].
- Fukuyama, Francis, *The End of History and the Last Man*, New York: Free Press, 1992.
- Gaddis, John Lewis, *The Cold War*, New York: Penguin, 2005.
- Guilhot, Nicolas (ed.), *The Invention of International Relations Theory: Realism, the Rockefeller Foundation, and the 1954 Conference on Theory*, New York: Columbia University Press, 2011.
- Hobsbawm, Eric, *The Age of Capital: 1848-1875*, London: Abacus, 1995 [1975].
- Hobsbawm, Eric, *The Age of Empire: 1875-1914*, New York: Vintage Books, 1989 [1987].
- Hobsbawm, Eric, *The Age of Revolution: 1789-1848*, New York: Vintage Books, 1996 [1962].
- Hobson, John, *Imperialism: A Study*, New York: Cosimo, 2005 [1902].
- Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, New York: Random House, 1987.
- Kindleberger, Charles, *The World in Depression: 1929-1939*, Berkeley (California): University of California Press, 1973.
- McNeill, William, *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000*, Chicago: University of Chicago Press, 1982.
- Polanyi, Karl, *The Great Transformation: The Political and Economic Origins of Our Time*, Boston: Beacon Press, 2001 [1944].
- Taylor, A.J.P., *The Struggle for Mastery in Europe: 1848-1918*, London: Oxford University Press, 1954.
- Trotsky, Leon, *The History of the Russian Revolution*, New York: Simon & Schuster, 1937 [1930].
- Wallerstein, Immanuel, *The Modern World-System II: Mercantilism and the Consolidation of the European World-Economy 1600-1750*, Berkeley (California): University of California Press, 2011 [1980].
- Wallerstein, Immanuel, *The Modern World-System III: The Second Era of Great Expansion of the Capitalist World-Economy, 1730s-1840s*, Berkeley (California): University of California Press, 2011 [1989].

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -203**; Title of the Course: **India and the World**

(Core/ Compulsory Course)

L-T-P:3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Discuss the evolution of India's Foreign Policy since Independence, Objectives and Principles of India's Foreign Policy.(Cognitive level: Understand)

CLO-2: **Assess India's Foreign Policy in the Post-Cold War Era and in the Changing World Order.**
(Cognitive level: Evaluate)

CLO-3: Analyze India's relations with immediate neighbors. (Cognitive level: Analyze)

CLO-4: Evaluate India's Great power relations. (Cognitive level: Evaluate)

CLO-5: Explain India and the global issues as well as its impact. (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	3	1	1	1	1	1	1	2	1	1	1	3	1
CLO2	1	1	1	3	1	1	1	1	1	1	2	1	1	1	3	1
CLO3	1	1	1	3	1	1	1	1	1	1	2	1	1	3	1	1
CLO4	1	1	1	3	1	1	1	1	1	1	2	1	1	3	1	1
CLO5	1	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: The paper introduces the post-graduate students to explore India's foreign policy since independence to the present. The paper discusses principles and objectives of India's foreign policy which guided the leaders throughout the history. It will offer students to briefly explore the phenomenon influence the relationship between India and its neighbors. In view

of India's prominent role in international affairs, the course will try to untangle India's relations with great powers and its role to deal with international issues. The course has been divided into following four units.

Unit-I India's Foreign Policy: Continuity and Changes (15 hours)

- (a) Evolution of India's Foreign Policy since Independence
- (b) Objectives and Principles of India's Foreign Policy
- (c) India's Foreign Policy in the Post-Cold War Era
- (d) Foreign Policy in the Changing World Order

Unit- II India's Immediate Neighbors Relations (15 hours)

- (a) India – Sri Lanka Relations
- (b) India –Bangladesh Relations
- (c) India- Pakistan Relations
- (d) India- Nepal Relations

Unit-III India's Great Power Relations (15 hours)

- (a) India- USA relations
- (b) India-Russia Relations
- (c) India-China Relations
- (d) India- EU/Japan

Unit-IV India and Global Issues (15 hours)

- (a) India and the International Diaspora
- (b) India and International Terrorism
- (c) India and Nuclear Weapons
- (d) India and Climate Change

Suggested Readings

- Jain, B. M., *Global Power: India's Foreign Policy 1947-2006* (Lexington Books, 2008)
- Rajan, MannaraswamighalaSreeranga, *Studies on India's Foreign Policy* (ABC Pub. House, 1993)
- Jayapalan, N., *Foreign policy of India* (Atlantic Publishers & Distributors, 2001)
- Gupta, K.R. & Vatsala Shukla, *Foreign Policy Of India* (Atlantic Publishers & Distributors, 2009)
- Mansingh, Lalit et al, eds., *Indian Foreign Policy: Agenda for the 21st Century*, Vol.1 and 2, New Delhi: Foreign Services Institute with Konark, 1998)
- Sinha, A. and M. Mohta (eds), *Indian Foreign Policy: Challenges and Opportunities*, (New Delhi: Academic Foundation. 2003)
- J. Bandyopadhyaya, *The Making of India's Foreign Policy: Determinants, Institutions, Processes, And Personalities*, Bombay: Allied Publishers, 1970.
- Bajpai, Kanti, Basit, Saira, Krishnappa, V. eds., *India's grand Strategy: History, theory, cases* (2014)
- C. Raja Mohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, New Delhi: Penguin Books, 2005
- J. N. Dixit, *Indian Foreign Policy and its Neighbours*, New Delhi: Gyan Publishing, 2001.
- Ganguly, Sumit, ed., *India's foreign Policy* (2010)

Anjali Ghosh, tridibChakrobroti, AnindyoJyotiMajumdar and Shibashis Chatterjee, eds., India's Foreign Policy, New Delhi: Pearson, 2009.

Kapoor and A. J. Wison, The Foreign Policy of India and her Neighbours. 1995.

C. Raja Mohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy, New Delhi: Penguin Books, 2005.

Muni, S.D., India's foreign Policy, The Democracy Dimension (2009)

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS-204**; Title of the Course: **Great Power Politics and War** (Core/ Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Describe the various conceptual categories on and around the great powers (Cognitive level: Evaluate)

CLO2: Evaluate the power politics and war among the great powers (Cognitive level: Evaluate)

CLO3: Examine the idea of alignments and alliances among the great powers particularly during the three systemic wars in the modern period. (Cognitive level: Analyze)

CLO4: Evaluate the rise and fall of different great powers through different theoretical lenses. (Cognitive level: Evaluate)

CLO5: Develop the understanding of current transition of international power from the United States to China (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	2	3	1	1	1	1	1	1	1	1	1	3	1	1
CLO2	1	1	2	3	1	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	2	3	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO4	1	2	3	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO5	1	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: The objective of this course is to familiarize the students with the idea of great powers, and politics, alliances, war among them along with their rise and fall. Perched on the very top of the distributional hierarchy of power in the international system, great powers are simply the most powerful states at any given time. The great powers run and manage the international system. Politics among the great powers is what international politics is. Alliances and war among the great powers are

systemic in nature and decide the very structure at the international level. However, great powers do not remain static. Their numbers and kinds change because of rise of some and fall of others.

UNIT I: Conceptual Categories around Great Powers (15 hours)

- (a) Material and Non-Material Attributes of a State's National Power
- (b) Land Power, Sea/Maritime Power, and Emerging/Rising Powers, and Regional Powers
- (c) Material and Non-Material Attributes of a Small, Middle and a Great Power
- (d) Great Powers and Superpowers, and Hegemons, and Empires

UNIT II: Power Politics among Great Powers (15 hours)

- (a) Difference between Great Power Politics, Multi- and Bilateralism, and Foreign Policy
- (b) Mandates and Responsibilities of Great Powers: Systemic Order and Peripheral Peace
- (c) Great Power Politics or Balance of Power Politics in Multipolarity, Bipolarity, and Unipolarity
- (d) Systemic Competition, Stability and Durability in Multipolarity, Bipolarity, and Unipolarity

UNIT III: Alliances and Wars among Great Powers (15 hours)

- (a) Alignment and Alliance, and their Theories and Practices
- (b) Alignments and Alliances during the Cold War; NATO, Warsaw Pact, and Non-Aligned Movement
- (c) Alignments and Alliances Before and During the Three Modern Great Powers Wars: Second and the First World Wars, and French Revolutionary and Napoleonic Wars
- (d) Differences Between Wars and Great Power Wars, and the Events of the Three Modern Great Powers Wars: Second and the First World Wars, and French Revolutionary and Napoleonic Wars

UNIT IV: Rise and Fall of Great Powers (15 hours)

- (a) History of Modern Great Powers: Ottoman Turkey, Portugal, Spain, the Netherlands, France, England/Britain, Austria(-Hungary), Prussia/Germany, Russia/USSR and the United States as Great Powers
- (b) Long Cycle Theory, Theories of Hegemonic Stability and Power Transition among the Great Powers
- (c) Thucydides' Trap, Power Transition in the post-Cold War Period from the United States to China, India, and other Emerging Powers

Suggested Readings

- Aron, Raymond, *Peace and War: A Theory of International Relations*, New York: Routledge, 2017 [1966].
- Carr, Edward, *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: McMillan, 1981 [1939].
- Dehio, Ludwig, *The Precarious Balance: Four Centuries of the European Power Struggle*, New York: Alfred A. Knopf, 1962.
- Gilpin, Robert, *War and Change in International Politics*, New York: Cambridge University Press, 1981.
- Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, New York: Random House, 1987.
- Kissinger, Henry, *World Order: Reflections on the Character of Nations and the Course of History*, New York: Penguin Books, 2015.
- Levy, Jack, *War in the Modern Great Power System: 1495-1975*, Lexington (Kentucky): University Press of Kentucky, 1983.
- Mearsheimer, John, *The Tragedy of Great Power Politics*, New York: W.W. Norton & Company, 2001.

- Modelski, George, *Long Cycles in World Politics*, Hampshire: MacMillan Press, 1987.
- Morgenthau, Hans, *Politics among Nations: The Struggle for Power and Peace*, New York: Alfred A. Knopf, 1948.
- Taylor, A.J.P., *The Struggle for Mastery in Europe: 1848-1918*, London: Oxford University Press, 1954.
- Walt, Stephen, *The Origins of Alliance*, New York: Cornell University Press, 1987.
- Waltz, Kenneth, "The Stability of a Bipolar World," *Daedalus*, vol. 93, no. 3, 1964, pp. 881-909.
- Waltz, Kenneth, *Theory of International Politics*, Reading (Massachusetts): Addison-Wesley Publishing Company, 1979.
- Wohlforth, William, "The Stability of a Unipolar World," *International Security*, vol. 24, no. 1, 1999, pp. 5-41.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

SEMESTER –III

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -301**; Title of the Course: **Political System of South Asian Nations** (Core/Compulsory Course)

L-T-P: 3-1-0
05

Credits:

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe the geostrategic significance of South Asia and history of South Asia. (Cognitive level: Evaluate)

CLO-2: Analyze the Governance System of South Asia.(Cognitive level: Analyze)

CLO-3: Examine the Conflicts and Contestation in South Asia.(Cognitive level: Analyze)

CLO-4: Discuss the South Asian Economy and Developmental Challenges (Cognitive level: Understand)

CLO-5: **Produce an overview of the Political System of South Asian Nations.** (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	3	2	1	1	1	1	1	1	1	3	1	1	1
CLO2	1	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1
CLO3	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1	1
CLO4	1	1	1	3	1	1	1	2	1	1	1	1	1	1	3	1
CLO5	1	1	2	3	1	1	1	1	1	1	1	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: The course will introduce the post-graduate students to understand the history and political developments of the South Asian countries and explore the geo-strategic significance of the region. The course outlines the political system and constitutional developments of the South Asian States in specific manner. How colonial history of the region has shaped the geography of the region and deeply influenced the developments of current political system of the South Asian Countries. It will also enable the Students to find out the root cause of current Socio-economic problems and political crisis in the context of colonial history of the South Asian nations. Furthermore, the course depicts the formation and role of regional organization in bringing peace and economic development in the region.

Unit 1: Introduction to South Asia (15 hours)

- (a) Geostrategic significance of South Asia
- (b) History of South Asia
- (c) Problems of Development and Growth
- (d) Regional Cooperation in South Asia: SAARC, SCO, BIMSTEC

Unit 2: Governance System in South Asia (15 hours)

- (a) India
- (b) Pakistan & Bangladesh
- (c) Nepal & Bhutan
- (d) Sri Lanka

Unit 3: Conflicts and Contestation in South Asia (15 hours)

- (a) Ethnic Conflict and Secessionism – Sri Lanka
- (b) Maoism and Insurgency – Nepal
- (c) Radicalization and Social Conflicts – India
- (d) Other Conflicts

Unit 4: South Asian Economy and Developmental Challenges (15 hours)

- (a) Poverty and Underdevelopment
- (b) Industrialization and Economic Development in South Asia
- (c) Development Investment in South Asia
- (d) Economic Cooperation among South Asian States

Suggested Readings

Ayesha Jalal, *The State of Martial Rule: The Origin of Pakistan's Political Economy of Defense*. Cambridge, UK, 1990.

K.K. Aziz, *The Making of Pakistan*. Karachi, 1989.

Stanley J. Jambiah, *Sri Lanka: Ethnic Practise and its Minting of Democracy*. Chicago, 1986.

H. James and Robert Worden, eds., *Bangladesh: A Country Study*. Washington, D.C., 1989.

Ashok Kapur, *Indian Ocean: Regional and International Power Politics*. New York, 1983.

Robert N. Kearney, *The Politics of Ceylon*. London, 1974.

Richard L. Parik, ed., *South Asian Political System*. London and New York, 1970.

Rajni Kothari, ed., *State and Nation-Building in the Third World*. New Delhi, 1983.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS-302**; Title of the Course: **Human Rights and International Politics** (Core/Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Examine the meaning of human rights (Cognitive level: Evaluate)

CLO2: Explain the historical evolution of the idea of human rights first emerging in the Western countries like the England, France, and the United States. (Cognitive level: Evaluate)

CLO3: Analyze the multiple issues in the study of the human rights (Cognitive level: Analyze)

CLO4: Identify the promise of the application of human rights not only at the national but at the international level too. (Cognitive level: Apply)

CLO5: Examine the challenges in creation of a just global economic and political order. (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	1	1	3	1	1	1	1	1	1	3	1	1	1
CLO2	1	1	1	1	1	3	2	1	1	1	1	1	1	1	1	1
CLO3	1	1	1	1	2	3	1	1	1	1	1	1	1	3	1	1
CLO4	1	1	1	1	2	3	1	1	1	1	1	1	1	1	1	3
CLO5	1	1	1	1	1	3	1	1	1	1	2	1	1	3	1	1

Detailed Syllabus

Course Profile and Objective: The main purpose of this course is to help the students think over and find academic and theoretical ways to create a better world while using the framework of human rights. In this regard, the students will first learn the most primary and the most important ideas of human rights. Subsequently, the student will be introduced with the significant landmarks in the historical evolution of

human rights regime. However, the students will equally learn that the concept and the practice of human rights is not without contestation. After being acquainted with the theoretical disputes and practical problems associated with human rights, the students shall be made to mull over suitable ways to create a peaceful and just international system both for the collective nation-states and the individual human persons.

Unit I: Meaning of Human Rights (15 hours)

- (a) Individual Liberty
- (b) Human Dignity
- (c) Socio-Economic Equality
- (d) Socio-Economic Justice

Unit II: History of Human Rights (15 hours)

- (a) Magna Carta (1215); Glorious Revolution (1688) and the English Bill of Rights (1689)
- (b) American Declaration of Independence (1776) and the Bill of Rights (1791)
- (c) Declaration of the Rights of Man and of the Citizens (1789)
- (d) Universal Declaration of Human Rights (1948); International Covenant on Civil and Political Rights (1966) and International Covenant on Economic, Social and Cultural Rights (1966)

Unit III: Issues in Human Rights (15 hours)

- (a) Universal Values versus Cultural Relativism
- (b) Socio-Economic Development versus Socio-Economic Equality
- (c) Human Rights of Underprivileged Groups, Minorities and Women
- (d) Implementing Human Rights at the International Level: Challenges and Prospects of Diplomatic Boycott, Economic Sanctions, and Military Intervention

Unit IV: Promises of Human Rights (15 hours)

- (a) National versus Individual at the International Level
- (b) Morality versus Power at the International Level
- (c) Peace versus Justice at the International Level
- (d) Challenges of the Creation of Just Global Economic and Political Order

Suggested Readings

- Baxi, Upendra, *The Future of Human Rights*, Oxford University Press, Delhi, 2012.
- Beitz, Charles, *The Idea of Human Rights*, Oxford University Press, New York, 2009.
- Cruft, Rowan; Liao, S. Matthew; Massimo, Renzo (eds.), *Philosophical Foundations of Human Rights*, Oxford University Press, New York, 2015.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Cornell University Press, Ithaca (New York), 2013.
- Düwell, Marcus; Braarvig, Jens; Brownsword, Roger; and Mieth, Dietmar (eds.), *The Cambridge Handbook of Human Dignity: Interdisciplinary Perspectives*, Cambridge University Press, Cambridge (United Kingdom), 2014.
- Forsythe, David P., *Human Rights in International Relations*, Cambridge University Press, Cambridge (United Kingdom), 2006 [2000].
- Freeman, Michael, *Human Rights- An Interdisciplinary Approach*, Polity Press, Cambridge (United Kingdom), 2008.

- Glaser, Charles L., (1994), "Realists as Optimists, Cooperation as Self-Help," *International Security*, vol. 19, no. 3, 1994, pp. 50-90.
- Hayden, Patrick, *The Philosophy of Human Rights*, Paragon House, St. Paul (Minnesota), 2001.
- Kolakowski, Leszek, "Marxism and Human Rights," *Dædalus*, vol. 112, no. 4, 1983, pp. 81-92.
- Macfarlane, L.J., "Marxist Theory and Human Rights," *Government and Opposition*, vol. 17, no. 4, 1982, pp. 414-428.
- Macpherson, C.B., *John Locke- Second Treatise of Government*, Hackett Publishing Company, Cambridge (United Kingdom), 1980.
- Mandle, Jon, *Rawls's 'A Theory of Justice'- An Introduction*, Cambridge University Press, New York, 2009.
- Singh, Rabinder, "The Development of Human Rights Thought from Magna Carta to the Universal Declaration on Human Rights" in Griffith-Jones, Robin and Hill, Mark (eds.), *Magna Carta, Religion and the Rule of Law*, Cambridge University Press, Cambridge (United Kingdom), 2015, pp. 267-280.
- Tully, James, *A Discourse OnProperty, John Locke And His Adversaries*, Cambridge University Press, New York, 1983.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -303**; Title of the Course: **International Security** (Core/ Compulsory Course)

L-T-P:3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe the concept of security and compare and contrast the Traditional and Non-traditional Security. (Cognitive level: Evaluate)

CLO-2: Analyze the United Nations Initiative towards Security Strategy. (Cognitive level: Analyze)

CLO-3: Explain the major theoretical approaches to International Security. (Cognitive level: Create)

CLO-4: Analyze the emerging security threats to Environment, Human and Global Security. (Cognitive level: Analyze)

CLO-5: Describe the security issues of Third World Countries (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	1	1	1	1	1	1	3	2	1	1	3	1	1
CLO2	1	1	1	1	1	1	1	1	3	2	1	1	1	3	1	1
CLO3	1	1	1	1	1	1	1	1	2	3	1	1	1	1	3	1
CLO4	1	1	1	1	1	1	1	1	1	3	2	1	1	3	1	1
CLO5	1	1	1	1	1	1	1	1	1	3	2	1	1	3	1	1

Detailed Syllabus

Course Profile and Objective: This paper aims to introduce post-graduate students a thorough introduction to the concept of international security, both theoretically and policy-oriented. The paper assimilates traditional concept of security as well as non-traditional threats to the national and international security. It disseminates the use of sectors to understand the new international security agendas (environmental, energy, food and human security) and, emphasizes the salience of levels-of-analysis (individual, national, regional and global) in thinking about international security. It stimulates the students to interrelate the national issues with the theme of international security. The course begins with the mainstream IR literature on the subject and then works its way towards understanding the security problematique of Third World countries such as ethnic conflicts, organized crimes, human trafficking and civil wars.

Unit-1 International Security: An Overview (15 hours)

- (a) Concept of Security
- (b) Traditional Security
- (c) Non- Traditional Security
- (d) UN Initiative towards Security Strategy

Unit-2 Theoretical Approaches (15 hours)

- (a) Structural Realism
- (b) Critical Security Studies
- (c) Feminist Conceptions
- (d) Discursive security: the Copenhagen School

Unit-3 Broadening the Security Agenda (15 hours)

- (a) Environmental Security
- (b) Human security
- (c) Food Security
- (d) Energy Security

Unit-4 Security Issues of the Third World Countries (15 hours)

- (a) Disintegration of state Authority
- (b) Ethnic Conflicts
- (c) Civil War
- (d) Organized crime and human Trafficking

Suggested Readings

Williams, Paul D. (ed.) *Security Studies. An Introduction*. 2nd edition (London: Routledge 2013)

Barry Buzan and Ole Waever, (ed.), *Regions and Powers: The Structure of International Security*, Cambridge, Cambridge University Press, 2004

Brooks, Stephen, "Duelling Realisms", *International Organization* 51 (1997) 3, pp. 445-477.

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

Stuart Croft and Terry Terriff, (eds.), *Critical Reflections on Security and Change*, London: Frank Cass, 2000

Keith Krause, and Michael C. William (eds.) *Critical Security Studies*, (Minneapolis: University of Minnesota Press, 1997).

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

V. Spike Peterson, (ed.), *Gendered States: Feminist (Re)visions of International Relations*.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A.(International Studies)

Course Code: **MIS-304**; Title of the Course: **Research Methodology**(Ability Enhancement Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Assess the importance of scientific methods in conducting research (Cognitive level: Evaluate)

CLO2: Explain the quantitative and qualitative research methods (Cognitive level: Create)

CLO3: Demonstrate the formulation of research problem, hypotheses and case studies (Cognitive level: Apply)

CLO4: Analyze the data collected through a scientific method (Cognitive level: Analyze)

CLO5: Demonstrate the ability to write a research proposal, data processing, content analysis and report writing along with a demonstration of adherence to values and ethics in social research(Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO2	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO3	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO4	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO5	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1

Detailed Syllabus

Course Profile and Objective: The purpose of this course is to help students learn how to do good research. The course starts with what exactly knowledge is and how it is produced using scientific methods while underlining the limitations of these methods. The second and third units of this course will teach the students the various quantitative and qualitative research methods. Finally, the students will also learn how to frame a proper academic research proposal and from how to do valuable and ethical research.

Unit I: Philosophy of Science (15 hours)

- (a) Science and Scientific Method
- (b) Positivism and post-Positivism
- (c) Empiricism and Interpretivism
- (d) Concepts and Theory Building

Unit II: Quantitative Research Methods (15 hours)

- (a) Data Collection, Analysis and Interpretation
- (b) Survey and Sampling
- (c) Statistical Formulation and Analysis
- (d) Research Design

Unit III: Qualitative Research Methods (15 hours)

- (a) Case Studies Methods
- (b) Tools and Techniques of Comparative Historical Analysis
- (c) Field Study Methods
- (d) Discourse Analysis, Data Interpretation, and Report Writing

Unit IV: Practical of Research (15 hours)

- (a) Writing the Research Proposal
- (b) Writing Skills and Styles
- (c) Citation, Referencing, and Publication
- (d) Research Ethics

Suggested Readings

- Bennett, Andrew and George, Alexander, *Case Studies and Theory Development in Social Sciences*, Massachusetts: MIT Press, 2005.
- Box-Steffensmeier, Janet; Brady, Henry; and Collier, David (eds.), *The Oxford Handbook of Political Methodology*, New York: Oxford University Press, 2008.
- Collier, David and Mahoney, James, "Insights and Pitfalls: Selection Bias in Qualitative Research," *World Politics*, vol. 49, no. 1, 1996, pp. 56-91.
- Denzin, Norman K., and Yvonna S. Linkon (eds.), *Handbook of Qualitative Research*, Sage, Thousand Oaks (California), 1994.
- Druckman, James N.; Green, Donald P.; Kuklinski, James H.; and Lupia, Arthur (eds.), *Cambridge Handbook of Experimental Political Science*, Cambridge University Press, New York, 2011.
- Feyerabend, Paul, *Against Method: Outline of an Anarchistic Theory of Knowledge*, New York: Verso, 1996 [1975].

- King, Gary; Keohane, Robert; and Verba, Sidney, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton (New Jersey): Princeton University Press, 1994.
- Kuhn, Thomas, *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press, 1962.
- Mahoney, James, "Comparative-Historical Methodology," *Annual Review of Sociology*, vol. 30, 2004, pp. 81-101.
- McNabb, David E., *Research Methods for Political Science: Quantitative and Qualitative Methods*, Prentice-Hall of India, New Delhi, 2005.
- Okasha, Samir, *Philosophy of Science: A Very Short Introduction*, Oxford University Press, New York, 2016.
- Popper, Karl, *The Logic of Scientific Discovery*, London: Routledge, 1992.
- Sarukkai, Sundar, *What is Science*, National Book Trust, New Delhi, 2012.
- Schmidt, Brian, "On the History and Historiography of International Relations" in Carlsnaes, Walter; Risse, Thomas; and Simmons, Beth (eds.), *Handbook of International Relations*, Sage, London, 2013, pp. 3-28.
- Van Evera, Stephen, *Guide to Methods for Students of Political Science*, Ithaca (New York), Cornell University Press, 1997.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

SEMESTER- IV

Name of the Academic Program: M.A.(International Studies)

Course Code: **MIS-401**; Title of the Course: **American Foreign Policy** (Core/ Compulsory Course)

L-T-P: 3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO1: Explain the major thrust of the foreign policy of the United States in different time period beginning from the birth of the republic till the post-Cold War period. (Cognitive level: Create)

CLO2: Evaluate the role of various internal actors, for example the Presidency and the Congress, in the making of the foreign policy of the United States. (Cognitive level: Evaluate)

CLO3: Analyze the role of different prominent issues in the American foreign policy like the promotion of liberal democracy and free trade and combating nuclear non-proliferation and terrorism. (Cognitive level: Analyze)

CLO4: Assess the major focus of the American foreign policy in the different regions of the world. (Cognitive level: Evaluate)

CLO5: Describe the role of fear of decline and fall of the United States as hegemony in the framing of the foreign policy of the United States in the contemporary period of competition with China and Russia. (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	3	2	1	1	1	1	1	2	1	3	1	1	1
CLO2	1	1	1	3	2	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	1	1	3	1	1	2	1	1	1	1	1	1	1	3	1
CLO4	1	1	1	3	1	1	1	1	1	1	2	1	1	1	3	1
CLO5	1	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: The purpose of this course is to familiarize the students with the main actors, issues, epochs, and regions in the making and execution of the foreign policy of the United States. The United States, the most powerful state since almost a century now, has shaped the contemporary world in varied ways. Therefore, it is important for the students of international affairs to know the actors and issues animating the American foreign conduct in different time-periods and regions of the world.

Unit I: Epochs (15 hours)

- (a) From Birth of the Republic till the End of the Civil War
- (b) From the End of the Civil War to the End of the Nineteenth Century
- (c) First-Half of the Twentieth Century (WW1, Interwar Years, WW2)
- (d) Cold War and the post-Cold War Periods

Unit II: Actors (15 hours)

- (a) Presidency
- (b) Congress
- (c) State and the Defense Departments
- (d) Media and the Public Opinion

Unit II: Issues (15 hours)

- (a) Achievement, Consolidation and Maintenance of International Power
- (b) Averting Systemic Hegemony and Maintenance of Balance of Power
- (c) Global Promotion of Liberal Democracy and Free Trade
- (d) Combating Nuclear Non-Proliferation and Terrorism

Unit IV: Regions (15 hours)

- (a) Western Hemisphere
- (b) Eurasian Region
- (c) Middle East
- (d) Asia

Suggested Readings

Cameron, Fraser, *US Foreign Policy after the Cold War: Global Hegemon or Reluctant Sheriff?* Palgrave Macmillan, New York, 2005.

Cox, Michael and Stokes, Doug (eds.) *US Foreign Policy*, Oxford University Press, New York, 2012.

Fisher, Louis, and Adler, David Gray, "The War Powers Resolution: Time to Say Goodbye." *Political Science Quarterly*, vol. 113, no. 1, 1998, pp. 1-20.

Fisher, Louis, *Presidential War Power*, University Press of Kansas, Lawrence (Kansas), 2004.

Gaddis, John Lewis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War*, Oxford University Press, New York, 2005.

Henkin, Louis. "Foreign Affairs and the Constitution," *Foreign Affairs*, vol. 66, no. 2, 1987, pp. 284-310.

Howell, William G., and Pevehouse Jon C. "Presidents, Congress, and the Use of Force." *International Organization*, vol. 59, no. 1, 2005, pp. 209-32.

- Kissinger, Henry, *Diplomacy*, Simon & Schuster, New York, 1994.
- Leffler, Melvyn P., "9/11 in Retrospect: George W. Bush's Grand Strategy, Reconsidered." *Foreign Affairs*, vol. 90, no. 5, 2011, pp. 33-44.
- Lindsay, James M., "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." *Presidential Studies Quarterly*, vol. 33, no. 3, 2003, pp. 530-546.
- Malley, Robert and Finer, Jon, "The Long Shadow of 9/11," *Foreign Affairs*, vol. 97, no. 4, 2018, pp. 58-69.
- McCormick, James M., *American Foreign Policy and Process*, Wadsworth, Boston (Massachusetts), 2010.
- Mead, Walter Russell, *Special Providence: American Foreign Policy and How It Changed the World*, Alfred A. Knopf, New York, 2001.
- Mearsheimer, John J. and Walt, Stephen, "The Israel Lobby," *London Review of Books*, vol. 28, no. 6, 2006, pp. 1-26.
- Neack, Laura, *The New Foreign Policy: Power Seeking in a Globalized Era*, Rowman & Littlefield, Lanham (Maryland), 2008.
- Rosati, Jerel A. and Scott, James M., *The Politics of United States Foreign Policy*, Cengage Learning, Boston (Massachusetts), 2010.
- Rose, Gideon, "What Obama Gets Right: Keep Calm and Carry the Liberal Order On." *Foreign Affairs*, vol. 94 no. 5, 2015, pp. 2-12.
- Sestanovich, Stephen, *Maximalist: America in the World from Truman to Obama*, Alfred A. Knopf Press, New York, 2014.
- Smith, Tony, *Foreign Attachments: The Power of Ethnic Groups in the Making of American Foreign Policy*, Harvard University Press, Cambridge (Massachusetts), 2002.
- Wittkopf, Eugene R.; Jones, Christopher M.; and Kegley, Charles W., *American Foreign Policy: Pattern and Process*, Thomson-Wadsworth, Belmont (California), 2008.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -402**; Title of the Course: **Government and Politics of West Asian Nations**
(Core/ Compulsory Course)

L-T-P: 3-1-0
05

Credits:

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe the state and society in West Asia, History of state system and Emergence of Modern states and Arab Nationalism. (Cognitive level: Evaluate)

CLO-2: Discuss the Government and Politics of West Asia (Cognitive level: Understand)

CLO-3: Elucidate the Implications of Great powers interest in West Asia. (Cognitive level: Analyze)

CLO-4: Examine the Conflict and Peace Process in West Asia (Cognitive level: Analyze)

CLO-5: **Assess the role of United Nations and Regional Organizations in peace process.**
(Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	2	1	3	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	1	1	1	3	1	1	1	1	1	1	2	1	1	1	3	1
CLO3	1	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1
CLO4	1	2	1	3	1	1	1	1	1	1	1	1	1	3	1	1
CLO5	1	1	1	1	1	1	1	1	3	1	2	1	1	1	1	3

Detailed Syllabus

Course Profile and Objective: This course has been designed for post-graduate students to understand the development of state system in West Asia region. How Arab nationalism and Pan-Arabism movement directed to reduce the Western influence in the Arab World and promotes the unity among the Arab nations. How these ideological movements helped to rejuvenate the glorious Arab civilizations. Shortly, it will offer the students to analyze the role of religion and socio-cultural movements in the transformation of West Asian nations. The paper has also mentioned separately the political systems of some major countries of this region. It will also familiarize the students with cold war developments in West Asia region as the region was hotbed of rivalry between two superpowers. The course will also offer to evaluate the role of regional organizations in promoting peace and security in the region.

Unit 1: State & Society in West Asia (15 hours)

- (a) Society and Religion in West Asia
- (b) History of state system in West Asia
- (c) Emergence of Modern States
- (d) Arab Nationalism

Unit 2: Government and Politics of West Asia (15 hours)

- (a) Egypt
- (b) Iran
- (c) Iraq
- (d) Saudi Arabia

Unit 3: External Actors in West Asia (15 hours)

- (a) Global Politics and West Asia
- (b) US engagement in West Asia
- (c) Russian involvement in West Asia
- (d) India and West Asia

Unit 4: Conflict and Peace Process in West Asia (15 hours)

- (a) The Arab-Israeli Conflicts
- (b) Iran - Iraq War (2003)
- (c) Gulf War I & II
- (d) Role of UN and Regional Organizations in peace process

Suggested Readings

A.K.Pasha, "India and West Asia, Delhi Gyan Sager Publishers, 1999.

A.K.Pasha, India, Iran and GCC States (New Delhi: 2000 Ali M Ansari, Confronting Iran: The failure of American Foreign Policy and the next great crisis in the Middle East, New York, A member of the Persen Book Group, 2006 Freeman O Robert), Soviet Policy towards the Middle East since 1970, USA, Praeger, 1975.

Goldberg H David, Paul Marantz, The Decline of the Soviet Union and the Transformation of the Middle East, US, West View Press, 1994.

Hamid Ansari, Travelling through conflict: Essay on the Politics of West Asia, New Delhi, Pearson Longman, 2008

IvonDaalder, Nicole Gresotto, Philip Gordon (ed), Crescent of Crisis: US-European Strategy for the Greater Middle East, WashingtonDC, Brookings Institution Press, 2006.

Lesch W David, The Middle East and the United States: A Historical & Political Reassessment,

USA, West View Press, 1999.

Wells Jr., F Samuel, Mark A Bruzonsky, Security in the Middle East: Regional Change and Great Power Strategies USA, West View Press, 1987.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS -403**; Title of the Course: **Project Report/Dissertation**

(Core/ Compulsory Course)

L-T-P:3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, students should be able to:

CLO-1: Apply research methods, interpret research data, and solve their research problem. (Cognitive level: Apply)

CLO-2: Assess the existing knowledge on the subject to process further. (Cognitive level: Analyze)

CLO-3: Identify their research problem; analyze, break down, and categorize the information collected; differentiate between, examine, and criticize different viewpoints; illustrate their own point of view; and infer and outline conclusions. (Cognitive level: Analyze)

CLO-4: Produce valid and convincing arguments; compare, contrast and interpret data and opinions, and assess their value; choose the most appropriate research methodology; conclude and justify valid results; and defend their research dissertation. (Apply)

CLO-5: Design, develop, and prepare a research dissertation. (Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO2	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO3	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO4	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO5	2	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1

Detailed Syllabus

Course Profile and Objective: Preparation of project dissertation enables the students to develop their research skills. It's rather an opportunity for the students to apply their domain knowledge to real-life situations and make appraisals, suggestions and conclusions.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Name of the Academic Program: M.A. (International Studies)

Course Code: **MIS-404**; Title of the Course: **VIVA VOCE**

(Core/ Compulsory Course)

L-T-P:3-1-0

Credits: 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Outline the basis of program learning outcomes of knowledge.(Cognitive level: Analyze)

CLO-2: Judge verbally for communication skills in the subject. (Cognitive level: Evaluate)

CLO-3: Examined the level of comprehension of the subject studied (Cognitive level: Analyze)

CLO-4: Assessed for the answers provided to the sections posed through their research dissertation (Cognitive level: Evaluate)

CLO-5: Appraised the existing knowledge and guided forward for further research (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	2	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO3	1	3	2	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO4	1	2	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO5	1	2	1	1	1	1	1	1	1	1	1	3	3	1	1	1

Detailed Syllabus

Course Profile and Objective: Viva voce is an integral part of assessment of the student to determine one's performance in the final summative examination. It is helpful in establishing correlation of one's knowledge, understanding and competency.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.